



# DoDEA ADMINISTRATIVE INSTRUCTION 1308.01

## ADVANCED ACADEMIC PROGRAMS AND SERVICES – ELEMENTARY (KINDERGARTEN- GRADE 5)

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<b>Originating Division:</b>	Education - Standards and Curriculum
<b>Effective:</b>	May 14, 2019
<b>Releasability:</b>	Cleared for public release. Available on the DoDEA Policy Website.
<b>Incorporates:</b>	DoDEA Regulation, 2590.1, “Programs for Gifted Education Students,” August 22, 2006 (cancels policy for grades K-5 only)  DoDEA “Gifted Education Program Guide,” 2590.2-G, January 2006 (cancels policy for grades K-5 only)  DoDEA Director Memorandum, “Military Interstate Compact and Placement of Gifted Students,” January 11, 2012 (cancels policy for grades K-5 only)
<b>Approved by:</b>	Thomas M. Brady, Director

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**Purpose:** This Issuance updates the system-wide program, establishes policy, assigns responsibilities, and implements procedures for the Department of Defense Education Activity (DoDEA) Advanced Academic Programs and Services (AAPS) for elementary level grades in accordance with DoD Directive 1342.20.

- This Issuance cancels applicability of DoDEA Regulation 2590.1 and DoDEA Gifted Education Program Guide, 2590.2-G for **grades kindergarten (K) - 5 only**, and cancels all sections of DoDEA Regulation 2590.1 and DoDEA Gifted Education Program Guide 2590.2-G that apply solely to grades K-5.

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## SECTION 1: GENERAL ISSUANCE INFORMATION

**1.1. APPLICABILITY.** This Issuance applies to the DoDEA Headquarters Organization, the DoDEA Americas Region, the DoDEA Europe Region, the DoDEA Pacific Region, and to include all schools under the DoDEA authority, and when applicable, volunteers, students, support personnel, student teachers, contractors, and sponsors/parents.

**1.2. POLICY.** It is DoDEA policy to:

a. Provide challenging learning experiences that build on individual strengths and promote growth for all students. Based on best practices supported by educational evidence-based research, the DoDEA key shifts include a main focus on meeting students' academic and affective needs as opposed to labeling students as "gifted" or "ineligible." The three (3) key shifts include:

(1) Shared, collaborative responsibility for advanced learning.

(2) An inclusive Levels of Services (LoS) approach with a continuum of direct and indirect services.

(3) Emphasis on developing potential, identifying and meeting students' advanced learning and affective needs and matching them to services, beginning in kindergarten.

b. Meet the needs of a broad range of advanced learners by offering a continuum of advanced academic services available to all students in grades K-5.

c. Ensure advanced academic potential is identified in all DoDEA student populations, particularly among under-represented groups (e.g., low socio-economic, culturally diverse, English Language Learners (ELLs), students with physical or learning disabilities, twice-exceptionalities, or students with motivational or emotional problems).

d. Challenge all students with advanced academic needs in every classroom, every day and require rigorous academic extensions beyond, but related to, the DoDEA College and Career Ready Standards (CCRS).

e. Screen all second grade students.

**1.3. INFORMATION COLLECTION.** This Issuance may result in the collection of information due to its policy and procedures. Any collection of information must follow all applicable Federal, DoD, and DoDEA regulations, policies, and guidance.

## SECTION 2: RESPONSIBILITIES

### **2.1. DODEA DIRECTOR.** The DoDEA Director:

- a. Directs the DoDEA Principal Deputy Director and Associate Director for Academics to ensure compliance with this Issuance.
- b. Establishes the policy and procedures in this Issuance.
- c. Provides general oversight for the DoDEA AAPS - Elementary.

### **2.2. DODEA PRINCIPAL DEPUTY DIRECTOR AND ASSOCIATE DIRECTOR FOR ACADEMICS.** The DoDEA Principal Deputy Director and Associate Director for Academics, under the authority, direction, and control of the DoDEA Director:

- a. Ensures compliance with this Issuance.
- b. Provides appropriate support, staffing, and resources.
- c. Directs and ensures regular program monitoring and policy review to maintain the integrity and effectiveness of AAPS - Elementary.

### **2.3. DODEA REGION DIRECTORS FOR STUDENT EXCELLENCE.** The DoDEA Region Directors for Student Excellence ensure compliance and oversee the implementation of this Issuance within their respective DoDEA region.

### **2.4. DODEA HEADQUARTERS GIFTED EDUCATION INSTRUCTIONAL SYSTEMS SPECIALIST.** The DoDEA Headquarters Gifted Education Instructional Systems Specialist (GE ISS):

- a. Oversees the implementation of this Issuance and the AAPS - Elementary.
- b. Collaborates with the DoDEA Regional GE ISSs to develop professional learning and support the AAPS - Elementary.
- c. Receives End-of-Year reports from DoDEA Regional GE ISSs.

