

Overview: Mission/Vision Statement and Funding

Union County Public Schools (900) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Union 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 Union County Public Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Union County Public Schools Vision for local AIG program: The UCPS AIG Department is dedicated to the empowerment of AIG Stakeholders by cultivating partnerships, growing awareness, and collaborating with educators to meet the needs of our gifted students.

Our mission is to create a safe, challenging learning environment which allows students to reach their potential and become respectful, responsible, future ready students.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 2,329,028.00	* \$ 672,500.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

The LEA's student identification procedures for A/G 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.

UCPS uses both a referral process and a screening process when searching for student nominations, evaluating student data, and starting the identification process.

REFERRAL PROCESS

The referral process is the process in which someone nominates a student for the screening process. Anyone can nominate a student for screening by completing the [AIG Referral Form](#) available at the school or it is downloadable from the AIG Department Website. During the school year, the forms should be submitted to the AIG Teacher or Data Manager at the school. During the summer months, forms should be submitted to the AIG Testing Center preferably via email at aig.summertesting@ucps.k12.nc.us, or faxed to 704-296-5009 to start the screening process for the nominated student.

SCREENING PROCESS

The screening process is the collection and evaluation of student data to make further recommendations concerning the identification process for gifted services. The screening process is different for every student depending on the

time of year, enrollment status, and available student data points.

The collection and evaluation of student data works in one of two ways:

1. A screening was requested through the student referral process, parent request, or screening upon enrollment
OR
2. A student is automatically screened during the annual, district wide screening process.

The AIG Department collects student information regarding three basic types of indicators:

- Aptitude Indicators
- Achievement Indicators
- Performance Indicators

SCREENING PROCESS DATA POINTS:

All of the student information is recorded in the school's AIG Screening Notebook.

The following items are a list of data points typically considered for students when they are being screened.

- Referral from a teacher, counselor, administrator, parent, community member, or self using the AIG Referral Form available at the school and from the AIG Department Website (Performance Indicator)
- Documentation of enrollment in advanced coursework such as honors course(s), International Baccalaureate (IB) courses, Advanced Placement (AP) courses, etc. (Performance Indicator)
- Alternative assessment data points (portfolios, profiles, rating scales, etc.) (Performance Indicator)
- Student grades (Performance Indicator)

- Previous gifted identification documentation (Aptitude, Achievement, and/or Performance Indicator)
- Standardized testing results (Aptitude and/or Achievement Indicator)

Using predetermined cut-scores, evaluation of the student data determines one of the following outcomes:

1. Student data does not support further testing nor meet the identification criteria, therefore the student is reconsidered during the annual district-wide screening process, OR
2. Student data supports further testing at this time, the student is referred for further testing, OR
3. Student data meets the identification criteria and the student qualifies for gifted services in at least one content area.

In order for a student to be referred for further testing, the student data must meet at least 2 identification criteria (see [Standard 1, Practice B](#)). If the student's data meets the identification criteria, the student is identified as gifted.

SCREENING BY GRADE LEVEL AND ENROLLMENT STATUS:

The AIG Department screens students in every grade level K-12 by considering the data collected. For students who have at least 2 data points that support further testing, are referred by the AIG Department. Families are notified and have the right to continue the process or decline further testing.

The process looks a little different depending on the grade level of the student.

GRADES K-3 STUDENTS:

For grades K-3 students, the screening process is part of enrichment services provided at each school. There is no formal identification criteria to meet in order to receive enrichment services. Enrichment services are provided to students as described in the school's AIG Services Enrichment Plan.

GRADES 3-7 STUDENTS:

For grades 3-7 students, the annual district-wide screening process begins at the start of the second semester and ends with the release of the End of Grade (EOG)/End of Course (EOC) testing scores and final grades. Families of students who qualify for services or need further testing are notified.

GRADES 8-11 STUDENTS:

Students can self-nominate by referring themselves for a screening at the beginning of a school year or during the annual district-wide screening process using the AIG Referral Form that is linked to the AIG Department Website. The AIG Department will evaluate the data and make further recommendations.

ACCELERATION CANDIDATES:

A student who has been referred for consideration for subject or whole grade acceleration will follow the acceleration process described in more detail under the Acceleration Candidates in Grades K-8 of Standard 1, Practice A. See below.

NEW TO THE DISTRICT:

The screening process for students who transfer into UCPS from another district, charter school, home school, or private school starts with a screening using the information provided by the parent/guardian. A parent/guardian should request an AIG Referral Form from the school, download a copy from the AIG Department Website, or contact the AIG Department via email or phone. Parents/Guardians typically provide copies of report cards, recent standardized testing data, and/or previous identification information to aid in the screening process. The student data is evaluated to determine further recommendations.

Students who are new to the district are usually screened upon their enrollment if they enroll during the school year. The school-site AIG Team reviews the student data to make further recommendations.

If a child is enrolled over the summer, parents and data managers contact the AIG Department to start the screening process. The AIG Summer Screening Brochure provides families information on the screening process and connects them with the AIG Department.

New students who have data points that meet our identification criteria can qualify for gifted services without further testing. Parents/guardians receive written notification. They are invited to the school to discuss gifted services and sign the student's documentation to accept or decline services. Typically this is done when the screening process is completed.

CURRENTLY ENROLLED: ANNUAL DISTRICT-WIDE SCREENING PROCESS

For enrolled students, the annual district-wide screening process begins at the start of the second semester and ends with the release of End of Grade (EOG)/End of Course (EOC), and final grades. The collection of all student data is automatic. All student data is captured in the school's AIG Screening Notebook.

Student names are added to the AIG Screening Notebook when the student has at least one of the following:

- Grade of "A" in reading and/or math for S1, S2, or F1, AND/OR
- 85th %ile or higher on the End of Grade (EOG) or End of Course (EOC) in reading and/or math, AND/OR
- 85th %ile or higher full scale score or composite subtest score on the universal aptitude assessment (national and/or local norms)
- School group norms of top 10% (for pilot schools)

The combination of data determines one outcome for each student:

1. Student data does not support going further in the process, therefore the student is reconsidered during next year's annual district-wide screening process, OR
2. Student data supports further testing, the student is referred, OR
3. Student data meets the identification criteria and the student qualifies for gifted services in at least one content area.

