Overview: Mission/Vision Statement and Funding

Nash County Public Schools (640) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Nash County Public Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Nash County Public Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

The Nash County Public Schools System's Academically or Intellectually Gifted Education Program is a part of a continuum of services that promotes and supports the academic achievement of all students while emphasizing appropriate educational opportunities for the academically or intellectually gifted child.

The Academically or Intellectually Gifted Education program believes that students from all cultural and socioeconomic populations can exhibit exceptional abilities and is committed to providing an appropriately differentiated instructional program responsive to the abilities and needs of all gifted learners to prepare them to be globally competitive in the 21st Century.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 906,627.12	* $ 78,600.05	* $ 9,591.06	* $ 0.00

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Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

* **Practice A**
Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

Formal Identification Screening & Referral Process

Formal identification for Academically or Intellectually Gifted (AIG) services begin in second grade. Nash County Public Schools utilizes the Cognitive Abilities Test as a universal screener administered to all students in the spring of their second grade year. The 2022-23 third graders will also be given the Cognitive Abilities Test since the district's universal screener grade will change from third to second grade in 2022-23. Students scoring at or above the 90th percentile are referred to the school's AIG Site Team for further screening. The AIG Site Team members for each school will be the AIG Facilitator, Guidance Counselor, School Administrator, Classroom teachers, and/or school psychologist.

In addition to the universal screener referral, students may be referred to the school's AIG Site Team through teacher recommendations and/or parent recommendations.

The AIG Site Team gathers additional student data including, but not limited to:

- North Carolina Beginning of Grade (BOG) percentile and Lexile measure,
- Dynamic Indicators of Early Literacy Skills (DIBELS) composite score,and
- Atlas Text Reading Comprehension (TRC) proficiency level.

Data is compiled on the Nash County Public School Academically and Intellectually Gifted Eligibility Form and analyzed by the school level team guided by the school's AIG facilitator to determine if the student meets the eligibility criteria (further defined in Standard 1, Practice B) set by the district. The school level team documents their recommendation on the Nash County Public School AIG Student Eligibility Documentation Form.

Students recommended by the AIG Site Team for Academically Gifted Identification in Math, Academically Gifted Identification in Reading, and/or Intellectually Gifted are referred to the Nash County Public School's AIG Compliance Review Team (CRT). This team is composed of the district AIG leader and at least two AIG Facilitators. The Nash County Public School's AIG Compliance Review Team reviews all available data for the student and makes a final decision for Academically or Intellectually Gifted identification. The district AIG Compliance Review Team documents their decision on the Nash County Public School AIG Student Eligibility Documentation Form. The student's parents/guardians are informed in writing of the decision of the AIG Compliance Review Team's determination.

Prekindergarten -1st Grade Screening & Referral Process (Including Early Entry to Kindergarten Requests)

Students in prekindergarten through first grade may be formally identified for academically or intellectually gifted services when there is demonstration of extreme need for differentiated service that is at least two grade levels above the current grade level. Based on teacher observations or recommendations and/or parent recommendations, students in grades prekindergarten through first grade may be referred to the school's AIG Site Team for consideration. The AIG Site Team will review the recommendation and determine if additional screening is recommended. This team will gather student data including, but not limited to:

- Dynamic Indicators of Early Literacy Skills (DIBELS) composite score
- Atlas Text Reading Comprehension (TRC) proficiency level
- Teacher AIG Recommendation Checklist
- Student Portfolio (work samples demonstrating above level application of knowledge including Reading and Math Performance Tasks)
- Historical Grades
- Other school level screeners

Data is compiled on the Nash County Public School Academically and Intellectually Gifted Eligibility Form and the AIG Site Team will complete the Nash County Public School AIG Additional Assessment Request Form (for Approval) to submit to the district's AIG leader for approval to administer the Cognitive Abilities Test, Otis-Lennon School Abilities Test, and/or IOWA Test of Basic Schools. Upon approval, the student will be administered the screener and the formal identification process described above will ensue as outlined.

- Otis-Lennon School Abilities Test (nationally normed ability test),
- IOWA Test of Basic Skills (nationally normed achievement test),
- Teacher AIG Recommendation Checklist,
- Student Portfolio (work samples demonstrating above level application of knowledge including Reading and Math Performance Tasks),
- Other school level screeners.

Grades 2-12th Screening & Referral Process

All Nash County schools monitor a variety of student data on a yearly basis for possible AIG identification through twelfth grade. Students in grades 2 through 12 may be referred to the school's AIG Site Team for consideration through this comprehensive data review, as well as through teacher observations or recommendations and/or parent recommendations. The AIG Site Team will review the recommendation and determine if additional screening is recommended. This team will gather student data including, but not limited to:

- North Carolina End of Grade (EOG) percentile, Lexile, and/or Quantile measures,
- North Carolina End of Course (EOC) percentile, Lexile, and/or Quantile measures,
- Cognitive Abilities Test (nationally normed ability test)*,
- Otis-Lennon School Abilities Test (nationally normed ability test)*,
- IOWA Test of Basic Skills (nationally normed achievement test)*,
- Teacher AIG Recommendation Checklist,

- Student Portfolio (work samples demonstrating above level application of knowledge including Reading and Math Performance Tasks),
- Historical Grades,
- Other school level screeners.

* If these assessments are deemed necessary, the AIG Site Team will complete and submit the Nash County Public Schools AIG Additional Assessment Request Form to the district's AIG leader for approval to administer the Cognitive Abilities Test, Otis-Lennon School Abilities Test, and/or IOWA Test of Basic Schools to non-second grade students. Upon approval, the student will be administered the screener and the formal identification process described above will ensue as outlined.

Add-On Identification/Reassessment Process

If a student exhibits the need for reassessment based on additional strengths, the procedures for evaluation and nomination will be followed. Referrals for adding on an area of identification must go through the AIG Site Team. This team will document on the NCPS Academically or Intellectually Gifted Eligibility form all updated student data used to support the add-on identification. The team will also document the meeting on the NCPS Academically or Intellectually Gifted Eligibility Documentation form, checking Add-On for each new area of identification. This information will then be taken to the NCPS Academically or Intellectually Gifted Compliance Review Team for district documentation.

Transfer Students

Documented evidence of identification for gifted services from another school district will be used in accordance with the Transfer Policy. All available data from the transferred student records is compiled on the Nash County Public Schools Academically and Intellectually Gifted Eligibility Form and the AIG Site Team will document acceptance on the Nash County Public School AIG Student Eligibility Documentation Form checking the Transfer box to indicate the appropriate student identification area. Transfer student information is sent to the Nash County Public School's AIG Compliance Review Team (CRT) for documentation. The Nash County Public School's AIG Compliance Review Team reviews all available data for the student and documents acceptance of the transfer on the Nash County Public School AIG Student Eligibility Documentation Form.

* **Practice B**
Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Operational Definitions:

Academically Gifted (AG)- Student is identified gifted in the area of both math and reading; achievement and/or artifacts support identification in reading and math.

Academically Gifted in Math (AM)- Student is identified gifted in the area of math; achievement and/or artifacts support identification in math.

Academically Gifted in Reading (AR)- Student is identified gifted in the area of reading; achievement and/or artifacts support identification in reading.

Intellectually Gifted (IG)- Student is identified intellectually gifted; aptitude composite score is 97 percentile or above.

Academically and Intellectually Gifted (AI)- Student is identified intellectually gifted and gifted in the area of math and/or reading; achievement and/or artifacts support identification in reading and/or math.

Achievement Test- Tests designed to measure what students have already learned, mostly in specific content areas.

Aptitude Test- A test predicting a student's future performance in a particular domain; measures an inclination to excel in the performance of a certain skill.

Artifacts/Portfolio- An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test.

The Academically or Intellectually Gifted Program in the Nash County Public School System uses multiple criteria for student identification. Quantitative and qualitative measures that reveal student aptitude, achievement or potential to

achieve are part of each student's eligibility profile. Each school will identify an AIG Site Team composed of a school administrator, AIG Facilitator and/or school psychologist, classroom teachers, and the school counselor. This team will review referrals to consider for Academically or Intellectually Gifted identification.

Academically Gifted in Reading (AR)

Students meeting two (2) of the following criteria will be identified Academically Gifted in Reading(AR):

- composite or subscore at or above the 90th percentile on a nationally normed achievement test in reading and/or written expression
- composite or subscore at or above the 90th percentile on a nationally normed aptitude/ability test
- a minimum of three artifacts** of evidence that support the student's high ability/achievement and need for AIG services in reading and/or written expression

**Artifacts should be both quantitative and qualitative in nature, showing clear supporting evidence for student identification. Artifacts may include, but are not limited to the following (see full list of non-traditional artifacts below):

- other standardized assessment measures
- creativity, leadership and adaptability with anecdotal notes
- above grade level work products; historical grades
- student writing reflections
- outstanding achievement outside of the classroom
- teacher observation/gifted checklist

Academically Gifted in Mathematics (AM)

Students meeting two (2) of the following criteria will be identified Academically Gifted in Mathematics (AM):

- composite or subscore at or above the 90th percentile on a nationally normed achievement test in mathematics
- composite or subscore at or above the 90th percentile on a nationally normed aptitude/ability test
- a minimum of three artifacts** of evidence that support the student's high ability/achievement and need for AIG services in mathematics

**Artifacts should be both quantitative and qualitative in nature, showing clear supporting evidence for student identification. Artifacts may include, but are not limited to the following (see full list of non-traditional artifacts below):

- other standardized assessment measures
- creativity, leadership and adaptability with anecdotal notes
- above grade level work products; historical grades
- outstanding achievement outside of the classroom
- teacher observation/gifted checklist

Intellectually Gifted (IG)

Any student who achieves a composite score at or above the 97th percentile on a nationally-normed aptitude/ability test will be considered for identification as Intellectually Gifted (IG). Students identified as Intellectually Gifted may have an Individualized Differentiated Education Plan/IDEP as opposed to a DEP. Students identified as Academically Gifted in a specific field will have a Differentiated Education Plan/DEP unless a strong need for further individualization is required. Students identified as Academically and Intellectually Gifted will have a Differentiated Education Plan/DEP.

Nash County Public Schools accepts the following quantitative measures administered by the LEA or by a licensed psychologist:

• Aptitude/IQ

- Cognitive Abilities Test (CogAT)
- Otis Lennon School Ability Test (OLSAT)
- Naglieri Nonverbal Ability Test (NNAT)
- Wechsler Intelligence Scale for Children — Fourth Edition (WISC-V)
- Other nationally normed standardized tests as approved by a Nash-Rocky Mount Public School psychologist

• Achievement

- Iowa Test of Basic Skills (ITBS)
- Woodcock-Johnson, Tests of Achievement (WJ-IV Achievement)
- Other nationally normed standardized tests as approved by a Nash County Public Schools psychologist

Non-traditional artifacts for consideration may include, but are not limited to the following:

- North Carolina Beginning of Grade Test

- North Carolina End of Grade Tests
- North Carolina End of Course Tests
- NC Encase assessment
- Dynamic Indicators of Early Literacy Skills (DIBELS) composite score
- Atlas Text Reading Comprehension (TRC) proficiency level
- Other assessments as approved by the Nash County Public Schools Compliance Review Team
- Performance-based assessments
- Checklists
- Portfolios
- Observations
- Gifted Behavior Scale Checklists
- Individual work products with evaluation rubrics
- Literacy Assessments
- Anecdotal/Case Studies

With all quantitative assessments, Testing Coordinators at each school are responsible for verifying that:

• In accordance with Programs for Exceptional Children, students with an Individual Education Plan (IEP) will be provided with appropriate accommodations and modifications as directed by the IEP*.

• In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, students with a 504 Plan are tested as directed by the 504 Plan with appropriate accommodations and modifications.

* Parents of students with IEPs have the option to include their child in testing, otherwise the student will not be screened.

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*** Practice C**
Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Universal Screener

All students are screened in the spring of their second grade year to measure aptitude using the Cognitive Abilities Test (CogAT), predicting a student's future performance in a particular domain and measuring their inclination to excel in the performance of a certain skill and show the need for Academically Gifted and or Intellectually Gifted services. Students identified as EC (exceptional children) will not be required to test unless a parent requests participation in the district wide screening; existing aptitude scores will be considered for EC students.

Second Opportunity Screener

Students who score 80th percentile or higher on 2 EOGs in grades 3-5 will be screened in the fall of their sixth grade year using the OLSAT or the Cognitive Abilities Test (CogAT) for identification.