### **2.5. DODEA DISTRICT AND/OR COMMUNITY SUPERINTENDENTS.** The DoDEA District and/or Community Superintendents:

- a. Ensure each school provides an appropriate program for all students receiving LoS consistent with this Issuance.

b. Ensure each school follows guidelines as established in this Issuance, specific to screening, referral, assessment, placement decisions, and provision of services based on student needs.

c. Coordinate with the designated DoDEA Regional GE ISS to ensure that gifted education professional learning opportunities are available to schools and DoDEA teachers based on a needs assessment review and student data.

d. Coordinate with the designated DoDEA Regional GE ISS to provide resources to support identification procedures and services.

e. Collaborate with the designated DoDEA Regional GE ISS to monitor and evaluate services.

f. Discuss final appeal with the DoDEA Regional GE ISS and reach a final decision on the appeal, and then notify the parent, legal guardian, or sponsor of the DoDEA District and/or Community Superintendent's final decision of the appeal, in writing, within ten (10) business days of the decision, in accordance with Section 7.3. of this Issuance.

**2.6. DODEA SCHOOL ADMINISTRATORS.** The DoDEA School Administrators:

a. Ensure an appropriate program for all students receiving LoS is consistent with this Issuance and implementing guidance.

b. Ensure professional collaboration between the DoDEA Advanced Academic Programs and Services - Resource Teacher (AAPS-RT) and DoDEA classroom teachers. DoDEA School Administrators must provide time and support.

c. Ensure school personnel follow established DoDEA guidelines as established in this Issuance, especially with respect to screening, referral, assessment, placement decisions, and provision of services based on student needs.

d. Ensure the DoDEA CCRS for all content areas and the DoDEA College and Career Ready Standards for Gifted Education (CCRSGE) are met.

e. Ensure there is compliance with procedures for transfer students in accordance with Section 2(b) of Enclosure 4 of the DoD Instruction 1342.29, which establishes policy to implement the Interstate Compact on Educational Opportunity for Military Children within DoD (hereinafter MIC3).

f. Ensure gifted education professional learning opportunities are available to DoDEA teachers based on a needs assessment review and student data.

g. Exercise responsibility for the DoDEA-Comprehensive Assessment System (DoDEA-CAS) screening assessment in accordance with DoDEA Regulation 1301.01.

h. Appoint a school DoDEA Advanced Academic Review Committee Chair (AARCC) and members (in cooperation with the DoDEA AAPS-RT), in accordance with Section 5.2 of this Issuance.

i. Participate in school DoDEA AARC meetings and appeals, or appoint a designee.

j. Make decisions on appeals, after consideration of the school AAPS Appeals Committee (established by the DoDEA AARCC in accordance with this Issuance) recommendation, and notify the parent, legal guardian, or sponsor of the appeal decision, in accordance with Section 7.3. of this Issuance.

k. Monitor record keeping for each student reviewed by the DoDEA AARC.

l. Coordinate submission of end-of-year reports with the DoDEA AAPS-RT and designated DoDEA Regional GE ISS.

**2.7. DODEA REGIONAL GIFTED EDUCATION INSTRUCTIONAL SYSTEMS SPECIALISTS.** The DoDEA Regional GE ISS:

a. Coordinates with DoDEA School Administrators to ensure end-of-year reports are completed.

b. Provides regular onsite and virtual support/monitoring to **all** schools in their respective DoDEA regions.

c. Collaborates with DoDEA Headquarters GE ISS to develop professional learning.

d. Serves on the AAPS Appeals Committee for appeals filed within their region.

**2.8. DODEA ADVANCED ACADEMIC RESOURCE COMMITTEE CHAIR.** The DoDEA AARCC:

a. Is typically the DoDEA AAPS-RT.

b. Adheres to guidance about providing services to transfer students.

c. Prepares referrals on all DoDEA students found through screening and nominations.

d. Requests parent, legal guardian, or sponsor permission for referral, data collection, assessment, evaluation, and initiation of LoS III or IV. (See Sections 3.2.c. and 3.2.d in this Issuance.)

e. Prepares student data profile folders for each referred DoDEA student.

f. Makes student data profiles available for review.

g. Records all data and LoS decisions in DoDEA Student Information System (SIS).

- h. Coordinates and facilitates AARC meetings.
- i. Stores student profile data in a secure file system.
- j. Convenes an AAPS Appeals Committee and serves as facilitator of the appeal in accordance with Section 7 of this Issuance.