Once students are in the screening pool as documented in the AIG Screening Notebook, the process of identification begins. Parents/guardians are notified in writing of the outcome of the screening process when a student is referred for further testing OR the student has met the identification criteria. The notifications are sent home.

Students who have two (2) points of data to support further testing are then referred. Further testing can occur during the spring screening testing window typically between March and April and/or the student can be referred to summer testing. Students who were unable to participate in summer testing have the opportunity to take an assessment in the fall of the new school year.

Parents/Guardians of these students receive an AIG 2 (permission to test form) and a copy of the Handbook on Parent Rights and Responsibilities in Gifted Education. Testing does not begin without the expressed consent and signature of the parent/guardian. Once the screening process is completed, parents/guardians receive written notification. If a student qualifies for services, the parent/guardian is invited to the school for a conference to discuss gifted services and to sign the student's documentation accepting or declining services.

UNDERREPRESENTED POPULATION SCREENING CONSIDERATIONS:

The AIG Teacher and the AIG Team search proactively to ensure that students who are culturally/ethnically diverse, have limited resources, and/or are disabled are included in the screening process. The AIG Team will use alternative strategies that include, but are not limited to:

- Meeting with classroom teachers to discuss student need and review student data to make further recommendations such as enrichment services, flexible grouping options, differentiation strategies,

extracurricular options, completing a Gifted Rating Scale (GRS) or Scales for Identifying Gifted Students (SIGS) as an alternative performance indicator, etc.

- Making arrangements for the development of a portfolio of student work samples that demonstrate outstanding projects, unique ways of doing assignments, and/or outstanding academic achievement when compared to same age peers
- Nominating students for an alternative assessment
 - Completing the AIG Alternative Assessment Form (Appendix C) using alternative identifiers for each subgroup of underrepresented populations such as highly gifted, limited resources, English learners (EL), culturally/ethnically diverse students, twice-exceptional, or thrice-exceptional students.
 - Considering any other documented evidence of gifted characteristics and/or possible high-ability potential.
 - Considering school group norms, to find and recommend advanced, and at-potential students for school-based talent development programs.

The AIG Department supports the AIG teachers and AIG teams in this process by providing professional development and guidance in how to consider all students within this group.

ACCELERATION CANDIDATES IN GRADES K-8:

A child must be referred to the AIG Teacher or Principal using the AIG Referral Form that is available at the school or on the AIG Department Website. There is a checkbox on the form that asks if the student is an acceleration candidate. The person making the referral must check “yes” to that question. There are some other questions about the requested type of acceleration and the content area(s) for acceleration to let the AIG Department know what type of acceleration is being considered for the student.

Candidates for the acceleration process are evaluated by their classroom teacher for a minimum of six weeks with instructional differentiation. The classroom teacher follows the instructional differentiation guidelines. The instructional differentiation guidelines are provided by the AIG Teacher or designee in collaboration with the general classroom

teacher through the “[Reading Differentiation Evidence](#)” and/or “[Math Differentiation Evidence](#)” form(s) for subject acceleration. Students being considered for whole grade acceleration would need the reading and math differentiation evidence forms in addition to the science and social studies differentiation evidence forms. The classroom teacher completes an academic profile that contains student work samples in an acceleration portfolio.

Following the completion of the acceleration portfolio, the AIG Team meets to review the academic profile, acceleration portfolio, documented classroom differentiation strategies, student performance, and demonstrated student need. The AIG Team takes formal meeting notes during this meeting using the AIG Team Meeting Minutes Form to make further recommendations for the acceleration candidate. The AIG Team Meeting Minutes Form and the Differentiation Evidence Form(s) are archived within ESPED, the AIG database.

The following AIG Team recommendations include, but are not limited to:

- Continued collaboration between the classroom teacher and the AIG Teacher for enrichment and extension opportunities
- Continued use of instructional differentiation within the general education classroom
- Use of pre-assessment strategies and curriculum compacting when mastery is demonstrated by the student
- Completion of the qualitative indicators in the Iowa Acceleration Scale (IAS) booklet
- Referral for further testing

*** 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.

UCPS uses multiple criteria to identify AIG students for gifted services. These criteria include measures that reveal student aptitude, achievement, performance, and/or potential to achieve in order to develop a comprehensive profile

through the screening process. These measures include both traditional and non-traditional measures that are based on current theory, research, and available instruments.

The type of identification is determined by the way in which student data meets the identification criteria.

IDENTIFICATION TYPES:

There are many types of identification for gifted services. We have categorized them into two separate categories: AIG identification types and acceleration identification types. The AIG Identification Types are the most common types of identification for gifted services.

- AM--Academically Gifted in Math
- AR--Academically Gifted in Reading
- AG--Academically Gifted in Math and Reading
- AI--Academically and Intellectually Gifted
- IG--Intellectually Gifted

These AIG Identification Types are documented in the AIG paperwork, in the AIG Department database, and within PowerSchool.

AM, AR, AND AG IDENTIFICATION:

AM, AR, and AG identification indicates that a student's intellectual abilities and academic abilities are advanced compared to peers of the same age. This means that the student has a high aptitude score (full scale and/or subtest), high achievement score, and/or a performance score either in one subject area for AM or AR, or in both subject areas for AG. These students typically qualify for services via pathway 2.

Most students who qualify for gifted services are identified as AM, AR, or AG. This means that students met the identification criteria of pathway 2 (most common) or pathway 3. Students need to meet the criteria for three indicators in a specific combination. Each combination is listed under each pathway.

PATHWAY 2 IDENTIFICATION CRITERIA:

A student needs to meet three different criteria for Pathway 2 identification. The combination for pathway 2 identification includes 1-2 aptitude indicators, and/or 1 achievement indicator, and/or 1 performance indicator in the same subject area.