Pre-teach Thinking Skills

All second grade students are pre-taught thinking skills prior to the administration of the universal screener in an effort to support underrepresented student's performance on the CogAT assessment. In 2022-23 AIG Facilitators will support grades 2-3 classroom teachers in the utilization of AIM (Activating Inquisitive Minds) or other similar lessons to pre-teach thinking skills. (See Standard 2, practice G for more detailed information for AIM.) AIG Facilitators will support teachers in the early recognition of outstanding potential in children from all populations and share opportunities for nurturing these students.

Twice Yearly Data Review

In partnership with the Nash County Public School's Department of Testing and Accountability, AIG Facilitators review a variety of data to identify high potential students and evaluate AIG program goals. A greater awareness of students from traditionally-underrepresented populations of the gifted who show a need or the potential need for differentiated services has emerged through these data review practices and through ongoing awareness sessions for upper elementary and middle school teachers.

Multiple Measures

Nash County Public Schools utilizes multiple measures, including non-standardized assessments and artifacts to identify students for gifted programming (see Standard 1, Practice B for further explanation).

AIG Facilitator Allotment

Nash County Public Schools allots AIG Facilitators to schools based on Average Daily Membership (as opposed to AIG identified students). This allows schools to provide programming and support to the top 5 to 10 percent of each school's population.

All students in Nash County Public Schools receive differentiated instruction in their core classroom from the assigned regular education teacher. This practice is supported through our district Multi-Tiered System of Support process.

Building Awareness

The AIG Department will provide education on the characteristics of gifted children from all populations, as well as traits that can obscure gifted behaviors.

AIG Facilitators are expected to conduct and participate in Professional Learning Communities and other staff initiatives to decrease stereotypical perceptions of the gifted student and increase the awareness of atypical gifted learners

* **Practice D**
Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

Student referrals for AIG identification can be made by classroom teachers, administrators, parents or AIG Facilitators and is an ongoing practice. Referrals are based on classroom performance, standardized test scores, and observations.

In addition, second grade students in the district are screened with an aptitude test and results are carefully reviewed for students reflecting strong performance or the potential to show strong performance.

All referrals are reviewed by the nominating school's AIG Site Team. Identification and differentiated services are recommended. To ensure consistency across the district, all recommendations are presented to the District Level Compliance Review Team for review and final placement decision(s).

An aptitude and achievement test can be administered to a student twice during the student's enrollment in Nash County Public Schools. Students who do not meet identification criteria but show evidence of a need for differentiated services may continue to be observed through 12th grade.

The AIG Department will work in conjunction with the EC Department to provide professional development sessions for classroom teachers to recognize and refer twice-exceptional students - those showing giftedness in one area with learning difficulties present in other areas.

Working together, the AIG Department and the ELL Department will provide assistance to classroom teachers on recognizing and nurturing ELL students showing traits of giftedness. Practices to increase students nominated and identified should include authentic procedures for evaluation such as portfolios or performance assessment, analyzing subtest scores for strengths and developing culture-specific checklists and rating scales.

* **Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community-at-large

Each school in the Nash County Public School district has an AIG Site Team that works with its assigned AIG Facilitator to make recommendations on student identification and placement, contributes to the decisions regarding AIG programming, and communicates these components to the staff. Information regarding the referral and procedures for identification is shared with personnel, parents/families, students and the community-at-large through various forms of media.

A clear description of each of the following is available on the Nash County Public Schools website and embedded within the local AIG plan:

- Screening
- Referral and nomination procedures for the AIG program, including transfer students
- Identification procedures at the school and district level

Each school's AIG Site Team has an intentional process of disseminating information to their school personnel, students, and parents/families. Actions may include, but are not limited to:

- linking information from the school website to the AIG Departmental district website,
- sharing information at Open House about the AIG program and its components, and
- providing the staff and parents an overview of AIG at the beginning of the school year.

* **Practice F**
Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

In accordance with state law, the Nash County Public Schools employs consistent processes for safeguarding the rights of AIG students and their parents/families.

Written procedures that articulate informed consent regarding evaluation and placement are followed throughout the district. Parents/families are informed of the procedures to resolve disagreements when a child is not identified as needing academically or intellectually gifted services or concerning the appropriateness of services offered to the academically or intellectually gifted student.

• Every student who qualifies for additional screening for identification must have a signed Nash County Public School Academically or Intellectually Gifted Consent to Evaluate form. These documents must be kept on file with student AIG records. (Yellow folders are to be kept by grade level for nurture/eligibility purposes.)

• If a student was nominated or referred for further evaluation, but not identified as needing differentiated services through the Academically or Intellectually Gifted Program, the parents will receive the NCPS Academically or Intellectually Gifted Notice to Parent(s)/Guardian(s) - Screening Results form.

• The NCPS Academically or Intellectually Gifted Compliance Review Team reviews evidence and may recommend the need for continued observation. This decision will be noted on the NCPS Academically or Intellectually Gifted Student

Eligibility Documentation form.

• The NCPS Academically or Intellectually Gifted Compliance Review Team reviews evidence and may determine a student needs differentiated services through the Academically or Intellectually Gifted Program, the following documents serve to inform the parent/guardian of this decision:

1. Academically or Intellectually Gifted Notice to Parent(s)/Guardian(s) - Screening Results form,

2. Academically or Intellectually Gifted Student Eligibility Documentation form,

3. Invitation for Initial Placement Conference,

4. Academically or Intellectually Gifted Differentiated Education Plan (DEP) and/or Individualized Differentiated Education Plan (IDEP), and

5. Academically or Intellectually Gifted Procedures to Resolve Disagreements.

Intervention Plan

If concerns about an identified student's performance and placement arise, the AIG Facilitator, student's classroom teacher, parent/families and a member of the AIG Site Team should collaborate to establish an Intervention Plan and/or modifications in the student's Differentiated Education Plan(DEP). After a minimum of one grading period, the AIG Facilitator, student's classroom teacher, parent/families, and a member of the AIG Site Team should reconvene to review the student's progress and current progress. If improvement has not been made, then an Individualized Differentiated Education Plan (IDEP) should be developed and support is provided to the student. The student's formal identification is not removed from the local and state headcount.

Due Process - Appeals Procedures:

Parents/families have the right to disagree with Nash County Public School Academically or Intellectually Gifted Department screening, placement, or service options outlined in the student's Differentiated Education Plan (DEP) and are guaranteed the due process procedures following:

Intellectually Gifted Programming may be Step I – AIG Site Team Conference

A. Parent/guardian may make a request for a conference with the AIG Site Team to discuss concerns. (A written request is required and should be filed for documentation.)

B. AIG Site Team reviews the student's record and their previous nomination, identification and service option decisions. The committee may gather additional information about the student from the teachers and/or parents as needed. The individual Student Profile may be updated.

C. Within 10 school days of the request, the AIG Site Team grants the conference and responds to the parent/guardian and principal concerning the outcome of the review within 10 school days. If the disagreement is not resolved at the AIG Site Team conference, then an appeal to the Nash County's Academically or Intellectual Review Team is made.

Step II – Appeal to District Academically or Intellectually Gifted Department

A. The parent/guardian may appeal the AIG Site Team's decision in writing to the Executive Director of Advanced Programs within 10 school days of receiving written response from the AIG Site Team.

B. The Nash County Public Schools Academically or Intellectually Gifted Department will review the grievance within 10 school days of receipt of the appeal.

C. The Nash County Public Schools Academically or Intellectually Gifted Department will respond in writing to the parent/guardian and school principal concerning the outcome of the review within 10 school days of receipt of the appeal. If the disagreement is not resolved, then an appeal to the Superintendent may be made.

Step III – Appeal to the Superintendent

A. The parent/guardian may appeal the AIG Coordinator's decision in writing to the Superintendent or his/her designee within 10 school days of receiving written response from the AIG Coordinator.

B. Superintendent reviews the grievance within 10 school days of receipt of appeal.

C. Superintendent responds in writing to the parent/guardian, principal, and AIG Coordinator concerning the outcome of the review within 10 school days. In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance procedure would be implemented.

Step IV – State Level Grievance Procedure

The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150 B of the General Statutes. The scope of the review shall be limited to:

• Whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student

• Whether the local plan has been implemented appropriately in regard to the child following the hearing, the administrative law judge shall make a decision that contains fact and conclusions of law. Notwithstanding the provisions of Chapter 150 B of the General Statutes, the decision of the administrative law judge becomes final, is binding on all parties and is not subject to further review under Article 4 of Chapter 150 B of the General Statutes.

*** Ideas for Strengthening the Standard**

Nash County Public Schools recognizes the need to further explore alternative measures in order to ensure a more comprehensive screening and identified population that is representative of the district's demographics.

Nash County Public School's AIG Department will work with other district AIG Departments and college/university partners to identify non-traditional measures to study which are reliable and valid indicators of giftedness. These alternative measures may include, but are not limited to:

- testing opportunities in a student's native language
- tests/tools that measure creativity, leadership and student interests

Nash County Public Schools will work to develop a comprehensive plan for embedding above level student needs into the district Multi-Tiered System of Support process to explicitly outline how schools problem solve around student data to meet the instructional needs of advanced learners through a three tier support system.

Planned Sources of Evidence

* LEA's AIG Plan
* Records of all testing data from screening procedures
* Outline of referral process in AIG plan and district website

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	

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Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

* **Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Operational Definitions:

Acceleration- A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through grade skipping or single subject acceleration (e.g., a fifth-grade student taking sixth-grade math).

Advanced, Applied and Integrated Skills- Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for leadership, moral and ethical academic conduct, accountability, responsibility, self-direction, and interpersonal skills to a variety of assignments.

Advanced Placement (AP)- A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas (as this credit varies between colleges and universities, it is suggested that questions about this process be forwarded to the college or university of the student's choice).

The Pre-AP program is offered to younger students as preparation for the upper-level courses. Offering AP courses is not equivalent to offering a gifted program.

Cluster Grouping- A group of five to eight identified gifted students are clustered in the classroom of one teacher who has training and/or support in how to teach exceptionally capable students.

College and Career Promise (CCP) Dual Enrollment- This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who successfully complete college courses earn college credit they can take with them after graduation. In many cases, students can also earn dual credit - meeting high school graduation requirements with college courses.

Compacted Courses- Advanced level courses which prepare a student to enroll in high school courses while in middle school.

Differentiation- Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.

Enrichment- Activities that add to or go beyond the existing curriculum. They may occur in the classroom or in a separate setting such as a pull-out program.

Flexible Skill Grouping- A flexible group of students are pulled together to receive enrichment. Groups are dynamic and flexible to address the material being taught according to individual student's needs. AIG Facilitators will specify if the flexible grouping will be within class or between class groupings.

International Baccalaureate (IB)- A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the successful completion of the IB program, which allows graduates access to universities worldwide.

Multi-Disciplinary Units or Integrated Projects- Students explore complex concepts or abstract themes to make connections across academic disciplines.

Regrouping for Specific Instruction- A group of exceptionally capable students from across several classrooms are pulled together to receive instruction in a specific content (core instruction).

Tiered Assignments- Assignments may be varied by levels of complexity, depth, and abstractness with various degrees of scaffolding, support, and instruction.

Delivery of services for AIG students will be continuously examined and adjusted by the Nash County Public School Academically or Intellectually Gifted Department to ensure that students receive appropriate instruction in their identified area.

Continuous focus on AIG programs and services at all levels is critical to ensure alignment with the needs of each student. Differentiated Education Plans (DEP) will be developed yearly in order to reflect the individual academic needs of AIG students.

The Elementary, Middle and High School Differentiated Education Plans both require AIG Facilitators to identify the learning environment and the content modification/instructional strategies that are most appropriate for the student.

Elementary Differentiated Education Plan Components Learning Environment options for students in kindergarten through 5th grade include:

- Regrouping for Specific Instruction: A group of exceptionally capable students from across several classrooms are pulled together to receive instruction in a specific content (core instruction).
- Cluster Grouping: A group of five to eight identified gifted students are clustered in a classroom with other capable learners and a teacher who has training and/or support in how to teach exceptionally capable students.
- Flexible Skill Grouping: A flexible group of students are pulled together to receive enrichment. Groups are dynamic and flexible to address the material being taught according to individual student's needs. AIG Facilitators will specify if the flexible grouping will be within class or between class groupings.
- Other: If there are other learning environments that the school offers which are not described above, the AIG Facilitator will describe the environment here.