**2.9. DODEA ADVANCED ACADEMIC PROGRAMS AND SERVICES - RESOURCE TEACHER.** The DoDEA AAPS-RT:

- a. Collaborates with other DoDEA educators to provide challenging, rigorous, and differentiated advanced academic services to all students. DoDEA educators are teachers, specialists, or counselors who work with students.
- b. Provides direct and indirect differentiated services to students based on student needs.
- c. Collaborates with other DoDEA educators to gather accurate data on referred students.
- d. Collects data that support a student's potential.
- e. Reviews the advanced academics education school options annually to ensure that appropriate options and services are provided to all advanced learners consistent with this Issuance, implements guidance, and recommends changes.
- f. Reviews the DoDEA students files that are receiving LoS III and IV annually to ensure that appropriate services are provided.
- g. Maintains and completes in a timely manner the student data profile including input of data into DoDEA SIS of DoDEA students referred for advanced academics educational services.
- h. Sends home quarterly progress reports of students receiving LoS III and IV.
- i. Submits DoDEA AAPS end-of-year report (that the format will be distributed by DoDEA Headquarters) to the DoDEA School Administrator.
- j. Participates in professional learning opportunities facilitated by the respective DoDEA Regional GE ISS.
- k. Facilitates professional learning activities to school staff, parents, and the community on diverse characteristics of advanced learners (e.g., twice-exceptional, ELL, low socioeconomic status, culturally diverse, and minority), along with best practices in identification, differentiation, and appropriate services.

**2.10. DODEA CLASSROOM TEACHERS.** The DoDEA Classroom Teacher works directly with students in a grade level classroom and:

- a. Coordinates with the DoDEA AAPS-RT to differentiate instruction to ensure students are receiving appropriate LoS while in the general education classroom.
- b. Collaborates with DoDEA AAPS-RT to analyze observations and student work from LoS I to determine whether students need additional challenge.
- c. Refers DoDEA students in need of LoS III or IV to the DoDEA AAPS-RT.
- d. Collects appropriate student data for students referred for LoS III or IV.

## SECTION 3: PROGRAM DESIGN AND SERVICE DELIVERY

**3.1. PROGRAM DELIVERY GOALS.** DoDEA implements the following adopted CCRSGE program delivery goals:

- a. A continuum of advanced academic education services, matched to the needs of advanced learners, are available at each school.
- b. Several service delivery options are available at each school to meet the needs of students identified for advanced academic services.
- c. Differentiated learning experiences for advanced learners are designed to supplement and build upon the DoDEA CCRS.
- d. Advanced learners are included in flexible grouping arrangements that ensure the availability of intellectual peers.
- e. Advanced learners have access to social/emotional guidance, psycho-social skills training, and counseling appropriate to their unique development.

**3.2. LEVELS OF SERVICE.** The evidenced research-based LoS model provides access to more challenging and rigorous services for all students in grades K-5. LoS includes four (4) tiers of services where all students receive appropriately challenging differentiated instruction. The structure for LoS programming impacts the intensity and time allocated for advanced students, and may be delivered via direct and/or indirect services. Regardless of the delivery option, all students must be continually assessed after the initial pre-assessment in order to determine the most effective way to meet their needs.

**a. Level I Services.** Services for **all** students. Direct services refer to the DoDEA AAPS-RT developing and teaching mini critical and creative thinking lessons at least once per semester to each K-5 classroom.

**b. Level II Services.** Services for **many** students and determined by informal recommendation by the DoDEA classroom teacher. Students do not need a formal referral to receive these services.

(1) Indirect services include regular collaboration as needed between the DoDEA AAPS-RT and DoDEA classroom teachers. The DoDEA classroom teachers use the differentiated resources developed in collaboration with the DoDEA AAPS-RT, allowing the students to be challenged throughout the day and in their area(s) of strength.

(2) Direct services refer to the DoDEA AAPS-RT developing and directly teaching the students differentiated content based on the DoDEA CCRS for each grade level.

(3) Advanced differentiated work is **in lieu of** regular classroom assignments to ensure appropriate challenge and complexity level for the student during core content classroom

learning. DoDEA students are not required to make up work missed in the regular classroom if they have already shown mastery of the content.

(4) Types of services include:

- (a) Extensions of DoDEA CCRS (four (4) or fewer per year).
- (b) Learning contracts.
- (c) Optional extended individual or small group research projects with emphasis on advanced themes or topics.
- (d) Flexible cluster grouping within a grade level.
- (e) LoS I.

**c. Level III Services.** Services for **some** students and determined by a formal DoDEA AARC evaluation or transfer of records documenting eligibility for advanced academic services.