- Aptitude Indicator: Full Scale Score of 90th percentile or higher, AND/OR
 - Aptitude Indicator: Subtest Composite Score of 90th percentile or higher.
 - Achievement Indicator: On grade level (EOG/EOC) score of 90th percentile or higher, OR
 - Achievement Indicator: One grade level above score of 82nd percentile or higher.
 - Performance Indicator: Overall course grade of 90% or higher, OR
 - Performance Indicator: Gifted Rating Scale score of 90th percentile or higher on any subsection: Academic Ability (Ac) or Intellectual Ability (I), or Creativity (C) or Motivation (M) or Leadership (L) or Artistic Ability (Ar).
- When students qualify for services via Pathway 2 as an AM, AR, or AG, their service documentation is a Differentiated Education Plan (DEP). A parent/guardian must consent to or decline services by signing the DEP prior to the student being placed in gifted services.

PATHWAY 3 IDENTIFICATION CRITERIA:

Pathway 3 is reserved for students who are culturally/ethnically diverse, have limited resources, and/or are disabled in some way. A school's AIG Team evaluates student data to recommend students for Pathway 3 consideration. The

recommendation is documented on the Alternative Assessment Form and sent to the AIG Director for approval.

The third pathway is designed to allow students to submit non-traditional indicators such as a portfolio to demonstrate need for differentiated instruction. Non-Traditional measures also include the use of the Gifted Rating Scale (GRS), Scales for Identifying Gifted Students (SIGS), and/or the Behavioral Profile (BP).

Students need to meet three different criteria that form a combination of: 1-2 performance indicators, and/or 1 achievement indicator, and/or 1 aptitude indicator to qualify via Pathway 3.

- Performance Indicator: Overall course grade of 90% (A) or higher, OR
- Performance Indicator: Gifted Rating Scale score of 87th percentile or higher on any subsection: Academic Ability (Ac) or Intellectual Ability (I), or Creativity (C) or Motivation (M) or Leadership (L) or Artistic Ability (Ar). OR
- Performance Indicator: Portfolio score of 85% or higher using the UCPS scoring rubric as scored by the school's AIG Team, OR
- Performance Indicator: Behavioral Profile score of 17 or higher using the diagnostic tools of PETTS, OR
- Performance Indicator: Scales for Identifying Gifted Students (SIGS) score of 87th percentile or higher on a subsection: Language Arts (LA) or Mathematics (M) or General Intellectual Ability (GIA) or Creativity (C) or Leadership (L).
- Achievement Indicator: On grade level (EOG/EOC) score of 87th percentile or higher, OR
- Achievement Indicator: One grade level above score of 80th percentile or higher.
- Aptitude Indicator: Subtest Composite Score of 87th percentile or higher, OR
- Aptitude Indicator: Full Scale Score of 87th percentile or higher.

When students qualify for services via Pathway 3 as an AM, AR, or AG, their service documentation is a Differentiated Education Plan (DEP). A parent/guardian must consent to or decline services by signing the DEP prior to the student being placed in gifted services.

IG IDENTIFICATION:

IG means intellectually gifted. This means that the student has a high aptitude score (full scale and subtest composite) on an approved aptitude assessment, but does not have the achievement nor performance indicators to qualify for services via Pathway 2 or 3. These students qualify for services via Pathway 1A.

This type of identification indicates that a child's intellectual abilities and potential are subject specific and interest driven. This means the student may be in need of individualized gifted services because they are not performing at the level that matches their potential. These students may require additional support with acceleration options, social-emotional support, and/or college and career counseling.

PATHWAY 1A IDENTIFICATION CRITERIA:

For Pathway 1A identification, the student must meet four requirements that include 2 aptitude indicators, 1 achievement indicator, and 1 performance indicator.

- Aptitude Indicator: Full Scale Score of 98th percentile or higher, AND
- Aptitude Indicator: Subtest Composite Score of 98th percentile or higher AND
- Achievement Indicator: On grade level (EOG/EOC) score of 89th percentile or lower, OR
- Achievement Indicator: One grade level above score of 81st percentile or lower.
- Performance Indicator: Overall course grade of 89% (B) or lower, AND/OR
- Performance Indicator: Gifted Rating Scale score of 89th percentile or lower on any of the subsections:
 - Academic Ability (Ac), Intellectual Ability (I), Creativity (C), Motivation (M), Leadership (L), or Artistic Ability (Ar).

When students qualify for services via Pathway 1A as an IG student, their service documentation is an Individualized Differentiated Education Plan (IDEP). A parent/guardian must consent to or decline services by signing the IDEP

prior to the student being placed in gifted services.

AI IDENTIFICATION:

AI means Academically AND Intellectually Gifted. This means that the student has a high aptitude, high achievement, and high performance indicators. These students do meet the identification criteria for Pathway 2 or 3 and may require additional support with acceleration options, social-emotional support, and/or college and career counseling. These students qualify for services via Pathway 1B.

This type of identification indicates that a child's intellectual and academic abilities are highly advanced when compared to the same age. This is why this type of student receives individualized services within the gifted classroom.

PATHWAY 1B IDENTIFICATION CRITERIA:

For Pathway 1B identification, the student must meet four requirements that include 2 aptitude indicators, 1 achievement indicator, and 1 performance indicator

- Aptitude Indicator: Full Scale Score of 98th percentile or higher, AND
- Aptitude Indicator: Subtest Composite Score of 98th percentile or higher, AND
- Achievement Indicator: On grade level (EOG) score of 98th percentile or higher, OR
- Achievement Indicator: One grade level above score of 93rd percentile or higher.
- Performance Indicator: Overall course grade of 90% or higher, AND/OR
- Performance Indicator: Gifted Rating Scale score of 90th percentile or higher on any subsection: Academic Ability (Ac), Intellectual Ability (I), Creativity (C), Motivation (M), Leadership (L), Artistic Ability (Ar).

When students qualify for services via Pathway 1B as an AI student, their service documentation is an Individualized Differentiated Education Plan (IDEP). A parent/guardian must consent to or decline services by signing the IDEP prior to the student being placed in gifted services.