Elementary classroom teachers will provide ongoing enrichment, extension, and acceleration as appropriate to meet the needs of students identified through the AIG Program.

Options for the Content Modification/Instructional Strategies that the student will benefit from include:

- Tiered Assignments: Assignments may be varied by levels of complexity, depth, and abstractness with various degrees of scaffolding, support, and instruction.
- Multi-Disciplinary Units or Integrated Projects: Students explore complex concepts or abstract themes to make connections across academic disciplines.
- Advanced, Applied and Integrated Skills: Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for leadership, moral and ethical academic conduct, accountability, responsibility, self-direction, and interpersonal skills to a variety of assignments.
- Other: If there are other content modifications and/or instructional strategies that the student will experience which are not described above, the AIG Facilitator will describe them here.

Middle School Differentiated Education Plan Components Learning Environment options for students in 6th through 8th grades include:

- Compacted Courses: Advanced level courses which prepare a student to enroll in high school courses while in middle school.
- Cluster Grouping: A group of five to eight identified gifted students are clustered in a classroom with other capable learners and a teacher who has training and/or support in how to teach exceptionally capable students.
- Flexible Skill Grouping: A flexible group of students are pulled together to receive enrichment. Groups are dynamic and flexible to address the material being taught according to individual student's needs. AIG Facilitators will specify if the flexible grouping will be within class or between class groupings.
- Other: If there are other learning environments that the school offers which is not described above, the AIG Facilitator will describe the environment here. Middle school classroom teachers will provide ongoing enrichment, extension, and acceleration as appropriate to meet the needs of students identified through the AIG Program.

Options for the Content Modification/Instructional Strategies that the student will benefit from include:

- Tiered Assignments: Assignments may be varied by levels of complexity, depth, and abstractness with various degrees of scaffolding, support, and instruction.
- Multi-Disciplinary Units or Integrated Projects: Students explore complex concepts or abstract themes to make connections across academic disciplines.

- Advanced, Applied and Integrated Skills: Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for leadership, moral and ethical academic conduct, accountability, responsibility, self-direction, and interpersonal skills to a variety of assignments.
- Other: If there are other content modifications and/or instructional strategies that the student will experience which are not described above, the AIG Facilitator will describe them here.

Middle school facilitators spend one day per week at feeder high schools. With input from guidance counselors, facilitators will meet with identified students and their parents to complete the High School Differentiated Education Plan (DEP). They will also plan a high school pathway aligned to the student's future goals and career aspirations.

High School Differentiated Education Plan Components Learning Environment: Counselors, AIG facilitators, students, and parents should work together to plan a four-year course of study incorporating advanced classes based on student strengths. Open enrollment is available for all courses; however, some may require prerequisites or recommend criteria for student success. AIG students are encouraged to maintain a rigorous course of study throughout high school. Schedules for identified students will include options from the following:

- Honors Level Courses
- Advanced Placement Courses
- International Baccalaureate Courses
- College and Career Promise Dual Enrollment Courses
- Other: If a student will be enrolled in other advanced courses offerings not described above the AIG facilitator will describe it here.

Individualized Differentiated Education Plan Components Individualized Differentiated Education Plans (IDEP) may be completed for AIG identified students with unique needs including, but not limited to:

- students in kindergarten through 2nd grade;
- students with special social and emotional needs;
- twice exceptional students;
- intellectually gifted students;
- students who qualify for single subject or grade acceleration; or
- other specialized needs.

In addition to identifying the specialized need for the IDEP, the AIG Facilitator will clearly describe the individualized learning environment and content modifications/learning strategies on the Individualized Differentiated Education Plan.

Click here to remove the table and use only the narrative field.

* **Practice B**
Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

Collaborative networking occurs at both the school level, as well as the district level. At the school level, elementary and middle school staff will collaborate with the AIG Site Team to address the academic, behavioral, or social and emotional needs of gifted students. These teams include school counselors, school psychologists, classroom teachers, AIG Facilitators, administrators and social workers. In addition, the AIG Facilitators meet in school level Professional Learning Communities to collaboratively plan for upcoming lessons, review student assessment data, and identify individualized supports for groups of students. The Nash County Public School Academically or Intellectually Gifted Department facilitates monthly meetings intended to engage AIG Facilitators in cross grade span, cross school problem solving and collaboration. Topics AIG Facilitators discuss include, but are not limited to:

- AIG Program Evaluation
- AIG Data Review
- Equitable practices for both serving, screening, and identifying gifted learners
- Evidence-based Instructional Practices
- Compliance review

At the district level, the Nash County Public Schools Academically or Intellectually Gifted Department works closely with the Academics and Accountability and Student Services Department to ensure that programming and services reflect a broad spectrum of supports at all levels. Intentional strategies for differentiating core instruction to meet the academic needs of gifted learners are embedded in district level supports offered to all schools through school-based instructional coaches. Regular education teachers, exceptional children's teachers, other specialists, instructional staff,

parents/families, and administrators will use knowledge of the unique needs of gifted students to ensure appropriate programming and services for the gifted population. The Nash County Public School System strives to create an environment in which the distinct social and emotional needs of gifted learners at all ages are understood, valued, nurtured and supported. The district has several new processes that assist schools in supporting extreme social and emotional needs of students. These processes include a District Threat Assessment Protocol which allows student support staff at each school to assess the threat level of a student in crisis. This protocol includes a threat to self as well as a threat to others component that culminates in a detailed plan if a high level of threat was noted by the team. Through this process, families are connected to community level services to assist in addressing the unique mental health issue that may be exhibited. In addition to the Threat Assessment Protocol, the Nash County Public School Multi-Tiered System of Support framework has expanded to encompass not only academic needs, but also behavioral and social/emotional needs of groups of students. These processes include staff trained in Youth Mental Health First Aid and resiliency interventions to better meet the needs of students with social-emotional concerns. For students with higher level mental and behavioral health needs, select schools provide school-based mental health staff onsite, and student services refer students to community resources when on-site resources are unavailable.

* **Practice C**

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

Based on North Carolina's definition of giftedness, Nash County Public Schools identifies students as academically gifted in a specific field, English Language Arts/Reading and/or Mathematics. Delivery of services will be examined and adjusted at least yearly, more frequently as the need arises, to ensure that students receive appropriate services in their identified area. Continuous focus on AIG programs and services at all levels is critical to ensure alignment with the needs of students. Based on current funds and resources, the Nash County Public School System will continue to work to further align AIG programs and services with specific areas of identification that modify, supplement, and build on the academic skills and knowledge attained at all grade levels.

AIG Facilitators will develop Differentiated Education Plans (DEP) or Individualized Differentiated Education Plans (IDEP), as described in Standard 2- Practice A, to address the learning environment and content modification/instructional strategies to serve gifted students. The expectation that students are intentionally placed in academic classes with other students of their cognitive ability is vital to the academic, intellectual, social and emotional needs of AIG students.

At the elementary level, the practice of regrouping for specific instruction, cluster grouping, and flexible skill grouping will be the learning environment options for those students being served by an AIG facilitator. At the middle school level, compacted courses, cluster grouping, and flexible skill grouping will be the preferred method of serving gifted students in their area(s) of identification. At the high school level, a full continuum of service options, differentiated curriculum, and instructional opportunities are present through Advanced Placement, Honors level, International Baccalaureate, and CCP Dual Enrollment courses; as well as opportunities for Virtual Learning and Credit by Demonstrated Mastery. The progress of the high school students will be monitored by the Nash County Public Schools Academically or Intellectually Gifted Department in conjunction with the High School Curriculum and Secondary Instruction Department.

Nash County Public Schools Academically or Intellectually Gifted Education Program intersects with and enhances the total instructional program of the LEA. NCPS strives to provide a high quality education that prepares all students to be productive and contributing citizens of a global society. The Academically and Intellectually Gifted Program standards are woven through all services offered by Nash County Public Schools. With the adoption of the Rigor/Relevance Framework and high priority on Literacy, the district's emphasis on quality educational tools and principles mirror the mission of the AIG program. Focus on differentiation is part of the Nash County Instructional Framework across the district. School level AIG Facilitators, MTSS Facilitators, Content Specialists and/or district instructional coaches work with all classroom teachers to further guide teachers in differentiating core instruction. The Nash County Public School Academically or Intellectually Gifted Department will continue working in tandem with the district's Academic and Accountability Department to ensure the needs of AIG students are supported.

* **Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

Nash County Public Schools implements the Multi-Tiered System of Support model to analyze data and address the learning needs of all students. Every school utilizes a problem-solving model to analyze multiple pieces of data to determine how all students (including high ability/high achieving students) are responding to instruction. Schools have established processes to engage staff in analyzing student data (including academic, behavior, and social/emotional data) to ensure all students are provided differentiated core instruction (Tier I), to identify students in need of supplemental (Tier II) support, or individualized (Tier III) instruction. Nash County Public Schools defines core instruction as the task that results from the intersection of rigorous and relevant standards based content, a teacher's

knowledge and skills, and student engagement. AIG Facilitators, instructional coaches, and other support staff work to assist teachers in providing differentiated core instruction that supports the needs of all learners. This differentiation may take the form of:

•Learning environment differentiation- Where the students learn including, but not limited to regrouping for specific instruction, cluster grouping, flexible grouping, and advanced/compacted courses.

•Content differentiation- What the students learn including, but not limited to compacted curriculum, single subject/grade level acceleration, multi-disciplinary units.

•Process differentiation- How the students learn including, but not limited to scaffolding; tiered assignments that adjust the length, depth, or complexity of a task.

•Product differentiation- How students demonstrate their learning including, but not limited to integrated projects, inquiry/problem based learning, voice and choice in how students demonstrate standard mastery.

Each school has identified how they provide Tier II and Tier III intervention and enrichment to groups of students. This support may include, but is not limited to:

•Scheduling a separate intervention/enrichment block of time and flexible grouping students across grade levels or teacher teams;

•Embedding flexible grouping within scheduled core instruction to provide targeted academic,behavioral, or social and emotional support for students in need of intervention and/or enrichment.

The Academically or Intellectually Gifted Department is working to develop a repository of evidence based enrichment practices that schools will draw from to address high ability/high achieving student needs. At the present time, AIG Facilitators and Instructional Coaches support teachers in identifying lessons and instructional practices for students who are in need of Tier II or Tier III enrichment. The supplemental support and individualized instruction include enrichment options that address a student's academic, behavioral, or social and emotional needs.

* **Practice E**

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for

AIG students, regulations related to gifted education, and the local AIG program and plan.

The Nash County Public School Academically or Intellectually Gifted Department also develops an annual presentation reflecting current data related to our local program, best practices, and policies that govern AIG. This yearly presentation includes, but is not limited to information pertaining to:

•Screening and referral process;

•Characteristics of gifted learners;

•Criteria the AIG Site Team collects to determine eligibility;

•AIG Identification areas;

•Descriptions of how the MTSS Tiers support advanced learners including:

o Differentiated Core Instruction (Tier I) including learning environment, content, process, and product differentiation;

o Supplemental Support (Tier II);

o Individualized Instruction (Tier III);

•House Bill 986 processes for each grade span;

•Credit By Demonstrated Mastery procedures;

•Single Subject/Grade Level Acceleration. AIG Facilitators are responsible for sharing the presentation with teachers, school administrators and support staff at the beginning of each academic year. Communication will further be shared by:

•Collaborative planning meetings between AIG Facilitators, instructional coaches, and classroom teachers,

•District and School websites,

•School based AIG Site Team,

•District meetings and professional development.

* **Practice F**
Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

Several measures are used to ensure effective communication between teachers and schools, including the following:

•AIG Facilitator will present AIG Services to school staff.

•At the Elementary and Middle School levels Facilitators will review DEPs with Core teachers and parents.

•District wide AIG Confidential Folder exchange allowing AIG Facilitators opportunity to communicate with the AIG Facilitator at the receiving school.

•Forms indicating students identified for differentiated services and students the MTSS, or AIG Site Team identify as Continue to Observe are shared.

•Each year during schedule counseling, high school counselors and AIG facilitators will review advanced course offerings and sign the Nash County Public School Academically or Intellectually Gifted High School Differentiated Education Plan.

Attention has been given to key transition grades to ensure that there is a continuation of services. The Nash County Public School System uses a consistent format for all 5th grade students transitioning to middle school and 8th grade students transitioning to high school that includes qualitative and quantitative review of data related to each student.