(1) Indirect services include weekly collaboration between the DoDEA AAPS-RT and DoDEA classroom teachers. The DoDEA classroom teachers use the differentiated resources provided by the DoDEA AAPS-RT, allowing the student to be challenged throughout the day and in their area(s) of strength.

(2) Direct services provided by the DoDEA AAPS-RT include:

- (a) Extensions of DoDEA CCRS (five (5) or more times per year).
- (b) Curriculum compacting as needed.
- (c) Independent studies.
- (d) Quarterly advanced academic units based on DoDEA CCRS.
- (e) Interdisciplinary projects and units based on DoDEA CCRS.
- (f) Group discussions, activities, and counseling to develop socio-emotional and affective needs of students.
- (g) Fixed cluster grouping within grade level homerooms.
- (h) Embedded psycho-social skills (e.g., resilience, time management, collaboration, self-esteem).
- (i) LoS I-II.

(3) DoDEA students who are cluster grouped within a heterogeneous classroom are placed with a DoDEA classroom teacher who has additional training in gifted education, when

possible. All classroom teachers with cluster grouped students must collaborate with the DoDEA AAPS-RT to appropriately challenge these students.

(4) Cluster grouping DoDEA students in specific areas allows for more effective scheduling and for students to engage in more stimulating tasks and activities with others who are equally capable of learning at advanced levels.

**d. Level IV Services.** Services for **few** students and determined by a formal DoDEA AARC evaluation, and if appropriate, DoDEA Other than Routine Placement Committee evaluation in accordance with Section 2 of Enclosure 2 of DoDEA Regulation 2000.03; or transfer records that document eligibility for advanced academic services.

(1) DoDEA students receive accelerated learning experiences and/or mentoring opportunities, where appropriate.

(2) Accelerated opportunities (e.g., content area or grade level acceleration options; cross-grade grouping; and participation in higher level courses).

(3) DoDEA students who learn at an accelerated pace need services commensurate with their learning pace and content knowledge. Acceleration can be used with students of diverse ability and developmental levels and across diverse content areas. Determination of accelerated services depend upon the students' strengths, emotional maturity, and physical ability. DoDEA students who need accelerated services generally demonstrate nearly one-year greater achievement than academically advanced students of equal ability who were not accelerated. Candidates for acceleration may have gaps in their knowledge and understanding; these gaps do not limit an otherwise qualified candidate's access to acceleration.

(4) LoS I-III.

## SECTION 4: IDENTIFICATION PROCESS

**4.1. DATA FOR IDENTIFICATION AND PLACEMENT.** Data for identification and placement to determine the appropriate LoS include both qualitative information and quantitative assessments from a variety of sources to allow the DoDEA AARC to evaluate the DoDEA student’s abilities and determine services to meet the student’s needs.

- a. Test scores alone are not sufficient for identification and placement, nor will cut-off scores be used.
- b. Multiple criteria must be collected by the DoDEA AAPS-RT as part of the identification process in order to give educators as clear a picture of the student as possible.
- c. A minimum of five (5) criteria must be provided to the DoDEA AARC to determine appropriate placement that is prescribed in Section 4.4.c. of this Issuance.

**4.2. AREAS OF IDENTIFICATION.** The DoDEA AARC identifies students’ strengths in areas of specific academic ability (e.g., mathematics, literacy, science, or social studies), or in general intellectual ability.

**4.3. SCREENING.** DoDEA schools administer the approved DoDEA-CAS universal screening assessment to all second grade students in accordance with DoDEA Regulation 1301.01.

**4.4. IDENTIFICATION PROCESS.** The identification process includes the following steps:

- a. Referral Phase.** This step allows students to be referred for services by either a parent, legal guardian, sponsor, DoDEA educator, self, or based on results from the screening assessment. Referrals for LoS III and IV must be made by completing the DoDEA Document 1308-1, “Referral for Advanced Academic Programs and Services– Elementary” and submitted to the DoDEA AAPS-RT.
- b. Parent Permission.** Written parent consent is required for collection of data, assessment, and evaluation of the student under this Issuance. The signed and completed DoDEA Document 1308-2, “Advanced Academic Programs and Services Permission for Assessment – Elementary” must be submitted to the DoDEA AAPS-RT.
- c. Assessment Phase.** This steps consists of collecting both quantitative and qualitative data. A minimum of five (5) different data are required to support a student’s potential to provide a clear understanding of the student’s abilities and potentials in such areas. These data may include:

- (1) Traits, aptitudes, and behaviors observation tool completed by both the DoDEA AAPS-RT and DoDEA classroom teacher.

- (2) Portfolio of student work.
- (3) Student interview.
- (4) Parent information about the student.
- (5) Record of differentiation.
- (6) Approved DoDEA-CAS aptitude assessment.
- (7) Approved DoDEA-CAS achievement assessments.
- (8) Other DoDEA-CAS data and/or local assessment data.

