1. Continue to ensure that multiple, valid, reliable measures are used to identify children from all district demographic populations for gifted/advanced programs.
   - Review any available aptitude, achievement, and ability testing data that was collected during the 2019-20 school year and 1–2 preceding years.
   - Provide opportunities for students to demonstrate academic strengths/capabilities through remote learning as an additional measure.
     - High level writing prompts (e.g. questions for analyzing a challenging passage in one or more content areas; creative writing)
     - Multi-step problem solving tasks
     - Portfolio of work from remote learning

2. When possible, allow time for comprehensive evaluation for final placement decisions when students return to school:
   - Schedule summer/early fall placement assessment and review when practical.
   - Until placement data is available, consider providing “push in” support for differentiation, student observation, and learning needs assessment.
   - Collaborate with gifted specialists to develop learning activities for the grade level classroom that are open-ended, target higher level thinking, and allow for performance-based assessment.
   - Establish an additional placement entry point during the 2020–21 school year.

3. Be proactive with communication to stakeholders:
   - Share information with families before summer break and provide updates as needed.
   - Provide placement timelines and clear entry/criteria with rationale.
   - Invite parent input (e.g. valid and reliable survey of needs/observations).
   - Cite additional differentiation support in the grade level classroom and/or online during the identification period.

4. Provide professional learning for grade level classroom teachers for differentiation/identifying advanced students:
   - Explore strategies to add rigor and “raise the ceiling” in the classroom and with online learning that offers space for choice, depth, and complexity.
   - Provide practical tools for classroom differentiation (e.g. learning contracts, choice boards, inquiry projects).
   - Help teachers to recognize characteristics of children from all cultures and backgrounds with potential for advanced learning.

5. Address inequities that impede access to advanced programs:
   - Offer and encourage summer independent learning to fill learning gaps.
   - Carefully review progress for students on free and reduced lunch.
   - Review placement, using local norms, for culturally, economically, and linguistically diverse students in light of potential remote learning challenges.
   - Consider students who may lack access or be less adept with technology.

ADDITIONAL RESOURCES:

Evidenced-Based Practices:
- National Association for Gifted Children
- Programming Standards

Acceleration Policy:
- Accelerated Placement Act
  - Public Act 100-0421; ILCS 105 Section 5/Article 14A.
- ISBE Fact Sheet on the Accelerated Placement Act
- Illinois Association for Gifted Children Model Policy

Differentiation:
- Differentiation for Gifted Learners, (D. Heacox and R. Cash, 2019)

Equity and Inclusion:
- Is There a Gifted Gap? Gifted Education in High Poverty Schools Report
  - Fordham Institute, 2018