ACCELERATION IDENTIFICATION TYPES:

- Early Admission to Kindergarten (Grade-Based Acceleration Option)
- Subject Acceleration (Content-Based Acceleration Option)
- Whole Grade Acceleration (Grade-Based Acceleration Option)

EARLY ADMISSION TO KINDERGARTEN (GRADE-BASED ACCELERATION OPTION)

Early Admission to Kindergarten is a form of acceleration where a student enters a grade at an earlier age than most students. This is not an appropriate option for most students. Students who are identified for early admission to Kindergarten are placed according to [State Board Policy](#) using all of the following criteria:

- Aptitude Indicator: 98th percentile or higher on an approved aptitude test
- Achievement Indicator: 98th percentile or higher in reading and mathematics on a standardized test
- Performance Indicator: Student work samples that demonstrate performance above same aged peers
- Performance Indicator: Two letters of recommendation
- Performance Indicator: A social development checklist
- Performance Indicator: Informal interview with the child and school administrator or designee
- Performance Indicator: Structured interview with the parent(s)/guardian(s)

More detailed information about the Early Admission to Kindergarten process is under [Standard 2, Practice G.](#)

SUBJECT ACCELERATION (CONTENT-BASED ACCELERATION OPTION)

Subject acceleration means a student receives instruction at a higher grade level with another group of students while remaining with their peer group for the remaining part of their instructional day. In most cases, a high-achieving student is in need of a differentiated curriculum to best meet their needs, not subject acceleration. Students who are identified for subject acceleration must meet all of the following criteria:

- Aptitude Indicator: Full Scale IQ of 125 or higher
- Achievement Indicator: On grade level standardized assessment score of 95th percentile or higher in subject(s) to be accelerated
- Achievement Indicator: Two grade levels above standardized assessment score of 75th percentile or higher in subject(s) to be accelerated.
- Performance Indicator: Iowa Acceleration Scale Score of 60 total points or higher
- Performance Indicator: Teacher/School level AIG Team recommendation
- Performance Indicator: Principal recommendation

More information about the Subject Acceleration Process is under [Standard 2, Practice G.](#)

WHOLE GRADE ACCELERATION:

Whole grade acceleration involves skipping levels in the normal progression of school. It is only appropriate for highly gifted students. In order for a student to qualify for whole grade acceleration, the student must meet all of the following criteria:

- Aptitude Indicator: Full Scale IQ of 130 or higher

- Achievement Indicator: On grade level standardized assessment score of 95th percentile or higher in math, reading, and language arts.
 - Achievement Indicator: Two grade levels above standardized assessment score of 75th percentile or higher in math, reading, and language arts.
 - Performance Indicator: Iowa Acceleration Scale Score of 60 total points or higher
 - Performance Indicator: Teacher/School level AIG Team recommendation
 - Performance Indicator: Principal recommendation
- More information about the Subject Acceleration Process is under [Standard 2, Practice G.](#)



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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.

These are the most up-to-date figures available from the district at the time of writing this plan. For the 2021-22 school year, UCPS enrolled approximately 40,257 students. The ethnic makeup of the student enrollment was as follows:

- White (56.8%)
- African American (12.10%)
- Hispanic (20.00%)
- Other (11.10%)
- AIG Students (15%)

- EC students (9.74%)
- Free/Reduced Lunch (22.77%)

These were the most up-to-date figures available from the district at the time of writing this plan. For the 2021-22 school year, approximately 15% of the UCPS students were identified as gifted. The ethnic makeup of the gifted students enrollment was as follows:

- White (69%)
- African American (4%)
- Hispanic (9%)
- Other (18%)

The AIG Department uses the district enrollment and the AIG identified student enrollment totals to calculate representation indexes to determine which groups are well-represented, adequately represented, and underrepresented. Based on this calculation, Black/African American and Hispanic are the underrepresented groups.

To address the issue of underrepresentation, the district participated in a pilot program supported by the North Carolina Association for the Gifted and Talented called Talent Unleashed. A committee of 7 people from inside and outside of the AIG Department received specialized training on how to address the Excellence Gap and better serve students from underrepresented groups. The work of this committee and its recommendations target underrepresented students to create a pipeline of talent starting at Kindergarten in pilot Title 1 schools. UCPS is exploring options to continue the work of Talent Unleashed by participating in the continuation of the grant.

To ensure that AIG screening, referral, and identification procedures respond to underrepresented populations of the gifted spectrum, UCPS has an alternative assessment screening process in place for students from traditionally underrepresented populations. The process includes all the steps of a typical screening process with special consideration given for educational or situational circumstances using the Alternative Assessment Form. The Alternative Assessment Form provides specific consideration for students, based on their cultural/ethnic diversity, limited resources, English language barriers, and other learning challenges. This process allows students to submit

non-traditional measures of giftedness such as a portfolio as supported by the Gifted Rating Scale (GRS), the Scales for Identifying Gifted Students (SIGS), and/or the use of the Behavioral Profile (BP).

In addition, each school has a local AIG Team that knows and understands the students at the school. This team receives specific training on how to use the Alternative Assessment Form to identify students from underrepresented groups for gifted services. This PD includes: characteristics of underrepresented gifted groups, how to recommend students for Pathway 3, how to create a culture of talent detectives in the school, and how to use non-traditional indicators. This training is offered annually by the AIG Department. The AIG Teacher serves as additional support for the AIG Team at each school.

Each school's AIG Team is responsible for writing the AIG Services Enrichment Plan (SEP) to provide enrichment services or talent development for the underrepresented populations of students within their school. This is done to address the need for supporting gifted potential in underrepresented populations. The AIG Services Enrichment Plan (SEP) includes the school's overall enrichment and/or talent development goals, explanation of their services, and the measures of evaluation.

For schools with less than 10% identified AIG students, schools may cluster group gifted learners in a single AIG classroom and include other students in which gifted services are appropriate. This student grouping may be for single subject instruction or be an all subject AIG classroom designed to meet the needs of students with advanced learning needs as taught by an AIG Teacher. The school administrator with the counsel of the AIG Team and the AIG Department will decide which approach will best meet the needs of their student population. The additional students who are placed in the single subject AIG classroom or all subject AIG classroom and are not formally identified as gifted are considered part of the school's talent development program. Any type of identification requires a parent's/guardian's consent and signature in order to receive services of any kind.

For schools with less than 10% identified AIG students that have chosen to cluster group gifted learners within an AIG classroom and include other students in which gifted services are appropriate, regardless of single-subject or all subject grouping in an AIG classroom, the AIG Services Enrichment Plan includes a section for the school's talent development plan which includes but is not limited to instructional resources, content modifications, specifics of service model, talent development selection process, and a list of TD students (if applicable)

AIG Services Enrichment Plans are due to the AIG Director thirty days prior to the start of school for approval. If a school requires assistance to complete the AIG Services Enrichment Plans, contact the AIG office for support.