**d. Evaluation Phase.** This step consists of the DoDEA AARC determining the appropriate LoS based on student's needs in one (1) or more areas of strength as stated in Section 5 of this Issuance.

**e. Notification Phase.** Notification of appropriate level(s) of service is sent to parents within five (5) business days of the DoDEA AARC meeting. All notification letters include the appeals process as stated in Section 7 of this Issuance.

## **SECTION 5: DODEA ADVANCED ACADEMIC REVIEW COMMITTEE**

**5.1. PURPOSE.** The purpose of the DoDEA AARC is to determine what LoS is most appropriate to meet the needs of the students. The DoDEA AARC also re-evaluates DoDEA students receiving LoS III and IV at the end of each school year.

**5.2. DODEA ADVANCED ACADEMIC REVIEW COMMITTEE MEMBERS.** In order to facilitate the identification process, the DoDEA School Administrator, in cooperation with the DoDEA AAPS-RT, at each DoDEA school appoints a standing DoDEA AARC that is dedicated to identifying students with needs for advanced academic services. The DoDEA AARC members include:

- a. DoDEA AARCC (may be the same person as DoDEA AAPS-RT).
- b. DoDEA AAPS-RT.
- c. DoDEA School Administrator or designee.
- d. DoDEA School Counselor.
- e. DoDEA classroom teacher (preferably with experience and/or training in the area of gifted education).
- f. Additional members may include the student's DoDEA classroom teacher and/or other specialists when students under review are receiving special services from these individuals.

### **5.3. DODEA ADVANCED ACADEMIC REVIEW COMMITTEE PROCESS.**

- a. The DoDEA AARC meets at least quarterly during the school year to review data and determine placement for all referred DoDEA students.
- b. The DoDEA AARCC makes student data profiles available for review to the AARC five (5) business days in advance of the date of review.
- c. The DoDEA AARC makes a LoS decision by the end of the following quarter after the receipt of the written referral request.
- d. All written requests for referrals received by start of fourth quarter must be completed before the end of the academic year. Referrals requested after the start of fourth quarter may be initiated, but final determination may be delayed until the beginning of the following year. The DoDEA School Administrator approves any additional time needed beyond this window.
- e. The DoDEA AARC meets for an end of year review to re-evaluate LoS III and IV students for appropriate services, unless services were initiated within the same quarter.

f. DoDEA AARC members must take into consideration the characteristics of under-represented students (e.g., DoDEA students who are twice-exceptional, ELL, culturally diverse, and/or display underachieving behaviors).

g. All collected data and documentation for each student is shared with the DoDEA AARC members. DoDEA AARC members discuss each student's information and come to consensus to determine the appropriate LoS. Consensus means all members of the DoDEA AARC must agree on a decision without significant reservations.

h. Results of the decision are documented in the SIS.

i. The AARCC sends a notification letter to the parent, legal guardian, or sponsor within five (5) business days of the DoDEA AARC meeting, notifying them of the LoS decision.

j. Parents must provide signed permission in order for LoS III and Level IV to commence.

k. If the DoDEA AARC recommends grade level acceleration as a LoS IV for the student, the DoDEA AARC must submit a formal recommendation to the DoDEA School Administrator and the DoDEA Other than Routine Placement Committee evaluation in accordance with Section 2 of Enclosure 2 of DoDEA Regulation 2000.03.

l. The DoDEA AARC must follow transfer guidelines for incoming transfer students as outlined in Section 6 of this Issuance and in accordance with Article V of Enclosure 4 of DoD Instruction 1342.29.

## SECTION 6: TRANSFER STUDENTS

### 6.1. STUDENTS TRANSFERRING WITHIN DODEA SCHOOLS.

- a. Within ten (10) school days of enrolling in the new school, DoDEA students transferring from one (1) DoDEA school to another receive the same LoS they received at their prior school.
- b. The DoDEA AARC will undertake a formal review of student records at their next scheduled meeting (or quarterly) to determine if the LoS are optimal or if the LoS should be adjusted to better meet the needs of the student.
- c. A DoDEA student's LoS only changes when a higher LoS is appropriate.
- d. DoDEA students receiving LoS III or IV at the prior DoDEA school do not require formal reassessment by the receiving school to continue to receive the same LoS.
- e. Additional assessment may be conducted, to determine if a change in services to LoS IV, is appropriate.