All middle and high school students, with parent input and signatures, complete course selection forms to identify courses they are interested in enrolling in for the upcoming school year. AIG Facilitators and/or school counselors ensure that each student's AIG identification area is clearly marked on the course selection forms. These course selection forms are utilized by school administration and data managers to build a student's schedule for the upcoming

school year. This form of communication, along with the Differentiated Education Plans (DEP) and Individualized Differentiated Education Plans (IDEP), have been key in successful transitioning and continuation of services.

* **Practice G**
Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

Informational sessions will be conducted making all information available to stakeholders through multiple media forms. Nash County Board of Education Policy on Student Promotion and Accountability, Acceleration, states "Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore the subject in greater detail or providing different types of educational experiences. To sufficiently challenge the student, the principal may reassign the student to a different class or level of study and/or may identify other concurrent enrollment or other curriculum expansion options. The principal, after consulting with the professional staff and parents, may determine that skipping a grade level is appropriate."

Early Entry to Kindergarten Process and Procedure

Consideration for a four-year-old child to be granted early admission to kindergarten, the child must meet the following Admission Criteria:

1. The child must have had his/her fourth birthday by April 16 of the current year.

2. The child must be tested (at parent's expense) by a licensed psychologist for aptitude (intelligence) and achievement in reading and/or mathematics. Testing must occur after April 16th of the current year.

3. The child must score at 98th percentile on the aptitude test and the 98th percentile on either the reading or mathematics achievement test.

4. A completed early admissions application should be submitted to the school principal no later than 3:00 p.m. one week prior to the first day of school.

5. The parents (or guardians) and the child must be interviewed by school staff members.

A completed early admissions application contains all of the following:

- Early Admission to Kindergarten application with copies of the testing results attached.
- Parent/Guardian checklist completed.
- Two letters of recommendation from a pediatrician, preschool teacher, or other adult having direct knowledge of the child.

Important Forms

Early Admissions Criteria

Early Admissions Flowchart

Early Admission Application and Checklist

Early Admissions Recommendation Form

Single Subject/Grade Level Acceleration Process and Procedure

"Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore the subject in greater detail or providing different types of educational experiences. To sufficiently challenge the student, the principal may reassign the student to a different class or level of study and/or may identify other concurrent enrollment or other curriculum expansion options (policy, 3101 Concurrent Enrollment and other Curriculum Expansions). The principal, after consulting with the professional staff and parents, may determine that skipping a grade level is appropriate." Nash County Board of Education Policy 3420, Student Promotion and Accountability, Section F

Acceleration

To be considered for grade acceleration, a student must consistently demonstrate evidence of mastery of the curriculum that is well above grade level in English Language Arts and Mathematics. Multiple measures that reveal student aptitude, achievement, and social and emotional readiness should be a part of each student's comprehensive profile. To be considered for subject acceleration, a student must consistently demonstrate evidence of mastery of the curriculum that is well above grade level in English Language Arts or Mathematics. Multiple measures that reveal student aptitude, achievement, and social and emotional readiness should be a part of each student's comprehensive profile.

The following criteria should be utilized when considering grade or subject acceleration for a student: (Criteria as articulated in the Nash County AIG Plan and to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5)

- Using the IOWA Grade Acceleration Guide, the student should be working at a minimum of one full grade level ahead in English Language Arts and/or Mathematics. Ex: Student completing second grade should be working at a 4.0 grade level or higher when consideration is being given to accelerating to fourth grade.
- The student's composite aptitude score should be at the 95th percentile or higher.
- Consultation with professional staff should include the student's current teacher(s), AIG Facilitator, school's guidance counselor, school psychologist, and other staff members who have worked closely with the student regarding his/her aptitude, achievement, and social and emotional readiness.

Compacted Content Process and Procedure

At the middle school level, students have the opportunity to enroll in compacted courses to prepare for enrollment in high school credit bearing courses in middle school. Nash County Public Schools offers compacted math courses in grades 6 and 7 to prepare students for Integrated Math 1 in 8th grade. In addition to these face to face advanced course opportunities, middle school students may also enroll in virtual high school courses if there is a demonstrated need.

Each middle school develops local criteria to enroll students in compacted courses. In this way, Nash County Public Schools is able to equitably provide face to face advanced content at all middle schools across this district. While these local criteria are in place, in response to North Carolina House Bill 986, at a minimum any student scoring the highest level on the previous year math End of Grade assessment must be enrolled in the compacted math or Integrated Math I course for the following school year.

College and Career Promise Dual Enrollment Process and Procedure

Nash County Board of Education Policy, Concurrent Enrollment and Other Curriculum Expansions addresses enrollment of students in the community college. Nash County Public School students may enroll in a community college under the following conditions:

Ninth and Tenth Grade High School Students:

- [ ] Principal Recommendation
- [ ] Community College Recommendation
- [ ] Unweighted GPA of 2.8 on Official High School Transcript
- [ ] College Readiness Scores
- [ ] Parental Permission Form
- [ ] AIG Identified

Eleventh and Twelfth Grade High School Students:

- [ ] Unweighted GPA of 2.8 on Official High School Transcript
- [ ] May enter a CTE pathway with an unweighted GPA less than 2.8 with principal and college consent

Credit by Demonstrated Mastery Process and Procedure

Working collaboratively with district leadership and site based leadership team, an outline of procedures, policies and guidelines in accordance with the state's Credit by Demonstrated Mastery policy was developed. Credit by Demonstrated Mastery Participants State Board of Education (SBE) policy GCS-M-001 policy defining Course for Credit provides guidelines for offering Credit by Demonstrated Mastery (CDM) to North Carolina (NC) students. CDM is the process in which local education agencies (LEAs) employ a body-of-evidence to award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. The

CDM process is open to all NC public school students in grades 9–12 in high school courses and in grades 6–8 for high school courses offered in middle school. In the English course sequence, only English I may be taken in middle school. LEAs/charter schools may choose to open CDM for students in grades 6–8 for middle grades content by creating and using locally developed assessments. Note: CDM is optional for charter schools.

Process to Demonstrate Mastery

Phase I Student completes a standard examination of the assessment required for the course to demonstrate foundational knowledge. Examinations shall include, where applicable. (Re-testing is not permitted.)

•End-of-Course (EOC)

o For EOC courses, students must achieve the following scale scores:

NC Math 1 > 264 Biology > 261 English II > 165

•North Carolina Final Exam (NCFE)

o For NCFE courses, students must achieve the minimum CDM score. Minimum CDM scores for NCFEs are set at 90 percent.

•Career and Technical Education (CTE) Post-Assessment or

o For CTE courses, students must achieve a scale score of 90 to qualify for Phase II.

•Locally developed final exam

o For non-EOC courses, students must achieve a 90 or higher on the local exam to successfully complete Phase I.

Phase II Student completes the artifact development process and any other criteria a local school district requires to demonstrate deep understanding and application of course content. Credit is indicated on transcripts as follows:

•EOC courses "CDM"

•NCFE courses "CDM"

•non-EOC courses "CDM" Schools participating in CDM must complete the test administration (i.e., Phase I) during one of three 10-day testing windows during the months of July, September, and February. LEAs/charter schools are encouraged to set a deadline for student CDM applications no less than one week prior to each testing window.

Additional Information

North Carolina's Implementation Guide for Credit by Demonstrated Mastery is located at https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/credit-demonstrated-mastery. Documentation available on this website offers detailed procedures for implementing the CDM policy and answers several frequently asked questions from schools and districts interested in offering CDM for students.

* **Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

The AIG Department of the Nash County Public School System is focused on increasing the screening, referral and identification of traditionally underrepresented populations such as culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional; however, we will continue to focus on intentional services and strategies that directly match the developing unique needs of these populations. School based AIG Facilitators work closely with:

•The English as a Second Language Coordinator and school based ELL Facilitators to further develop strategies and practices that meet the unique academic intellectual, social, and emotional needs of our ELL/AIG students.

•The Exceptional Children's Director, Program Specialists and classroom teachers to further develop strategies and practices that meet the unique academic, intellectual, social and emotional needs of our twice-exceptional students.

Pre-teach Thinking Skills

All second grade students are pre-taught thinking skills prior to the administration of the universal screener in an effort to support underrepresented student's performance on the CogAT assessment. AIG Facilitators support grade two

classroom teachers in the utilization of AIM (Activating Inquisitive Minds - a higher order thinking skills program) or other similar lessons to pre-teach thinking skills.

Twice Yearly Data Review

In partnership with the Nash County Public Schools Department of Testing and Accountability, AIG Facilitators review a variety of data to identify high potential students and evaluate AIG program goals.(see appendix for the NCPS AIG Data Communication Plan.) A greater awareness of students from traditionally-underrepresented populations of the gifted who show a need or the potential need for differentiated services has emerged through these data review practices and ongoing awareness sessions for upper elementary and middle school teachers.

AIG Facilitator Allotment

Nash County Public Schools allots AIG Facilitators to schools based on Grades K through 8 Average Daily Membership (as opposed to AIG identified students). This allows schools to provide programming and support to the top 5 to 10 percent of each school's population. All students in Nash County Public Schools receive differentiated instruction in their core classroom from the assigned regular education teacher. This practice is supported through our district Multi-Tiered System of Support process.

Building Awareness

The AIG Department will provide education on the characteristics of gifted children from all populations, as well as traits that can obscure gifted behaviors. AIG Facilitators are expected to conduct and participate in Professional Learning Communities and other staff initiatives to decrease stereotypical perceptions of the gifted student and increase the awareness of atypical gifted learners

* **Practice I**
Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

Extra-curricular programs and events that enhance and further develop the needs and interests of AIG students in a variety of ways are developed through the district, as well as at individual schools. The AIG program encourages extra-

curricular programs and events that enhance and further develop the needs and interests of AIG students. School-based enrichment opportunities could include, but are not limited, to the following:

- Brain Game
- ROTC Academic Drill Team
- CTE Skills USA and other competitions
- Battle of the Books
- STEM and Robotics Programs and Competitions
- Chess Clubs
- Academic Contests
- Outreach Programs from regional colleges and universities, museums and other educational foundations
- Service Learning Projects
- Quiz Bowl
- Academic Clubs
- Beta Club, National Honor Society, Nash County Public Schools Academic Club of Excellence (ACE)
- Odyssey of the Mind
- Future Cities

*** Ideas for Strengthening the Standard**

Based on current funds and resources, the Nash County Public School System will continue to work to further align AIG programs and services with specific areas of identification that modify, supplement and build on the academic skills and knowledge attained at all grade levels.

Planned Sources of Evidence

* DEPs and IDEPs
* Consistent AIG services among the district schools

* Student identification matched to service options
* Parent, student, teacher surveys

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 2 Additional Resources	N/A	

Nash County Public Schools (640) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.

* **Practice A**
Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

AIG Facilitators and classroom teachers offer a challenging, rigorous curriculum based on the North Carolina Standard Course of Study that meets the diverse needs of gifted learners at all grade levels. All differentiated curriculum developed by the gifted program and classroom teachers begins with the North Carolina Standard Course of Study and seeks to modify content, process, product, learning environment and affect with the needs of high-end learners in mind. In all cases, differentiated strategies and instruction are designed to support and extend the regular education curriculum. Using the Rigor/Relevance Framework as a guiding focus, AIG Facilitators will continue to plan and develop curriculum based instruction that will enrich, extend and accelerate appropriately for students' learning. As classroom teachers throughout the district continue to receive professional development on classroom instruction that leads students through higher level questioning and critical thinking skills and real world application, the AIG Department will offer further instruction on differentiating for high achieving students. In collaboration with the Secondary Educational Specialists, the AIG Department will work to support differentiation strategies with Honors and Advanced Placement Courses. Enrichment and extension learning activities of the North Carolina Standard Course of Study are achieved as classroom teachers and AIG Facilitators use pre and ongoing assessments of high end learners to further direct their instruction. In many circumstances within the elementary classroom, students use time gained through compacting to participate in independent study, choice boards, Project Based Learning activities, Breakout EDU with curriculum based goals, learning stations and centers, task cards and flexible grouping opportunities that add depth and complexity to the curriculum. In this manner, classroom teachers are able to adapt the traditional

curriculum using differentiation while continuing to meet state standards of learning.

