

## Challenge Program Appeals Procedure

The Challenge Program in CCSD 89 is an extension program for identified students in second through fifth grade. The program is content based with two different curriculum foci. Students who show giftedness in English Language Arts can qualify for the Language Arts and Humanities (LAH) strand. Students who show giftedness in Math and Science can qualify for Science, Technology, Engineering and Math (STEM) strand.

All students are screened for potential entrance to the Challenge program. Identification is based on both cognitive and academic performance. Please note, identification for Challenge is not something for which teachers and/or parents can prepare students. Students identified for the program show a natural ability, cognitive strength and a general ease with curriculum and new challenges.

Placement eligibility for Challenge LAH requires a cognitive score above the 93rd percentile, MAP ELA performance consistently above the 93rd percentile and evidence of exceeding standards on common formative assessments in English language arts.

Placement eligibility for Challenge STEM requires a cognitive score above the 93rd percentile, MAP Math performance consistently above the 93rd percentile and evidence of exceeding standards on common formative assessments in math and science.

Continued placement in the program requires maintaining above the 93rd percentile on MAP as well as exceeding standards in the regular classroom setting.

If a parent wishes further information on placement results, parents are encouraged to contact and meet with the building Challenge Teacher to review their child's scores. If, after meeting with the Challenge teacher, the parents wish to appeal the academic placement, the appeal procedures listed below will be followed:

1. Following a meeting with the Challenge teacher to review the results, a letter of appeal shall be drafted by the parent and sent to the principal of the child's school (within 10 days of the meeting). Information in the letter should include:
  - a. Explanation of why the screening data may be inaccurate. (Testing conditions, special circumstance/event at home, other.)
  - b. Provide performance data/evidence/background information that supports the reconsideration of placement in STEM/ELAH program.
  - c. Outside testing results can be reviewed, *but not used as a determining factor for placement into the program.*
2. Upon receiving the appeal letter, the building principal, assistant superintendent for learning, challenge teacher, and classroom teacher/s review the student's data. After discussion, the team completes the Response to Appeal form. A decision is made to do one of the following:
  - a. After careful review of the data, appeal is respectfully denied. The child's educational needs can be met in the regular classroom at this time.
  - b. Group determines that while child's regular classroom placement is most appropriate, some differentiation is necessary. Subject-specific differentiation strategies will be used in the regular classroom by the classroom teacher to meet the learning needs of the student.
  - c. Careful review of data results in inviting student to participate in STEM/ELAH on Trial basis, or guest status. Performance review is conducted after 1 or 2 trimesters. If successful in program, guest status is changed to regular. If unsuccessful, participation in STEM/ELAH will be discontinued, however, differentiation may be needed in the regular classroom.
  - d. Request further testing by the district psychologist. When a student is within the top 5 % in both IQ and achievement, they may be admitted to program on a Conditional, or Guest basis. Because of the psychologist's limited schedule in various District 89 buildings, this may take 3-4 weeks to complete.