### 6.2. STUDENTS TRANSFERRING FROM OUTSIDE DODEA SCHOOLS.

- a. DoDEA complies with transfer procedures for students identified for gifted education services moving into a DoDEA school from a non-DoDEA school in accordance with Section 2(b), of Enclosure 4 of DoD Instruction 1342.29, which establishes policy to implement the MIC3. While DoD Instruction 1342.29 applies only to children of military families, DoDEA applies the components of DoD Instruction 1342.29 to all eligible DoDEA students, for the purposes of this Issuance.
- b. Students transferring into DoDEA from a non-DoDEA public or private school who provide documentation of eligibility for and/or participation in a gifted program receive the same LoS they received at their prior school within ten (10) school days of enrolling in the DoDEA school. A student's identification in one (1) or more areas of giftedness transfers to any DoDEA school, and remains a part of the student's permanent record.
- c. The DoDEA AARC undertakes a formal review of all transfer students records with documented need of higher LoS at their next scheduled meeting (or quarterly) to determine if the LoS are optimal or if the LoS should be adjusted to better meet the needs of the student.
- d. A student's LoS does not change unless a higher LoS is needed.
- e. Students receiving LoS III or IV at the prior school do not require formal reassessment by the receiving school to continue to receive the same LoS.
- f. Additional assessment may be conducted, to determine if a change in services to LoS IV, is appropriate.

g. If a student is new to a school, has no record of gifted education services from another school, and is referred for services, the receiving school conducts the referral process after enrollment and finalizes the decision by the end of the second quarter of enrollment, as outlined in this Issuance. During the initial quarter, the new student has access to LoS I or II. As outlined in Sections 3.2.a and 3.2.b of this Issuance, students do not need a formal referral to receive LoS I or II.

## SECTION 7: APPEALS

**7.1. PURPOSE.** The appeals process allows a parent, legal guardian, or sponsor who disagrees with the LoS decision of the DoDEA AARC to appeal the decision in writing to the DoDEA School Administrator within thirty (30) business days of issuing the parent notification letter.

### **7.2. ADVANCED ACADEMIC PROGRAMS AND SERVICES APPEALS**

**COMMITTEE.** The DoDEA AARCC will convene an AAPS Appeals Committee consisting of a minimum of three (3) members who have expertise in the area being assessed and in gifted characteristics and behaviors, as well as knowledge of the student being reviewed, but who are different from the DoDEA AARC members. The members include:

- a. DoDEA AARCC who will act as facilitator.
- b. DoDEA Regional GE ISS via teleconference, virtual communication, or in person.
- c. DoDEA School Administrator, or designee, who was not on the DoDEA AARC for this student.
- d. If necessary, other members who were not on the original DoDEA AARC (e.g., DoDEA AAPS-RT from a different school, counselor, and specialists).

### **7.3. APPEALS PROCESS.**

- a. A parent, legal guardian, or sponsor who disagrees with the LoS decision of the DoDEA AARC may appeal the decision in writing to the DoDEA School Administrator within thirty (30) business days of date of the notification letter.
- b. The AAPS Appeals Committee meets within ten (10) business days of receipt of the appeal request.
- c. The DoDEA School Administrator notifies the parent, legal guardian, or sponsor of the meeting date.
- d. The parent, legal guardian, or sponsor is invited to attend the meeting and is encouraged to provide additional evidence of the student's work indicating why his or her needs are either currently not being met or would not be met through the LoS decision.
- e. Once the parent, legal guardian, or sponsor presents additional evidence to the AAPS Appeals Committee, they are dismissed and the AAPS Appeals Committee will come to consensus and then make a recommendation to the DoDEA School Administrator for decision.
- f. The DoDEA School Administrator notifies the parent, legal guardian, or sponsor of the decision, in writing, within ten (10) business days of the AAPS Appeals Committee meeting.

g. A further final appeal may be made by the parent, legal guardian, or sponsor to the DoDEA Community and/or District Superintendent. The Superintendent makes a decision after discussion with the DoDEA Regional GE ISS. The final decision rests solely with the DoDEA Community and/or District Superintendent.

h. The DoDEA Community and/or District Superintendent notifies the parent, legal guardian, or sponsor of the final decision, in writing, within ten (10) business days of the decision.

## **SECTION 8: CONTINUATION OF SERVICES AND OPT OUT PROCEDURES**

**8.1. CONTINUATION OF LEVEL OF SERVICES III AND IV.** DoDEA students who are formally identified for services at LoS III and Level IV remain eligible for available advanced academic services until high school graduation.