Middle and secondary classroom teachers primarily serve classes grouped by ability allowing for greater depth, breadth and complexity to course objectives. When academic needs are greater than can be offered within the regular classroom setting, multiple opportunities exist for students, such as flexible scheduling, dual enrollment, and Credit by Demonstrated Mastery. Nash County Public Schools implements the Multi-Tiered System of Support model to analyze data and address the learning needs of all students. Every school utilizes a problem-solving model to analyze multiple pieces of data to determine how all students (including high ability/high achieving students) are responding to instruction. Schools have established processes to engage staff in analyzing student data (including academic, behavior, and social/emotional data) to ensure all students are provided differentiated core instruction (Tier I), to identify students in need of supplemental (Tier II) support, or individualized (Tier III) instruction.

MTSS Tier I – Differentiated Instructional Core - Nash County Public Schools defines core instruction as the task that results from the intersection of rigorous and relevant standards based content, a teacher's knowledge and skills, and student engagement. AIG Facilitators, instructional coaches, and other support staff work to assist teachers in providing differentiated core instruction that supports the needs of all learners. This differentiation may take the form of:

- Learning environment differentiation- Where the students learn including, but not limited to regrouping for specific instruction, cluster grouping, flexible grouping, and advanced/compacted courses.
- Content differentiation- What the students learn including, but not limited to compacted curriculum, single subject/grade level acceleration, multi-disciplinary units.
- Process differentiation- How the students learn including, but not limited to scaffolding; tiered assignments that adjust the length, depth, or complexity of a task.
- Product differentiation- How students demonstrate their learning including, but not limited to integrated projects, inquiry/problem based learning, voice and choice in how students demonstrate standard mastery.

*** Practice B**
Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

Curricular accommodations in math and language arts, as well as other content areas as appropriate, occur in a blend of regular classroom settings and small group settings to provide continuous levels of challenge for all identified high ability students through differentiated curriculum instruction, content acceleration or grade skipping. Advanced and Honors classes, as well as Early College and International Baccalaureate, offer further specialized instruction to address a range of high ability levels. With the drive for continuous improvement, the AIG Department will focus on providing additional support to classroom teachers that focuses on differentiation strategies.

The AIG Department will focus on ways to provide continuous support to classroom teachers for effective implementation of differentiation strategies. Professional learning will occur through PLCs and other professional development opportunities. Within the elementary schools throughout the NCPS district, accommodations for gifted learners in math and language arts are met through cluster groups, tiered assignments, curriculum compacting, flexible grouping, AIG resource rooms and individual conferencing.

All elementary and middle schools are partnered with an AIG Facilitator to assist classroom teachers in enriching, extending, and accelerating the curriculum. Curriculum differentiation and acceleration at the middle schools include subject grouping based on ability, flexible classroom grouping, tiered assignments, curriculum compacting, independent studies, and mentorships.

The high schools AIG services/plan will be monitored and coordinated by the assigned AIG facilitator and /or counselor. Academic provisions at the High School level include, but are not limited to the following:

- Credit by Demonstrated Mastery
- International Baccalaureate Diploma Program
- Advanced Placement Capstone Diploma/Certificate
- Internships, mentorships
- Honors Classes

- Distance Education (Nash Everywhere Digital Academy (NEDA), Edmentum and/or North Carolina VIrtual High School)
- Independent study (student need based)
- Grade acceleration(based on School Board Policy)
- Differentiated curriculum in pace, content, sequence and depth
- Curriculum compacting and tiered curriculum
- Early College High School options:

  o Nash-Rocky Mount Early College High School (College Transfer Associate Degree)

  o Center for Industry, Technology, and Innovation (CITI) High School (Associate in Applied Science Degree)

MTSS Tier II & Tier III – Evidence Based Intervention and Enrichment Each school has identified how they provide Tier II and Tier III intervention and enrichment to groups of students. This support may include, but is not limited to:

- scheduling a separate intervention/enrichment block of time and flexible grouping students across grade levels or teacher teams;
- embedding flexible grouping within scheduled core instruction to provide targeted academic, behavioral, or social and emotional support for students in need of intervention and/or enrichment.

The Academically or Intellectually Gifted Department is working to develop a repository of evidence based enrichment practices that schools will draw from to address high ability/high achieving student needs. At the present time, AIG Facilitators and Instructional Coaches support teachers in identifying lessons and instructional practices for students who are in need of Tier II or Tier III enrichment. The supplemental support and individualized instruction include enrichment options that address a student's academic, behavioral, or social and emotional needs.

* **Practice C**
Incorporates a variety of evidence-based resources that enhance student learning.

Nash County Public Schools defines core instruction as the task that results from the intersection of rigorous and relevant standards based content, a teacher's knowledge and skills, and student engagement. AIG Facilitators, instructional coaches, and other support staff provide professional development and job embedded support to classroom teachers to ensure that students engage in instructional tasks that are differentiated to challenge each student at a high level. The Nash County Public Schools Instructional Framework includes components that ensure all teachers design consistent, quality instruction. The framework components include:

- Learning Purpose
- Anticipatory Set
- Direct Instruction
- Guided Practice
- Collaborative Practice
- Independent Practice
- Review
- Closure

School based instructional coaches work with all instructional staff, including core and elective teachers, AIG Facilitators, and other support staff to ensure that all teachers build their professional capacity to design instruction using the Nash County Public Schools Instructional Framework. In addition, instructional coaches support instructional staff in ensuring that teachers deliver instruction that engages all students in rigorous and relevant instructional tasks. AIG Facilitators and classroom teachers of AIG students use a variety of curriculum instructional practices and materials that respond to the strengths and needs of gifted learners. These may include, but are not limited to the following:

- Rigor/Relevance with Nash County Public Schools Instructional Design Framework

- Advanced Organizers and Thinking Maps

- Project Based Learning Activities
- Paideia Teaching and Seminars
- Curriculum Based Digital Escape Room using BreakOutEDU
- Cooperative Learning
- Experimental Inquiry
- Literature Circles
- Tiered Lessons, Centers and Products
- Research Based Strategies for Increasing Student Achievement/Robert Marzano/Kaplan's Depth and Complexity Model
- How to Differentiate Instruction in Mixed Ability Classrooms/Carol Ann Tomlinson
- Talents Unlimited/Calvin Taylor, Ph.D.
- Multiple Intelligences/Howard Gardner
- Units of Study from William and Mary School of Education/Jacob's Ladder
- Materials and resources gained through Conference Sessions at the NCAGT Annual Conference
- Learning Centers and Contracts
- Independent Projects
- Curriculum compacting
- Critical Thinking using strategies from Colin Seale's "Thinking Like a Lawyer"
- PETS (K-3rd)

- M2 (K-2)

* **Practice D**
Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

The Nash County Public School System supports the mission of the North Carolina State Board of Education to help students graduate from high school, prepared for postsecondary education and/or the workforce. The Nash County Public Schools Instructional Framework, combined with district approved instructional resources ensure all instructional staff have the knowledge and resources to engage students in instructional tasks that foster the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

In collaboration with the Academics and Accountability department, the AIG Department is dedicated to the district's implementation of the Nash County Public Schools Instructional Framework. Incorporating more rigorous and relevant instruction in classrooms is critical to meet and exceed the future-ready content and skills for a stronger focus on global awareness; creativity and innovation; real-world learning in local, regional and global contexts; applied life skills for leadership, accountability, productivity, and responsibility.

AIG Facilitators will collaborate with school based instructional coaches to offer professional learning opportunities, classroom modeling, and application of instructional practices that merge higher level, inquiry based thinking with authentic real world applications.

These may include, but are not limited to the following:

- Interest-based studies to develop students' curiosity
- Academic Club of Excellence (ACE), National Honor Society (High Schools), Beta Club (Southern Nash High)
- STEM Design Challenge (elementary/middle schools)
- Encourage participation in Battle of the Books (elementary and middle schools)

- Encourage Spelling Bee
- Encourage participation in oratorical contest
- NCASA - North Carolina Association for Scholastic Activities (dance, acapella, forensics, quiz bowl, debate, writing, show choir, art competitions)
- Odyssey of the Mind (encourage community leadership in coaching)
- Encourage exploratory camps (veterinary, science, drama, Agriculture, STEM)
- Development of higher-order thinking skills to extend lessons to real-world applications to foster critical thinking, collaboration, creativity, and leadership skills through Visual Thinking
- Hands-on and Digital Based learning through Project-Based Learning and BreakOutEDU
- Support and Encourage collaboration between AIG Facilitators and regular-education classroom teachers to modify instruction to foster advanced skills and growth (strategies, best practices, research-based strategies); modeling lessons and co-teaching to strengthen instruction for all learners and advanced learners.
- Encourage exploration of educational options: Early College, Advanced Placement with Capstone Project, Center for Industry, Technology, and Innovation, International Baccalaureate programs.
- 4 C's: Communication, Critical Thinking, Collaboration, and Creativity

* **Practice E**
Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

Nash County Public Schools employs multiple district-wide assessments to monitor student achievement and adjust instruction. Through data-driven professional learning communities, using formal and informal assessments, teachers are able to utilize student information to develop, revise and enrich classroom curriculum and instruction. All teachers in Nash County Public Schools participate in Professional Learning Communities (PLCs) that are grade level and

discipline focused. Using the formal and informal data from ongoing assessments, teachers and AIG facilitators are able to design classroom instruction and curriculum supplements to further challenge high achieving students. Data is used to inform teachers and guide planning for whole class, small group and individualized instruction. Each school embeds a problem solving process into their Professional Learning Community, in alignment with the MTSS framework discussed in Standard 2, Practice A and B, which ensures that instructional staff not only review student assessment data, but identify groups of students who are above, at, and below the proficiency target. This information is then used to plan for differentiated core instruction and supplemental support and individualized instruction through intervention and enrichment opportunities. Nash County Public Schools is committed to ensuring that advanced learners not only receive differentiated core instruction, but receive targeted enrichment options to ensure they grow from their current level of achievement at the same, if not greater rate than our average and below proficient students.

* **Practice F**

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

The AIG Department will partner with other departments to work towards addressing social and emotional needs of AIG students. By establishing a stronger connection with school counselors, social workers, and psychologists, Nash County Public Schools' AIG Department will build awareness of the unique social and emotional needs that gifted and highly gifted students have and aid in creating curricular and instructional practices to meet those needs.

Nash County Public Schools include yearly transition programs at key grade levels to address the social and emotional learning of all students as they transition from elementary to middle and middle to high school. These transition activities include, but are not limited to:

•Information sessions held at the student's current school to share course work, instructional and behavioral expectations, extracurricular options, and available support structures for the next school;

•Student speakers to give a firsthand account of what to expect at the next school;

•Field trips to visit the next school during the school day to experience the environment; and

•Family Transition Fairs for students and parents to visit the next school to gather information and experience the environment. Nash County Public Schools is piloting a Resiliency Program at select school to support the social and emotional development of all students, with a focus on student trauma. The professional development series consisted of evidenced-based training focusing on stress, trauma, the brain, and the human nervous system as well as strength-

based approaches to teaching emotional regulation, shame reduction, and coping. Schools using the professional development series, sent a team consisting of:

- School administrator
- Dean of Students
- Counselors
- Teachers (both regular education and support teachers)
- Non certified instructional and behavioral support staff

* **Practice G**
Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

The Nash County Public Schools AIG Facilitators will support K-3 classroom teachers specifically to develop skills to meet the needs of all learners through differentiation in core classrooms and enrichment opportunities.

The 2022-23 school year will be a rebuilding process for more intentional direct instructional support to all Nash County Public Schools K-3 students. AIG Facilitators will support second grade classroom teachers in the utilization of AIM (Activating Inquisitive Minds - a higher order thinking skills program) or other similar lessons to pre-teach thinking skills. Kindergarten and First grade students' data will be monitored for AIG support and incorporated into the AIM program the next two consecutive years. AIG facilitator will schedule whole group lesson opportunities for second graders using the PETS (Primary Education Thinking Skills Program) and modeling higher order thinking skills to foster students' potential. The second grade teacher will be an active participant in the AIG facilitator whole group lesson in order to observe the potential talent in students and experience the modeling of the higher order thinking lesson. The AIG facilitator will develop second grade focus groups through these whole group lessons and other various assessments (M-class, Exact path, etc) to expand on the student's academic potential.

The AIG facilitators will also monitor the 2022-23 students in K-1 using school data and provide support by providing instructional resources to enhance critical and creative thinking in conjunction with real life application of knowledge and skills. The AIG facilitators will work with school based instructional coaches to assist K-1 classroom teachers in responding to students' learning profiles and interests by varying content, process, and products within the regular classroom setting.