Cluster grouping of advanced students is highly encouraged when building class rosters. Flexible grouping is highly encouraged in all classrooms.

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

The AIG Department has a variety of ways to ensure consistency in implementation of screening, referral, and identification processes across the district. This assurance happens through:

AIG COMPLIANCE REVIEW TEAM

The AIG Compliance Review Team is typically composed of AIG Department Staff who work over the summer.

This team checks each school's screening notebook and every piece of archived student paperwork to ensure consistency in the referral process, screening processes, and identification processes across the district. All AIG teachers submit electronic screening documents to the AIG Department for review by the AIG Compliance Review Team to ensure inter-rater reliability of the screening processes and identification processes to ensure that district-wide AIG standards are maintained for all processes and procedures.

This annual review process involves reviewing the records of every student who was referred, screened, tested, and/or identified for compliance and consistency. In the event mistakes are found, they are immediately communicated to the AIG Teacher so corrections can be made in a timely manner. If a student is found to be incorrectly identified, the AIG Teacher and school principal are immediately contacted with the recommendation to contact the parent(s)/guardian(s) of the student(s) involved and resolve the issue. This team and the annual review process is integral to the quality control processes and procedures.

AIG DEPARTMENT

The AIG Department supports the AIG teachers, AIG Teams, school administrators, parents, and other AIG Stakeholders to make sure there is consistency across the district.

- During the annual district-wide screening process, the AIG Department focuses on supporting teachers with the data gathering process by entering data points into screening notebook for every school
- Supporting teachers with AIG Paperwork through one-on-one training, one-on-one assistance, and archiving student paperwork into ESPEd, the AIG Database
- Addressing parent concerns and spending time to explain processes and procedures to offer guidance and assistance.
- Offering trainings for school staff members, AIG teachers, AIG Teams, Administrators, Counselors, and Parents to facilitate consistency in the referral process, screening process, and identification process across UCPS
- Providing annual trainings for UCPS employees regarding referral, screening, and identification processes
- Supporting central office and administrators with AIG program implementation.

AIG SUMMER TESTING CENTER

The AIG Summer Testing Center is a localized source for information and assessment for administrators, parents, and students over the summer months.

At the end of the annual district-wide screening process, some students are referred for further testing. The letter lets families know which kind of assessment the student needs if the family wants to pursue the opportunity for gifted services. The parents/guardians can call the summer testing center or go online and use the AIG Summer Testing Registration Website to select a day and time for testing. The letter is provided in both English and Spanish. When families register for testing, an automated email is sent sharing the testing location, testing times, and things to expect from the testing process.

The AIG Summer Testing Center administers all summer testing, notifies the school when students qualify for services, notifies families of the results in writing, processes most of the AIG Paperwork for AIG teachers, and provides hard copy files to schools in the Fall.

All data points collected by the AIG Summer Testing Center are archived in ESPED, the AIG Database, and within a Master Screening Notebook for the district. Individual data points are entered into the school's AIG Screening Notebook to provide checks and balances for the AIG Compliance Review Team, annual district-wide screening process, AIG Roster Verification, and AIG Headcount Report Verification.

The following tools have been developed and are revised annually to monitor the screening, referral, and identification processes:

AIG ROSTER AND AIG HEADCOUNT REPORT VERIFICATION

Twice a year the AIG Teacher is responsible for verifying the school's AIG Roster(s) and their PowerSchool AIG Headcount Report. AIG teachers verify the school AIG roster(s) using hard copy student files and ESPED (AIG database) in August and in June. These records are compared to the AIG Headcount Report from PowerSchool in November and April. If errors are found, they are corrected prior to submitting a signed, error-free copy of the AIG Roster with the signatures of the AIG Team and error-free updated copies of the AIG Headcount Report with the signatures of the AIG Teacher and school principal. Both are signed, AIG Rosters and AIG Headcount Reports, and are submitted to the AIG Department twice a year.

AIG SCREENING NOTEBOOKS

Every school has AIG screening notebooks that are the record of every student screened for AIG consideration. The collected data points are recorded and typically include every student who has met at least one identification criteria, was referred for a screening, and/or is a candidate for talent development. There is a decision column where the outcome of the process is coded. The screening notebook is used by the school's AIG team, the AIG department, the summer testing center, and the compliance review team.

AIG TEACHER WEBSITE

Every AIG teacher is provided access to the AIG Teacher Website. This website outlines all processes and procedures of our referral process, screening processes, identification processes, etc. The AIG Teacher Website is an up-to-date resource that provides a ready reference that includes flow charts, screenshots, instructions, recommendations, etc. to help provide guidance to the AIG teacher. The AIG Teacher Website describes the appropriate paperwork to be completed, signed, and archived as well as all directions needed for completing paperwork and utilizing the electronic database (ESPED).

AIG TEACHER MEETINGS

AIG Teacher meetings include the individual stages of the referral process, screening processes, and identification processes throughout the year when they are the most relevant. These processes are reviewed annually at the beginning of the school year, at the start of our annual district-wide screening process, and near the end of the school year. AIG Teacher meetings provide an ongoing forum for teachers to ask procedural questions, seek clarification on processes, receive intermittent training opportunities at various points during the year, reflect on best practices, and develop curriculum. AIG teachers also meet in Professional Learning Communities (PLC) at their school and as an AIG cluster (elementary school) or AIG grade level (middle school) at least three times a year for focused professional development on gifted education and to collaborate on the implementation of the replacement curriculum.

AIG NEW TEACHER TRAININGS

AIG New Teacher Trainings occur throughout a school year and are intended to be a timely opportunity for new teachers to meet together to receive specific information about the processes and procedures in small group settings. In addition to small group meetings, school site visits are scheduled to assist new AIG teachers with all aspects of the referral process, screening processes, and identification processes.

AIG DEPARTMENT WEBSITE AND PARENT INFORMATION

The AIG Department Website contains information concerning referrals, screening, identification, testing, and services to inform stakeholders of the AIG Program. This process allows stakeholders to actively participate in program

accountability to ensure that the district is implementing screening processes, referral processes, and identification processes consistently within UCPSS.