### **8.2. OPT OUT PROCEDURES.**

a. The parent, legal guardian, or sponsor may request the DoDEA student opt out of the offered advanced academic services, and may do so while maintaining eligibility for LoS for the DoDEA student in subsequent years.

b. Only a parent, legal guardian, or sponsor can request to have the DoDEA student opt out of the program. DoDEA students are required to obtain adult permission for a change in status.

c. The parent, legal guardian, or sponsor must write a letter to the DoDEA School Administrator requesting the change in services. The letter is then placed in the DoDEA student's cumulative file.

d. The written acknowledgement from the DoDEA School Administrator will be sent to the parent, legal guardian, or sponsor within ten (10) business days. A copy will be placed in the student's cumulative file.

e. The DoDEA School Administrator must inform the DoDEA Regional GE ISS of the change when notification is sent to the parent, legal guardian, or sponsor.

f. The effective date of the change will be the same date as the written acknowledgement from the DoDEA School Administrator and annotated in the SIS.

g. The parent, legal guardian, or sponsor may request reinstatement of LoS through the DoDEA AAPS-RT.

## **SECTION 9: REQUIRED DOCUMENTS**

**9.1. DOCUMENTATION FOR IDENTIFICATION PROCESS.** The following documents must be completed in order to begin the identification process:

- a. DoDEA Document 1308-1, “DoDEA Referral for Advanced Academic Program and Services - Elementary.”
- b. DoDEA Document 1308-2, “DoDEA Advanced Academic Program and Services Permission for Assessment - Elementary.”

### **9.2. OTHER DOCUMENTS.**

- a. A copy of the parent, legal guardian, or sponsor notification letter regarding placement of students in LoS are placed in the student’s cumulative file.
- b. Copy of quarterly progress reports are sent home with the student at the end of each quarter for all LoS III and Level IV students. The most recent copy of the report is filed in the DoDEA student’s cumulative file.
- c. Appeal letters, opt out requests, and responses, are filed in the student’s cumulative file.
- d. AAPS end-of-year reports will be filed with the DoDEA School Administrator and the DoDEA Regional GE ISS by the last day of the school year and forwarded to the DoDEA Headquarters GE ISS.

## GLOSSARY

### G.1. ACRONYMS.

AAPS	Advanced Academic Programs and Services
AARC	Advanced Academic Review Committee
AARCC	Advanced Academic Review Committee Chair
AAPS-RT	Advanced Academic Programs and Services - Resource Teacher
CCRS	College and Career Ready Standards
CCRSGE	College and Career Ready Standards for Gifted Education
DoDEA-CAS	DoDEA Comprehensive Assessment System
ELL	English Language Learner
GE ISS	Gifted Education Instructional Systems Specialist
K	kindergarten
LoS	Levels of Service
MIC3	Military Interstate Compact
SIS	Student Information System

**G.2. DEFINITIONS.** Unless otherwise noted, these terms and their definitions are for the purpose of this Issuance.

**acceleration.** A strategy of progressing through education at rates faster or ages younger than the norm. The most common forms of acceleration are grade skipping or subject acceleration.

**advanced academics.** Educationally relevant, academically oriented, needs-based programming geared toward students who have already mastered the grade-level curriculum or who have the capability of doing so far faster than their chronological peers.

**cluster grouping.** Cluster grouping places purposeful groups of students (generally five (5) to eight (8) students) with similar learning needs in an otherwise mixed-ability classroom with a teacher who has received training or has a desire to differentiate curriculum and instruction for these “target” students.

**differentiation.** Differentiation is a method of altering instruction to meet a variety of student ability levels, interests, and strengths so that the curriculum best meets the unique needs of the individual. In a classroom with students of differing ability levels, teachers provide a variety of

instructional approaches and learning activities so that advanced learners receive an appropriate level of instruction related to the daily learning in the classroom.

**direct services.** The DoDEA AAPS-RT works directly with students within or outside of their classrooms to meet their academic and affective needs.

**DoDEA classroom teacher.** The DoDEA classroom teacher works directly with students in a grade level classroom.

**DoDEA educator.** An educator is any teacher, specialist, or counselor who works with students.

**fixed cluster grouping.** Fixed cluster grouping consists of placing a small group of LoS III students in a heterogeneous classroom setting, preferably with a classroom teacher who has additional training in gifted education. Effective cluster grouping allows the LoS III students to work together when necessary, focus on more efficient scheduling with the DoDEA AAPS-RT, counselor, and/or other specialists to best meet their academic and affective needs.

**flexible cluster grouping.** Flexible grouping options occurring within the whole class are facilitated by the classroom teacher and based on specific learner needs. These may take the form of like-ability groups, paired learning, and/or subject-specific groupings. Flexible grouping may differ depending upon students' prior knowledge, learning rate, learning style, interests, strengths, and talents, allowing students to move in and out of groups.

**general intellectual ability.** Exceptional capability or potential in cognitive processes such as memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, and ability to manipulate abstract ideas and make connections.

**indirect services.** The DoDEA AAPS-RT provides differentiated resources to the general education teacher, allowing the students to be challenged throughout the school day and in their area(s) of strength.