In 2023-25 the AIG facilitators will implement the AIM program in the district's K-1 classrooms as well. AIG facilitators will partner with K-3 classroom teachers to further respond to students' learning profiles and interest by varying content, instruction and learning products within the regular classroom setting. AIG facilitators will model a variety of learning activities based on higher order thinking, depth of knowledge questions and the PETS program for classroom teachers to assist in instructional options to develop students' potential. The AIG facilitator will develop first and second grade focus groups through these whole group lessons and other various assessments (M-class, Exact path, etc) to expand on the student's academic potential.

* **Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

Each school within the Nash County Public School System ensures collaboration among school personnel through Professional Learning Communities (PLC). AIG Facilitators are involved in school PLC's as their schedule permits, allowing collaboration among themselves and other professional staff, including exceptional children's personnel, English Language Learner personnel and others related to AIG students. Using student assessment data, development of differentiated curriculum and instruction is a primary focus of these Professional Learning Communities (as described in Standard 3, Practice A, B, and E). AIG Facilitators work with classroom teachers to further respond to students' learning profiles and interests by varying content, process, and products within the regular classroom setting. Evidence based learning activities will be shared with classroom teachers to assist them in offering multiple instructional options based on students' learning profiles, interests and strengths. AIG Facilitators work closely with the school level MTSS committee and the Exceptional Children's department to ensure that twice-exceptional students are receiving appropriately challenging instruction.

* **Practice I**

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

All AIG identified students have a Differentiated Education Plan (DEP) that is revised and reviewed annually with parents/families and the AIG Facilitator. During the annual meeting, the parents/families and AIG facilitator will evaluate the match of services based on student progress reports, report cards, standardized achievement test scores, alternative assessment data pertaining to the student's progress provided to parents by the teacher. The student, counselor, and other personnel may be invited to the conference if needed. If the yearly performance review indicates that a student is not performing satisfactorily and a change in services may be required, the team and parent/family will collaborate to match service needs or develop an Intervention Plan. At the non-traditional high schools, counselors will meet with the parent to sign/review the DEP. If changes are to be made to the DEP, the AIG Coordinator will update the plan.

Differentiated Education Plans (DEP) will be developed yearly in order to reflect the individual academic needs of AIG students. The Elementary and Middle School Differentiated Education Plans both require AIG Facilitators to identify the learning environment and the content modification/instructional strategies that are most appropriate for the student.

Elementary Differentiated Education Plan Components Learning Environment options for students in kindergarten through 5th grade include:

- Regrouping for Specific Instruction: A group of exceptionally capable students from across several classrooms are pulled together to receive instruction in a specific content (core instruction).
- Cluster Grouping: A group of five to eight identified gifted students are clustered in the classroom of one teacher who has training and/or support in how to teach exceptionally capable students.
- Flexible Skill Grouping: A flexible group of students are pulled together to receive enrichment. Groups are dynamic and flexible to address the material being taught according to individual student's needs. AIG Facilitators will specify if the flexible grouping will be within class or between class groupings.
- Other: If there are other learning environments that the school offers which is not described above, the AIG Facilitator will describe the environment here. Elementary classroom teachers will provide ongoing enrichment, extension, and acceleration as appropriate to meet the needs of students identified through the AIG Program.

Options for the Content Modification/Instructional Strategies that the student will benefit from include:

- Tiered Assignments: Assignments may be varied by levels of complexity, depth, and abstractness with various degrees of scaffolding, support, and instruction.
- Multi-Disciplinary Units or Integrated Projects: Students explore complex concepts or abstract themes to make connections across academic disciplines.

- Advanced, Applied and Integrated Skills: Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for leadership, moral and ethical academic conduct, accountability, responsibility, self-direction, and interpersonal skills to a variety of assignments.
- Other: If there are other content modifications and/or instructional strategies that the student will experience which are not described above, the AIG Facilitator will describe them here.

Middle School Differentiated Education Plan Components Learning Environment options for students in 6th through 8th grades include:

- Compacted Courses: Advanced level courses which prepare a student to enroll in high school courses while in middle school.
- Cluster Grouping: A group of five to eight identified gifted students are clustered in the classroom of one teacher who has training and/or support in how to teach exceptionally capable students.
- Flexible Skill Grouping: A flexible group of students are pulled together to receive enrichment. Groups are dynamic and flexible to address the material being taught according to individual student's needs. AIG Facilitators will specify if the flexible grouping will be within class or between class groupings.
- Other: If there are other learning environments that the school offers which is not described above, the AIG Facilitator will describe the environment here.

Middle school classroom teachers will provide ongoing enrichment, extension, and acceleration as appropriate to meet the needs of students identified through the AIG Program. Options for the Content Modification/Instructional Strategies that the student will benefit from include:

- Tiered Assignments: Assignments may be varied by levels of complexity, depth, and abstractness with various degrees of scaffolding, support, and instruction.
- Multi-Disciplinary Units or Integrated Projects: Students explore complex concepts or abstract themes to make connections across academic disciplines.
- Advanced, Applied and Integrated Skills: Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for leadership, moral and ethical academic conduct, accountability, responsibility, self-direction, and interpersonal skills to a variety of assignments.
- Other: If there are other content modifications and/or instructional strategies that the student will experience which are not described above, the AIG Facilitator will describe them here.

The High School Differentiated Education Plan (DEP) is completed by the student's AIG Facilitator and/or guidance counselor to include the advanced course(s) the student will be enrolled in for the next school year. Effort is made in the middle school years to scaffold student's ability to self-advocate and plan a high school pathway aligned to their individual future goals to prepare students to make choices in high school that align with their career aspirations.

High School Differentiated Education Plan Components

Learning Environment: AIG Facilitators, counselors, parents, and students should work together to plan a four-year course of study reflecting advanced classes based on student strengths. Open enrollment is available for all courses; however, some may require prerequisites or recommend criteria for student success. AIG students are encouraged to maintain a rigorous course of study throughout high school. AIG Facilitators/Guidance counselors will select from the following course options each year for AIG identified students in 9th through 12th grades:

- Honors Level Courses
- Advanced Placement Courses
- International Baccalaureate Courses
- College and Career Promise Dual Enrollment Courses
- Other: If a student will be enrolled in other advanced courses offerings not described above the aig facilitator/counselor will describe it here.

Individualized Differentiated Education Plan Components Individualized Differentiated Education Plans (IDEP) may be completed for AIG identified students with unique needs including, but not limited to:

- students in kindergarten through 2nd grade;
- students with special social and emotional needs;
- twice exceptional students;
- intellectually gifted students;
- students who qualify for single subject or grade acceleration; or
- other specialized needs.

In addition to identifying the specialized need for the IDEP, the AIG Facilitator will clearly describe the individualized learning environment and content modifications/learning strategies on the Individualized Differentiated Education Plan.

*** Ideas for Strengthening the Standard**

Investigate programs designed to help gifted students manage time, plan collaborate, and test taking strategies. AIG facilitators participate in monthly professional development focusing on differentiated strategies.

Planned Sources of Evidence

* DEPs/IDEPs
* Documentation of enrollment in CCP Dual Enrollment courses, Early College, IB courses, Honors courses, AP courses, and Virtual Courses
* AIG facilitator and student schedules

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 3 Additional Resources	N/A	

Nash County Public Schools (640) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.

* **Practice A**
Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

Nash County Public Schools has an AIG-licensed coordinator who develops, implements, monitors, and evaluates the AIG Program. The AIG-licensed coordinator's role includes, but is not limited to, the following best practices:

•Ensures consistency of clear, comprehensive and equitable screening, referral, and identification processes for grades K-12, including traditionally under-represented populations of the gifted such as culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional.

This will be implemented in grades 9-12.

•Establishes written policies that safeguard the rights of AIG students and their parents/families.

•Organizes ongoing professional development opportunities for all personnel involved in the AIG program and services.

•Collaborates with AIG Facilitators and classroom teachers to enrich, extend and accelerate the curriculum to address a range of ability levels in content areas.

•Provides support to personnel in fostering the development of 21st century content and skills at an advanced level.

•Ensures the intentional programming for cultivating and developing the potential of young (K-3) students.

•Partners and communicates all areas of the AIG program, plan and other policies related to gifted education with parents/families and the community at large.

•Uses and monitors state funds allotted for the local AIG program according to state policy.

•Monitors programs and services to ensure that they are effective in meeting the academic, intellectual, social and emotional needs of gifted learners. Specific job responsibilities also include, but are not limited to the following:

•Chairs the Compliance Review Team for identification and placement of gifted students.

•Supports countywide assessment of students for identification of gifted, including ability and achievement testing in grades 2-8.

•Coordinates the North Carolina Governor's School application process.

•Works with school personnel to provide appropriate mentorships, internships or acceleration for selected AIG students.

•Supports the following district wide competitions and programs:

- Battle of the Books,
- Quiz Bowl,
- Spelling Bee,
- and others as established.

•Meets with AIG Facilitators on a monthly basis.

•Meets with AIG leadership from across the state to learn and to share best practices and to discuss trends and upcoming changes in Advanced Programming.

•Coordinates with professionals in the community of Gifted Education to provide opportunities for the cohort of educators seeking certification in AIG Education.

* **Practice B**
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

AIG Facilitators work directly with students and teachers to ensure that the academic, intellectual, social and emotional needs of gifted learners are met. Through co-teaching and/or pull-out, AIG Facilitators are involved in direct student instruction. Monthly meetings for all AIG Facilitators include professional development explicitly focused on continuous ways to meet the needs of all students. Clear expectations are provided for each staff member with continual support given to ensure successful programming at each school. Each elementary, middle and traditional high school is assigned a licensed AIG Facilitator responsible for helping meet the needs of AIG students and students with high potential, as well as working together with classroom teachers to ensure all student needs are met. AIG Facilitators' meetings include professional learning focused on addressing the academic, intellectual, social and emotional needs of gifted learners. The AIG Coordinator will monitor the programs. Responsibilities of AIG Facilitators include, but are not limited to, the following:

•Adapt the NC Standard Course of Study according to the identified abilities, readiness, interests and learning profiles of K-8 students in the AIG program.

•Employ diverse instructional practices that center around the unique learning needs of high-end learners. Content, process, products and learning environment are modified with the needs of gifted learners in mind.

•Select and use a variety of research-based supplemental resources that augment curriculum and instruction.

•Foster the development of best and current practices by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self direction, digital citizenship and social responsibility.

•Use on-going assessments to differentiate classroom curriculum and instruction.

•Ensure collaboration and involvement among AIG personnel, regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families and administrators to provide differentiated programming, curriculum and instruction.

•Engage in ongoing professional learning opportunities in the field of Gifted Education, attending monthly AIG Professional Development Opportunities and Meetings.

•Coordinate student screening, nomination, referral and identification at the school site.

•Facilitate testing for students referred for AIG/IG.

•Employ diverse instructional practices that center around the unique learning needs of high-end learners. Content, process, products and learning environment are modified with the needs of gifted learners in mind.

•Select and use a variety of research-based supplemental resources that augment curriculum and instruction.

•Foster the development of best and current practices by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self direction, digital citizenship and social responsibility.

•Use on-going assessments to differentiate classroom curriculum and instruction.

•Ensure collaboration and involvement among AIG personnel, regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families and administrators to provide differentiated programming, curriculum and instruction.

•Engage in ongoing professional learning opportunities in the field of Gifted Education, attending monthly AIG Professional Development Opportunities and Meetings.

•Coordinate student screening, nomination, referral and identification at the school site.

•Facilitate testing for students referred for AIG/IG.

•Maintain accurate student and program records in accordance with local and state policy.

•Develop and document a plan (DEP/IDEP) that articulates the differentiated curriculum and instruction services that match the identified needs of each AIG student. The document is reviewed annually with parents/families to ensure effective programming, a continuum of services and school transitions.

•Inform all teachers, school administrators and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education and the local AIG program and plan.

•Communicate among teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

•Serve as a liaison between the AIG Facilitator, school administration, AIG families, and AIG Site Team.

•Create effective curricular and instructional practices which support the social and emotional needs of AIG students.