Letters are also sent home to families on a periodic basis. The AIG Department, in partnership with the Office of Accountability and Research and the Communication Department, annually sends home a letter notifying families of the universal aptitude testing in grades 3 and 6, as well as an annual district-wide screening informational letter to let families know about the screening process.

The AIG Department also has a brochure and a parent handbook that are available for families at the school and online at the AIG Department Website:

- The AIG Summer Screening brochure includes information about summer screening, the testing process, identification criteria, and a flow chart to assist families in following the process. This brochure is available in English and Spanish
- The Handbook on Parents' Rights and Responsibilities in Gifted Education is an all-inclusive handbook that includes all the information families need to make informed decisions regarding gifted services (screening process, identification criteria, curriculum framework, etc.)

AIG TOOLBOX WEBSITE

The AIG Toolbox Website is a website for administrators, counselors, and AIG Team members. It contains resources and training videos to use with school staff regarding the processes of referral, screening, identification, and gifted services. This website provides a consistent training platform available to all schools to ensure compliance with the AIG local plan.

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

The AIG department has a communication plan to communicate directly with stakeholders which includes the school personnel, parents/families, students, and the community-at-large. The purpose of the communication plan is to provide an overall framework for managing and coordinating communication within the district. The communication plan identifies audiences, communication channels, frequency, message content, and stakeholder feedback options. The communication plan ensures that UCPS provides relevant, accurate, consistent, user-friendly, and parent-centric information while increasing support for gifted learners through collaboration and partnership.

The communication plan will be accomplished by:

- Designing, creating content, and disseminating up-to-date information in support of AIG services, referral processes, screening processes, and identification processes to all stakeholders.
- Maintaining a standard AIG identity for all written and electronic materials (brochures, letters, email blasts, social media posts, etc.).
- Creating announcements of program information, services, updates, changes, and common concerns
- Maintaining timely and relevant information in all communication channels
- Maintaining procedures for executing short-term, mid-term, and ad hoc communication efforts.

COMMUNICATION CHANNEL: AIG BULLETIN BOARD

There is a bulletin board dedicated to all UCPS AIG services in the hallway outside the AIG offices. This bulletin board contains information on all aspects of the AIG program including contact information, articles of interest, and enrichment opportunities for gifted learners. The bulletin board also has a copy of the summer screening brochure which includes a flow chart of the screening process, identification criteria, and referral process.

COMMUNICATION CHANNEL: AIG DEPARTMENT WEBSITE

General information about gifted services, referral process, screening process, and the identification process are provided on the AIG Department Website. A portion of the AIG Department Website is dedicated to information and vital links for parents and other stakeholders in the community. This site links parents and others with out-of-school opportunities and additional services, current issues in gifted education, articles of interest, policies, and the local AIG plan. In addition, special AIG events happening around the district are showcased. Frequently Asked Questions (FAQs) for parents are available in both English and Spanish.

UCPS is currently working on developing a playlist of short videos for parents regarding Frequently Asked Questions (FAQ) for screening, identification, services, and parenting tips. These videos will be linked with the appropriate FAQ. UCPS is exploring options to further develop and refine the information on the AIG Department Website to make it parent-centered and more user-friendly.

COMMUNICATION CHANNEL: AIG PARENT MEETING

This meeting may be held in conjunction with other school events such as an open house, curriculum night, DEP/IDEP meeting, etc. or as part of the AIG parent organization community support meeting(s). Parents are presented with information concerning the AIG local plan, gifted services, replacement curriculum, referral process, screening process, identification process, etc.

COMMUNICATION CHANNEL: LISTSERV

UCPS is exploring ideas on how to best reach our stakeholders through a listserv so we can contact all of our AIG families and/or families interested in gifted services with information to help support the gifted and talented learner. This includes but is not limited to gifted education conferences, enrichment opportunities, parent resources, parent meetings, district happenings, referral process, screening process, identification process, creating community, etc.

COMMUNICATION CHANNEL: PRINT MATERIALS

The AIG department has a variety of print materials that are distributed to parents and families. These materials include, but are not limited to:

- **AIG DOCUMENTATION**--AIG documentation is generated for every student who enters a formal evaluation for gifted services where the student is referred for further testing and/or qualifies for services. The documentation lets families know the outcome of the formal evaluation and next steps, if needed. (Documentation needing parent/guardian signatures are available in Spanish)
- **ANNUAL DISTRICT-WIDE SCREENING NOTICE**--Every school year, the AIG department sends home a letter at the start of our annual, district-wide screening process notifying families that all students are automatically screened for further recommendations concerning gifted services. (Available in Spanish)
- **HANDBOOK OF PARENTS' RIGHTS AND RESPONSIBILITIES IN GIFTED EDUCATION**--the handbook is a notice of gifted services procedural safeguards and due process procedures. The handbook also contains an overview of gifted services, information about Article 9B, common characteristics of gifted students, student nomination for screening, referral process, identification criteria, the screening process, parental resources, and glossaries of common acronyms and common terms in gifted education. (Available in Spanish)
- **SUMMER SCREENING BROCHURE**--This brochure is targeted to families who are new to UCPS and enroll their student(s) over the summer and inquire about gifted services. This brochure gives an overview of gifted services, the steps in the referral process, screening process, identification criteria, contact information, and a decision-making flowchart. (Available in Spanish)

COMMUNICATION CHANNEL: WEBINARS FOR STAKEHOLDERS

The AIG Department has created and recorded webinars that address the referral, screening, and identification processes. These sessions were originally targeted for supporting administrators, AIG teachers, and AIG Team Members. These webinars are accessible to these targeted stakeholders on the AIG Toolbox Website.

The AIG Department has created a webinar for parents concerning the screening process. This webinar is available for download from the AIG Department Website. The AIG Department is exploring options of creating more parent-centric webinars with transcripts in Spanish to explain the referral and identification process once this plan is approved by the district's School Board.