**LoS.** LoS is a research-based gifted education programming model that focuses on the needs of all students. The model provides a continuum of services to appropriately and proactively challenge students.

**DoDEA Other than Routine Placement Committee.** The DoDEA Other than Routine Placement Committee is a school grade level placement committee established by the DoDEA School Administrator. The committee recommends grade level placement of students being considered for other than routine grade level or class placement.

**school administrator.** The school administrator is either the principal or assistant principal.

**specific academic ability.** Exceptional capability or potential in a particular academic discipline, such as math, science, language arts or social science. Students possessing specific academic aptitude are often recognized by their parents/legal guardians, teachers, and peers as possessing advanced comprehension and skill; in-depth interest in an academic discipline; and

academic success in one or more specific disciplines. Such students have the ability to ask insightful, pertinent questions within the discipline.

**student data profile.** Contains all information gathered from referral process for DoDEA AARC meeting.

**twice-exceptionalities.** Students who have exceptional ability and disability, which results in a unique set of circumstances.

**under-represented groups.** Students who traditionally have had limited opportunities to learn as a result of poverty, minority status, discrimination, ELL, socioeconomic status, or cultural barriers; due to physical or learning disabilities, including twice/dual exceptionalities; or due to motivational or emotional problems.

## **REFERENCES**

- DoD Directive 1342.20, “Department of Defense Education Activity (DoDEA),” October 19, 2007
- DoD Instruction 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017
- DoDEA Document 1308-1, “DoDEA Referral for Advanced Academic Program and Services – Elementary,” March 20, 2019
- DoDEA Document 1308-2, “DoDEA Advanced Academic Program and Services Permission for Assessment – Elementary,” March 20, 2019
- DoDEA Regulation 1301.01, “DoDEA Comprehensive Assessment System,” October 4, 2018
- DoDEA Regulation 2000.03, “Student Grade Level Placement,” March 2, 2010

## APPENDIX

### APPENDIX 1: INTERNAL CONTROLS EVALUATION CHECKLIST

CHECKLIST ITEM	YES/NO
Are all LoS fully implemented allowing all DoDEA students' needs to be met and appropriately challenged?	
Are DoDEA students with high level needs, beginning in kindergarten, referred for LoS III or IV?	
Do the DoDEA AAPS-RTs have an opportunity to collaborate with DoDEA classroom teachers?	
Are DoDEA students receiving LoS III and IV cluster grouped?	
When DoDEA students are referred for services, is the appropriate documentation completed by parent, legal guardians or sponsors, DoDEA classroom teachers, DoDEA educators, and DoDEA AAPS-RTs?	
Are a minimum of five (5) pieces of data being collected by the DoDEA AAPS-RT to provide to the DoDEA AARC for review?	
Did the DoDEA AARCC ensure that no cut off scores are used when reviewing test scores?	
Does the DoDEA AARC meet quarterly during the school year to review data and determine placement for all referred DoDEA students?	
Does the AARCC make student data profiles available for review to the DoDEA AARC at least five (5) days in advance of the DoDEA AARC meeting?	
Are all characteristics of underserved students taken into account during the DoDEA AARC review of the student data profiles?	
At the DoDEA AARC meeting, are all data and LoS decisions recorded in the DoDEA SIS?	
Are appropriate LoS notification letters sent home to parents within five (5) business days of the DoDEA AARC meeting?	
Is the student data profile maintained in a secure file system?	
Are quarterly progress reports sent home for all students receiving LoS III and IV?	
Does the DoDEA AARC meet for an end of year review to re-evaluate LoS III and IV students for appropriate services, unless services were initiated within the same quarter?	
Are transfer students who provide documentation of previous gifted education services provided Level III services?	
Are DoDEA students who are recommended to receive Level IV services referred to the Other than Routine Placement Committee?	

Are DoDEA students who need acceleration (grade level or content acceleration) for an appropriately challenging education provided support from DoDEA School Administrators, DoDEA classroom teachers, DoDEA educators, and DoDEA AAPS-RTs?	
If there is an appeal, are the members of the AAPS Appeals Committee different from the DoDEA AARC?	
Did the appeals committee meet within ten (10) days of the receipt of the appeal request?	
Was the parent, legal guardian, or sponsor invited to attend the appeals committee meeting?	
Did the DoDEA School Administrator notify the parent, legal guardian, or sponsor of the final decision, in writing, within ten (10) business days of the AAPS Appeals Committee meeting?	
Did the DoDEA Community and/or District Superintendent confer with the Regional GE ISS to discuss a final decision for an appeal?	
Did the DoDEA Community and/or District Superintendent notifies the parent, legal guardian, or sponsor of the final decision, in writing, within ten (10) business days of the decision?	