•Encourage extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

* **Practice C**
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

Appropriate professional development for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors and school administrators, will be provided by the AIG team. Professional development requirements for all personnel involved in AIG programs and services is critical to the ongoing success of the students. Creating opportunities for delivering such sessions will be a priority for the AIG

Department. In collaboration with the Exceptional Children's department, English Language Learner department, and the Academics and Accountability Department, specific professional development offerings for each of the following groups involved in AIG programs have been established:

•Classroom teachers who have AIG identified students enrolled in their classes

- Co-teaching Structures for Inclusion Classrooms
- Characteristics of Gifted and Talented Students (AIG Booster Shot modified)
- Differentiation for AIG Learners: The Basics, Tiered Assignments, Asking Good Questions (AIG Booster Shots modified)
- Social and Emotional Needs of AIG Learners: Perfectionism, Underachievement, and AIG Learners; Asynchronous Development, Impostor's Syndrome, and Social Development; Overexcitability (AIG Booster Shot modified)

•School counselors –

- Characteristics of Gifted and Talented Students (AIG Booster Shot modified)
- Social and Emotional Needs of AIG Learners: Perfectionism, Underachievement, and AIG Learners; Asynchronous Development, Impostor's Syndrome, and Social Development; Overexcitability (AIG Booster Shot modified)
- Second Step Curriculum for SEL needs

•Exceptional children personnel, ELL personnel, and/or administrators –

- Characteristics of Gifted and Talented Students (AIG Booster Shot modified)
- Characteristics of Twice Exceptional AIG Students
- Attend NCAPP Middle/High Colloquiums (Middle/High administrators rotation)

* **Practice D**
Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

The Nash County Public Schools is committed to supporting teachers who are seeking add-on licensure.

Open invitation to all professional development sessions offered by the district for classroom teachers, school counselors, exceptional children teachers, or English language learner teachers (described in Standard 4, Practice C). It is the district's expectation that all teachers serving AIG students in their gifted area complete the associated professional development modules. These modules will include, but are not limited to the following:

- Co-teaching Structures for Inclusion Classrooms
- Characteristics of Gifted and Talented Students (AIG Booster Shot modified)
- Differentiation for AIG Learners: The Basics, Tiered Assignments, Asking Good Questions (AIG Booster Shot modified)
- Social and Emotional Needs of AIG Learners: Perfectionism, Underachievement, and AIG Learners; Asynchronous Development, Impostor's Syndrome, and Social Development; Overexcitability (AIG Booster Shot modified)

* **Practice E**
Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

AIG Cohort

An AIG cohort of eight teachers will be given the opportunity to participate in the AIG licensure cohort affiliated with Barton College. Throughout the district, interested teachers with at least 5 years of experience must submit an

application along with two letters of recommendation to be considered for this cohort opportunity. The teachers are selected based on a district rubric. The rubric includes years of teacher experience, EVAAS, and grade level/content experience and school location.

In order to prepare these selected teachers to successfully complete the PRAXIS for the AIG add-on licensure requirements, this cohort will participate in two AIG graduate courses taught by an AIG professor from Barton College. At the conclusion of the two courses, the district will pay the fee for each cohort student/teacher to take the PRAXIS. The selected teachers will be required to give 3 years of service back to Nash County Public Schools following completion of the course work and Praxis. This cohort opportunity will be available to interested teachers currently and for the 2022-2023 school year. Pending funding availability, this cohort opportunity will continue through May of 2025.

The AIG district coordinator will work with the Nash County Schools Human Resource Department to support hiring practices for teachers with AIG add-on license by using the application system to filter for candidates who have AIG license and actively recruit based on needs in district schools.

* **Practice F**

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

Through monthly AIG Facilitator Professional Learning Communities, structured time is given for AIG specialists to plan, implement and refine applications of their professional development learning. Smaller Learning Communities involve AIG Facilitators and classroom teachers working together to further strengthen AIG programming. Nash County provides ongoing professional learning opportunities in all content areas, pedagogy, digital learning competencies, and data based problem solving to its employees. In addition to the district's offerings, the AIG Department will provide professional learning that aligns with the North Carolina Professional Teaching Standards.

* **Practice G**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

The Nash County's AIG Department will partner with the Professional Development director to provide professional development which aligns with the district's strategic plan and focuses on the curriculum and instructional best practices for the Academically Gifted and advanced learners.

AIG Facilitators will work with the school based instructional coach and the school leadership team to align program professional development with the school system's opportunities. AIG Facilitators work with classroom teachers to ensure AIG perspective is reflected in school based professional development sessions, as well as professional development opportunities aligned with AIG program goals. A strong commitment to strengthening all teachers through ongoing professional learning has been and remains a primary focus within Nash County Public Schools. In alignment with the district's goals, the AIG Department will continue to seek and facilitate professional development opportunities that allow classroom teachers and AIG Facilitators to further application of district initiatives in direct relation to the gifted learner. As part of the required professional development requirements for classroom teachers who work with AIG students, professional development will be offered that has a strong emphasis on, but are not limited to the following topics:

- Gifted Education
- Needs of the Gifted Learner
- Social and Emotional Needs of the Gifted Learner
- Differentiating Instruction for the Gifted Learner
- Curriculum Acceleration, Enrichment, and Extension

The Nash County Public School Facilitators will also focus on professional development opportunities during the AIG monthly scheduled roundtable meetings. At various times throughout each school year, Leads from service programs (ELL, EC, CTE, IB, AP, Testing, etc.) will be invited for professional learning with AIG team. These PLC will be offered to enhance knowledge of programs and have a better understanding of how other service areas align with the Nash County Public Schools' AIG goals.

*** Ideas for Strengthening the Standard**

Identify additional funds to support targeted professional development for AIG Facilitators on relevant topics to address the needs of gifted learners. Research the possibility of creating courses to provide NCPS classroom teachers the opportunity to earn local AIG teaching requirements.

Planned Sources of Evidence

* Schedule and agenda of professional development opportunities aligned with AIG program goals.
* Documented professional development participation from AIG Facilitators.
* Documented AIG Cohort successful completion.

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 4 Additional Resources	N/A	

Nash County Public Schools (640) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

* **Practice A**
Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

The Nash County Public School AIG Department supports the belief that AIG students should be placed in an appropriate learning environment with the program option that matches his/her cognitive and affective needs and aligns with the individual's schools AIG service delivery options. Parents are invited annually to participate and review the most appropriate services for their child. In an effort to engage all stakeholders in ensuring that the most appropriate services for the academic, intellectual, social and emotional needs of AIG students are aligned, NCPS's AIG department utilizes the following strategies:

•Parents/guardians are invited to participate in the initial placement conference to discuss service delivery options.

•The annual performance review for identified students ensures that ongoing appropriate program options are matched to current needs. Parent/family and regular education teachers' involvement is requested each year even when no changes in the DEP/IDEP are warranted.

•AIG program surveys are made available to parents, administrators, school personnel, teachers and community members.

•Nash County Public Schools AIG department will communicate effectively using social media, district digital newsletters and monthly/quarterly updates with district staff, school administrators and parents from the school and within the community.

•Provide input on school board policies that are not mandated by the state or federal government.

•Review the budgets and provide input on district need's and financial spending.

•Provide recommendations regarding interest and involvement efforts of parents. For example, parent survey for district and school based questions/concerns and the initiation of PAGE organization.

•Advocate for student needs, rights, a safe and orderly learning environment, the core programs and resources used as well as the district initiatives for all students

While the Nash County Public Schools District Parent Advisory Council addresses a variety of topics spanning many departments throughout the system, advanced learning is discussed each semester. Advanced learning topics for select DPAC meetings include, but are not limited to:

•AIG Identification and services available to students

•Advanced learning options such as:

- Advanced Placement Courses, Capstone Diploma/Certificate program
- International Baccalaureate Diploma Program
- College and Career Promise Dual Enrollment
- Honors level classes
- Compacted course offerings
- High school courses offered to middle school students
- Differentiated Core Instruction
- Academic competitions and enrichment opportunities

•Provide feedback on district level initiatives that will impact student achievement. For example, feedback from AIG Facilitators, parents and students regarding Camp Invention, NCC Summer Programs, and NC State Programs in collaboration with NC Wesleyan University.

* **Practice B**
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

Parent and community involvement is critical to the success of the AIG Program. Enhancing student achievement through collaboration among educators, administrators, parents and community is a shared goal of Nash County Public Schools and the AIG program. Collaboration to share and promote a positive vision of the AIG program, purpose and goals, continues to be a district-wide commitment. Nash County Public Schools are fortunate to have opportunities for further Connect/Engage/Inform programming/YouTube Channel recordings for high achieving students educational programs through outreach programs from area colleges and universities (NCAGT, NC Wesleyan University, NCSU Programs). In addition, several businesses (Strategic Twin Counties Education Partnership (STEP) sponsors the STEM Challenge, connects with local industry to provide mentors (Pfizer, Cummins) and communities of faith (Word Tabernacle) extend educational resources to students and staff.

Nash County Public Schools provide monthly Connect Information Engagement (CIE) Sessions with the district expert panel to share information on a variety of school related topics, including special services (AIG, EC, ELL, etc.) for parents and community. The CIE is live streamed and includes time for parents/community to ask the panel questions on the topics presented. These CIE sessions are recorded to Youtube and shared on the district website.

* **Practice C**
Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

Nash County Public Schools has developed an AIG Advisory Council. The goal is to involve stakeholders from all aspects of AIG programming and represent the district's diverse population. The Nash County Public Schools AIG

Advisory Council is composed of parent representation from across the district and grade levels, AIG Coordinator, AIG Facilitators, EC and ELL district representatives. Each school AIG facilitator will recruit two AIG parents/guardians to participate in the AIG Advisory Council. This council will meet four times a year (once each academic quarter) with the following goals:

- Discuss, review and refine the local AIG program and plan.
- Advocate for the needs of gifted students from all populations at all grade levels.

The duties and responsibilities of the Nash County Public Schools AIG Advisory Council include, but are not limited to the following:

•review annually the local plan for the education of gifted students including revisions

•determine the extent to which the local plan for the previous year was implemented

•analyze survey results and develop annual goals and priorities

•represent the diversity of the community

•encourage a collaborative relationship between school personnel, Central Office personnel and the community

•become knowledgeable about current programs, research and best practices in gifted education and its relationship with general education

•focus attention on issues relative to improving the educational services for gifted students

* **Practice D**
Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education

- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

To ensure parent/guardian and community support and commitment to the Nash County Public Schools AIG program, information regarding the local AIG plan, program and policies will continue to be shared through the departmental website, school presentations, and AIG updates. Information regarding the local AIG plan, program and policies will be made public through the following ways:

- Nash County Public Schools AIG Department will continue to maintain the district's website communicating the local AIG plan, programs and policies.
- An outline of the local AIG plan, program, policies, opportunities for involvement and parent/student rights is provided at the initial placement conference.
- The AIG Department will present an annual presentation reflecting current program policies, services, data and opportunities for involvement to be shared at school and parent informational meetings. (Provide information in native languages.)
- Use of social media to share program highlights.
- Parents/guardians attend the initial placement conference to discuss service options and develop a Differentiated Educational Plan for their child.
- Parents/guardians are invited to attend the annual review process for DEPs and IDEPs.
- Informational parent meetings held during the first nine weeks of each academic school year to discuss elementary and middle school services. An academic blueprint will be established for each AIG middle and high school student to guide selection of courses and share educational opportunities available through Nash County Public Schools. The AIG student academic blueprint will be reviewed annually with student and parents/guardians.

*** Ideas for Strengthening the Standard**

Work with other district departments to create activities to increase parent and family involvement. Create a stronger AIG Parent Advisory Council by identifying leaders from various parent/guardian networks who might want to partner with NCPS to support other AIG programming options for our gifted learners.

Planned Sources of Evidence

* AIG Student Eligibility/Documentation Folder containing Consent for Services, DEP/IDEP and academic blueprints.
* AIG Departmental/school websites
* Minutes from AIG Parent Advisory Council

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 5 Additional Resources	N/A	

Nash County Public Schools (640) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.

* **Practice A**
Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

Nash County Public Schools has maintained a local AIG plan in accordance with state legislation and policy which has been reviewed and revised every three years. Using the North Carolina Academically or Intellectually Gifted Program Standards (State Board of Education Policy GCS-U-000 – Dec. 2012) and Article 9B [N.C.G.S. 115C-150.5-.8], the district's written plan reflects the statewide framework for quality AIG programming. The AIG plan for the Nash County Public Schools reflects state legislation and policy. Clear articulation is given to student identification, differentiated curriculum and instruction, personnel and professional development, comprehensive programming, partnerships and program accountability. Feedback from stakeholders is used to guide the plan development to ensure a thoughtful and comprehensive plan.