The AIG Department is exploring options of how to increase access to these webinars with AIG Stakeholders

COMMUNICATION CHANNEL: ANNUAL SCREENING MEETING FOR STAFF

Every school year, every school holds a meeting with the staff to review the annual district-wide screening list of students who have achieved:

- 85th percentile or higher on a nationally-normed aptitude test (using the higher of the national or local norms)
- 85th percentile achievement test
- “A” in reading and/or mathematics

The purpose of this meeting is to have teachers suggest students that may have been missed by the annual screening. Any teacher can refer a student using the AIG Referral Form. If a teacher feels that the student is a candidate for alternative assessment, the teacher partners with the AIG Teacher and the school's AIG Team to complete the Alternative Assessment Form. The completed form is then shared by the school's AIG Team with the AIG Director for approval.

COMMUNICATION CHANNEL: MONTHLY INFORMATIONAL MEETINGS FOR DISTRICT AND SCHOOL LEVEL ADMINISTRATION

Every month the district and school level administration attend district meetings to discuss strategic initiatives, troubleshoot common concerns, and to discuss pertinent information concerning district services. The AIG Director or designee presents at these informational meetings to discuss the referral, screening, and identification processes, as well as gifted services, to provide support and build partnerships.

The AIG Director or designee in partnership with the Director of K-12 Curriculum work to use principal leveled-meetings as focus groups to discuss AIG programming and services, when appropriate.

COMMUNICATION CHANNEL: SCHOOL-SITE AIG TEAM TRAINING

The school-site AIG Team is a five member team that includes an administrator, counselor, AIG Teacher, one general education teacher, and another teacher (AIG for middle/general education for elementary). The AIG Team training is provided by the AIG Teacher or AIG Department to ensure that all AIG Team members understand their responsibilities, gifted services, and the processes of referral, screening, and identification. Webinars of these trainings are also available on the AIG Toolbox Website.

The AIG Department is exploring options to make these webinars more accessible to AIG Team Members through Canvas.

COMMUNICATION CHANNEL: STAFF IN-SERVICE TRAINING

Staff in-service training is provided annually to all UCPS staff members to explain:

- the referral, screening, and identification processes
- gifted services
- common characteristics of gifted and talented learners, including those from underrepresented populations
- differentiation strategies
- enrichment strategies

This in-service staff training is provided by school administration, AIG Teacher, and/or AIG Department Personnel.

COMMUNICATION CHANNEL: AIG ACADEMY COURSE

The AIG Academy is a year-long blended course open to all educators within the district. The course includes a learning module that discusses the referral, screening, and identification processes.

COMMUNICATION CHANNEL: AIG TEACHER

The school-site AIG Teacher is the AIG Specialist of the school. The AIG Teacher knows the processes and procedures for the AIG Department and works with administrators, general education teachers, counselors, parents, and students as they work through the referral, screening, and/or identification processes.

The AIG Teacher is also required to attend monthly AIG Department meetings where information about the referral, screening, and identification processes are provided on an annual basis to ensure consistency of information being shared at school meetings and training.

The goal of the AIG Department Communication Plan is to ensure that communication channels are open, universally accessible, and support all of our AIG Stakeholders with the referral, screening, and identification processes.

*** 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.

The AIG identification process starts with the screening process. When students are screened, the screening process is reflected in the school's AIG Screening Notebook. The data points for each individual student are considered by the school's AIG Team to determine further recommendations.

Every student who is referred for further testing through the screening process, and/or has met the identification criteria have AIG documentation as evidence of the identification decision process. The outcome of the identification process determines the types of AIG documentation associated with the student.

The forms associated with a student who qualifies for services are:

- AIG 1: Student Nomination Form
- AIG 2: Permission to Test Form--only if further assessments were given by AIG Department
- AIG 3: Invitation for Conference Letter

- AIG 4 or AIG 4A: Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP)--dependent upon type of identification

The forms associated with a student who did complete further evaluation but did not qualify for services are:

- AIG 1: Student Nomination Form
- AIG 2: Permission to Test Form
- AIG 3B: Notification of Decision Letter

The forms associated with a student who was further assessed during spring screening and/or over the summer are in addition to the forms referenced above.

- Referral For Further Testing Letter
- Department Testing Results Letter
- Placement Matrix

The forms associated with declining services or requests removal from services are:

- AIG 1: Student Nomination Form
- AIG 3: Invitation to Conference Form
- AIG 4 or AIG 4A: Differentiated Education Plan (DEP) or Individual Differentiation Plan (IDEP)--dependent upon type of identification
- AIG 7: Withdrawal/Transfer/Exit Services Form

This evidence is electronically stored in the AIG Database and hard copy forms are stored at the child's school in the child's AIG folder.

If a student withdraws from the district, an AIG 7 is completed and archived in ESPED, the AIG Database. Data Managers are required to put a comment in PowerSchool to explain the reason behind withdrawal.

Below is a description of each AIG form used during the identification process:

AIG 1 (Student Nomination Form)

The AIG 1 contains the student profile of all data points including the results of additional testing and/or reassessment. The results are categorized into columns to demonstrate how the student data was used to reach a placement decision. If the student meets the identification criteria for an area of service, the student data is placed into the appropriate pathway column. If the student does not meet the identification criteria for an area of service, the student data only populates the first two columns of the document (existing data and further testing data columns). The overall results are communicated at the bottom of the form as a series of checkboxes that relay placement decisions. This form is reviewed and signed by the school's AIG Team and the AIG Director before a copy is sent home to parents/guardians as part of the decision process. The original copy of the signed AIG 1 is stored in a student AIG folder at the school. The AIG 1 is also archived in ESPED, the AIG Database to maintain an electronic copy of the form.

AIG 2 (Permission to Test Form)

The AIG 2 is the form that is completed when the AIG Team recommends a student for further testing from an AIG screening. This form explains the need for further testing and is accompanied by the Handbook on Parents Rights and Responsibilities in Gifted Education (either hard copy and/or the link for download). A parent/guardian has the right to consent to or decline further testing by signing the AIG 2 and checking the appropriate box. The signed AIG 2 is returned to the AIG Teacher. The original copy of the signed AIG 2 is stored in a student AIG folder at the school. The AIG 2 is also archived in ESPED, the AIG Database to maintain an electronic copy of the form.