The process used by Nash County Public Schools Academically or Intellectually Gifted Department to develop a written AIG plan, solicit approval from the Nash County Board of Education, and send to the North Carolina State Board of Education/Department of Public Instruction for review included:

• Student Achievement Data reviewed by principals and AIG Facilitators. This data included:

o EVAAS growth and proficiency of AIG subgroup

o EVAAS predicted achievement of AIG and all high ability students

• AIG Stakeholder Surveys sent to the following groups in November 2021:

o K-12 Teachers – 77 responses were recorded

o Parents of K-12 AIG Identified Students – 94 responses were recorded

o K-5 AIG Identified Students – 24 responses were recorded

o 6-13 AIG Identified Students – 150 responses were recorded

• AIG Advisory Board including AIG Facilitators met every other month beginning November 2021 through May, 2022 to:

o Unpack the 2022 North Carolina Academically or Intellectually Gifted Program Standards

o Review the existing 2019-21 AIG Plan taking note where the plan was in tune with the 2022 AIG Program Standards and where it was not in tune.

• AIG District Team, including AIG Facilitators and AIG Coordinator, met bi-monthly in January- May, 2022 to:

o Review survey and student identification data

o Draft the 2022-2025 AIG Plan informed by notes from unpacking sessions

• May through June, 2022 – 2022-2025 NCPS AIG Plan submitted to the NCPS Board of Education for review and approval.

* **Practice B**
Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

To monitor the successful implementation of the local AIG program and plan according to current legislation and state policies [Article 9B, Academically or Intellectually Gifted Students [N.C.G.S. 115C-150.5-.8] and North Carolina Academically or Intellectually Gifted Program Standards (State Board of Education Policy GCS-U-000 – Dec. 2012], the AIG Coordinator and AIG Facilitators meet monthly to review practices and work towards continual improvement. The AIG Coordinator meets bi-monthly with other members of the Academic and Accountability Team. In addition, the AIG Coordinator will share an annual AIG report to the Members of the Academics & Accountability Department and all other stakeholders. The report should articulate the status of current programming and assessment data.

The Academically or Intellectually Gifted Department will conduct ongoing program evaluation in the following consistent ways:

• Monitoring of student referrals and identification to ensure equity

• Ongoing program evaluation at monthly AIG meetings and Academic and Accountability Team Meetings

• Collaboration with other AIG Coordinators across the state

• Opportunities for professional development in the area of differentiated curriculum and instruction for AIG Facilitators and classroom teachers of AIG students

• Monitoring of service delivery options at each school to ensure that the academic and instructional needs of AIG learners are being met

• Placement of students in classrooms with AIG licensed teacher and/or AIG facilitator available as resource

• Data reflecting growth of AIG students

• Disbursement report of AIG funds

• Department of Public Instruction headcount

• AIG Stakeholder Surveys

* **Practice C**
Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

The AIG Coordinator and the Director of Finance work together to ensure that state funds allotted for the local AIG program are used according to state policy. State and local funds allotted for Academically/Intellectually Gifted Programming are monitored to ensure adherence to state and local policy.

AIG Funding supports, but is not limited to the following areas:

- Personnel
- Professional Development
- Special/Innovative Programs
- Instructional/Curriculum Products
- Academic Competitions

* **Practice D**
Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

Nash County Public Schools Academically or Intellectually Gifted Department, Testing and Accountability Department, and Student Information Department work together to compile student achievement, student growth, and annual drop-out data for AIG students. This data is analyzed by AIG Facilitators, district administrators, and school administrators each year along with additional data to inform program goals for the following year.

* **Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

The Nash County Public Schools Academically or Intellectually Gifted Program recognizes the importance of having a database to monitor all populations represented in the local AIG program and has implemented a systematic procedure for collecting this data. Every child referred and tested for AIG is entered into a database to give further study towards under-represented populations. This monitoring process provides information about subgroup representation in students who were tested and did not qualify, as well as those students who did meet the criteria. Students who are identified as AIG/IG are entered into a database that includes each of the following:

- area(s) of identification
- exceptionalities
- ethnicity/culturally disadvantaged
- English language learner
- highly gifted

The AIG Department works with the English Language Learners and Exceptional Children's departments to further increase referrals and identification among under-represented subgroups. Data for twice exceptional students and English Language Learners is analyzed yearly to verify support for these students.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	<5%	---	5.36%	---	12.90%
Male	15.63%	<5%	5.31%	---	7.90%	---	15.28%
Total	12.71%	<5%	<5%	---	6.65%	---	14.14%

Percent of Total AIG Students Identified as Dual Exceptionality

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* **Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

The Nash County Public Schools Academically or Intellectually Gifted Department, Professional Development Department, and Human Resource Department closely monitor the credentials of personnel serving AIG students including AIG Facilitators and classroom teachers. Current data regarding the credentials of personnel serving AIG students is made available from the Nash County Public Schools System Human Resource Department. Professional development hours accrued through opportunities that address gifted education are maintained and monitored.

* **Practice G**

Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

The Nash County Public School System conducts an annual survey for all stakeholders to elicit feedback on the district's advanced learning programs. This annual survey addresses program strengths and areas for improvement, as well as critical issues that might influence program standards.

In addition, the AIG Department provides formal and informal opportunities for stakeholders to participate in providing feedback regarding the quality and effectiveness of the local AIG program. After receiving responses from the Annual Survey, the AIG District Leadership Team will review responses to evaluate any necessary adjustments to the AIG Plan and services. The AIG Coordinator will engage with community members and teachers during district-wide meetings.

Opportunities for students, parents/guardians, teachers, and other stakeholders to provide feedback on the quality and effectiveness of the local AIG program include, but are not limited to the following:

- Initial Placement meeting with parents/guardian. The AIG facilitator will explain the process for placement of new students into the AIG program. Explanation of the service delivery options offered to meet the academic needs of each student will be shared in order to elicit understanding and feedback from parents/guardians.
- Annual DEP/IDEP meetings
- Parent meetings and conferences. AIG facilitators and/or the AIG Coordinator will regularly meet with parents as needed to review all aspects of the AIG Program and facilitate discussion to continually improve elements of the plan based on stakeholder feedback.

* **Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

The AIG Department collects data from multiple sources for use in reviewing and revising the local AIG plan and program for continuous improvement. In accordance with North Carolina legislation, Article 9B, Academically or Intellectually Gifted Students, each LEA is required to develop a three-year local plan to be approved by the local school board. To effectively monitor ongoing planning and programming, the following forms of data are used:

- Surveys involving all stakeholders
- Evaluation results from End of Grade, End Of Course, Advanced Placement and International Baccalaureate assessments

- Demographic results from student screening and identification with special emphasis on diverse populations
- LEA's enrollment data with demographics
- Evaluation and feedback from professional development sessions
- NCDPI Local Plan Feedback

* **Practice I**
Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

Data from evaluation of the local AIG program will be made available to members of the Academics & Accountability Department and disseminated to the public. The AIG Department will provide stakeholder's public access to all data from evaluation of the local AIG program collected annually. The AIG Coordinator will prepare a summative annual review of the AIG program data to be given to the Academic & Accountability Department and all other stakeholders. Data from this report will be posted on the departmental website.

* **Practice J**
Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Due Process - Appeals Procedures: Parents/families have the right to disagree with NCPS Academically or Intellectually Gifted Department screening, placement, or service options outlined in the student's Differentiated Education Plan (DEP) and are guaranteed the due process procedures following:

Step I – AIG Site Team Conference

Parents/guardians may make a request for a conference with the AIG Site Team to discuss concerns. (A written request is required and should be filed for documentation.) AIG Site Team reviews the student's record and their previous nomination, identification and service option decisions. The committee may gather additional information about the student from the teachers and/or parents as needed. The individual Student Profile may be updated.

o AIG Site Team grants the conference within 10 school days of requests and responds to the parent/guardian and principal concerning the outcome of the review within 10 school days. If the disagreement is not resolved at the AIG

Site Team conference, then an appeal to the NCPS Academically or Intellectually Gifted Programming may be made.

Step II – Appeal to District Academically or Intellectually Gifted Department

The parent/guardian may appeal the AIG Site Team's decision in writing to the Executive Director of Advanced Programs within 10 school days of receiving written response from the AIG Site Team. The NCPS Academically or Intellectually Gifted Department will review the grievance within 10 school days of receipt of the appeal. The NCPS Academically or Intellectually Gifted Department will respond in writing to the parent/guardian and school principal concerning the outcome of the review within 10 school days of receipt of the appeal. If the disagreement is not resolved, then an appeal to the Superintendent may be made.

Step III – Appeal to the Superintendent

The parent/guardian may appeal the AIG Coordinator's decision in writing to the Superintendent or his/her designee within 10 school days of receiving written response from the AIG Coordinator. Superintendent reviews the grievance within 10 school days of receipt of appeal. Superintendent responds in writing to the parent/guardian, principal, and AIG Coordinator concerning the outcome of the review within 10 school days. In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance procedure would be implemented.

Step IV – State Level Grievance Procedure

The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

- Whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student.
- Whether the local plan has been implemented appropriately in regard to the child.

Following the hearing, the administrative law judge shall make a decision that contains facts and conclusions of law. Notwithstanding the provisions of Chapter 150 B of the General Statutes, the decision of the administrative law judge becomes final, is binding on all parties and is not subject to further review under Article 4 of Chapter 150 B of the General Statutes. In accordance with state law, the NCPS employs policies, procedures and practices that safeguard the rights of AIG students. Written policies guide all aspects of the process for identification, referral, placement and service options. Clear procedures are outlined to protect the rights of AIG students who transfer into the system,

demonstrate the need for reevaluation and show signs that may result in a plan for intervention. Policies, procedures and practices that protect the rights of all AIG students are clearly outlined in the NCPS System's AIG Plan.

Add-On Identification/Reassessment Process

• If a student indicates the need for reassessment based on additional strengths, the procedures for evaluation and nomination will be followed.

Appeals Procedures

• Parents/guardians have the right to disagree with nomination, placement or service options outlined in the student's DEP and are guaranteed due process.

Differentiated Education Plan (DEP)/Individual Differentiated Education Plan(IDEP)

• The classroom teacher(s), parents/guardians, AIG Facilitator and other personnel when required collaborate to ensure that the AIG identified student's DEP or IDEP is developed in his/her areas of strength and available services are matched to needs.

Reevaluation Process

• If concerns about an identified student's performance and placement arise, the AIG Facilitator, student's classroom teacher, parent/guardian and a member of the AIG Site Team should convene to discuss establishing an Intervention Plan and/or modifications in the student's Differentiated Education Plan (DEP). After a minimum of one grading period, the AIG Facilitator, student's classroom teacher, parent/guardian and a member of the AIG Site Team should reconvene to review the student's progress and current eligibility status. If improvement has not been made, then an Individual Differentiated Education Plan should be developed and support is provided to the student in order to reenter the gifted service option(s) at a later date, if and when appropriate. The student's formal identification is not removed from the local and state headcount.

Transfer Students

• The AIG Team is obligated to consider students identified in gifted programs outside of the NCPS school system for local AIG service eligibility based on individual needs and local options available. When an identified K-5 student enrolls, the parent/guardian will receive a letter of consent for temporary AIG services with an outline of NCPS's

process for placing transfer students. Students enrolling in Nash County Public Schools middle and/or high schools, previously identified in another county, will automatically receive local service options.

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*** Ideas for Strengthening the Standard**

Expand opportunities for students, parents/families, teachers, and other stakeholders to provide regular feedback on the implementation and effectiveness of the local AIG program.

Planned Sources of Evidence

* Surveys involving all stakeholders
* Retention Data and Standardized Testing Data
* NCDPI AIG official headcount
* Enrollment data in upper level courses
* Continuing Education Credit Records
* Annual Report of AIG program

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 6 Additional Resources	N/A	

Local Board of Education Approval

Nash County Public Schools (640) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:
06/06/2022

Original Application Submission Date: 06/08/2022

Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	NCPS 2022-25 Plan Approval

AIG Related Documents

Nash County Public Schools (640) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	NCPS 2022-25 Plan Approval

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Nash County Public Schools (640) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition

The Local AIG Plan glossary is provided in an uploaded document.