AIG 3 (Invitation to Conference Letter)

The AIG 3 is a formal invitation completed by the AIG teachers to invite parents/guardians to come to the school to discuss a placement decision of a student who qualifies for gifted services. A parent/guardian can expect to sign the student's AIG 4 or Differentiated Education Plan (DEP) or the student's AIG 4A or Individualized Differentiated Education Plan (IDEP) which is dependent upon the student's identification type. The parent/guardian has the right to consent to or decline gifted services at this time.

If a parent/guardian cannot attend the meeting scheduled on the AIG 3, the parent/guardian should contact the school's AIG Teacher to reschedule the meeting. The change in meeting time is hand written on the AIG 3. The original copy of the AIG Teacher signed AIG 3 is stored in a student AIG folder at the school. The AIG 3 is also archived in ESPED, the AIG Database to maintain an electronic copy of the form.

AIG 3B (Notification of Placement Decision Letter)

The AIG 3B is a letter for students that were further tested, but do not qualify (DNQ) for gifted services because they did not meet the identification criteria. The letter goes home with a copy of the student's AIG 1 (student nomination form). The original copy of the AIG 3B is stored in a student AIG folder at the school. The AIG 3B is also archived in ESPED, the AIG Database to maintain an electronic copy of the form.

AIG 3C (Notification of Newly Qualified Letter)

The AIG 3C is a letter that goes home at the end of the annual district-wide screening process with the student's AIG 1 (student nomination form) when a student qualifies for services. The AIG 3C informs families that the student has qualified for services and to expect an AIG 3 (Invitation to Conference) at the start of the new school year to discuss the placement decision and to sign paperwork consenting to or declining gifted services (AIG 4/AIG 4A). The original copy of the AIG 3C is stored in the student AIG folder at the school. The AIG 3C is also archived in ESPED, the AIG Database to maintain an electronic copy.

AIG 4 (Differentiated Education Plan - DEP)

The AIG 4 is the student's Differentiated Education Plan (DEP) that outlines the specific service option(s), content modification(s), and enrichment experiences for students who qualify for gifted services. The AIG 4 is for students who are identified as AM, AR, or AG using pathway 2 or 3 or for students who are identified for subject or whole grade acceleration in K-3.

The AIG 4 is signed by the parent/guardian to consent to or decline services. Depending on the time of identification, parents/guardians sign a new DEP when the service model changes (at transition points), services are added, or a student is exited from an area of service at the family's request. Families can expect to sign a DEP in grades 4-5, and/or 6-8, and/or for grades 9-12. It depends on when a student qualifies for services. The original of the AIG 4 is stored in the student's AIG Folder at the school. The AIG 4 is also archived into ESPED, the AIG Database to maintain an electronic copy.

The gifted service(s) provided to the student are reviewed annually with the AIG Teacher and student families at open houses and curriculum nights.

AIG 4A (Individualized Differentiated Education Plan - IDEP)

The AIG 4A is the student's Individualized Differentiated Education Plan (IDEP) that outlines the specific service option(s), content modification(s), and enrichment experiences for students. The AIG 4A is for students who are identified as IG or AI using pathway 1A or 1B or for students who are identified for subject or whole grade acceleration in grades 4-8.

The AIG 4A is signed by the parent/guardian to consent to or decline services. The parents/guardians sign an IDEP when the student is identified and at transition points. The IDEP for 4-8 subject or whole grade acceleration students is re-signed when the student transitions to the next level of schooling (4-5 and/or 6-8). The original AIG 4A is stored in the student's AIG Folder at the school. The AIG 4A is also archived in ESPED, the AIG Database to maintain an electronic copy.

AIG 7 (Withdrawal/Transfer/Exit Services Form)

The AIG 7 is used to document student movement within the district, parent requests for removal from gifted services, and/or to document any student who did not return to the district. This form is completed by the AIG Teacher who also signs and dates the form. The original copy of the AIG 7 goes in the student's AIG Folder at the school. A copy is sent to the AIG Department and the AIG 7 is archived in ESPED, the AIG Department database, to maintain an electronic copy.

AIG-REF (AIG Referral Form)

The AIG Referral Form is documentation for student nomination for an AIG Screening. The AIG Teacher uses the form to make an entry into the school's AIG Screening Notebook and stores this documentation until data-driven decisions are made regarding further recommendations. If the student is referred for further testing or the student meets the identification criteria, the AIG-REF original copy is placed in the student AIG Folder. If the student does not have the data to support a recommendation for further testing nor meet the requirements of the identification criteria, the AIG-REF is stored in a Referrals Folder for the school year. The AIG Referral Form is a supplemental process that works in tandem with our automatic screening processes.

PLACEMENT MATRIX

The placement matrix contains the identification criteria by pathway. Data from the completed screening process is added to each indicator column to demonstrate how a student did or did not qualify for gifted services. This matrix is typically sent home to parents.

REFERRAL FOR FURTHER TESTING LETTER

The Referral For Further Testing Letter goes home to inform families that a student has been referred for further AIG testing. Students who have two points of data to support the recommendation for further testing, receive this letter describing the need for further testing, the type of test needed, and information on next steps. For fall and/or spring testing, the student is tested at their school. For summer testing, a student is referred to the AIG Summer Testing Center. All tested students are listed within each school's screening notebook.

DEPARTMENT TESTING RESULTS LETTER

The Department Testing Results Letter contains a simplified student profile when compared to the AIG 1. The Department Testing Results Letter includes all the data points considered for the placement decision and includes checkboxes that delineate the final outcome from testing. A copy of a placement matrix goes home with a copy of the Department Testing Results Letter. The original copy of the Department Testing Results Letter is sent home and an electronic copy is archived in the AIG database along with a completed AIG 1 (student nomination form) and a signed copy of the AIG 2 (permission to test).

The processes of screening, referrals for further testing, and identification include the families. Families must provide permission for students to be further assessed, register for summer testing, accept or decline services, and to discuss the outcomes of the processes. Families are encouraged to contact the AIG teacher at their child's school, contact the AIG Summer Testing Center, or AIG department members. This can be done via email or phone.

*** Ideas for Strengthening the Standard**

- AIG Services Enrichment Plan-Develop and refine plan
- Pilot Programs-Develop and refine process
- Talent Development-Develop and refine plan
- Behavioral Profile-Develop and refine process
- Explore transitional services for supporting underrepresented populations
- Communication with stakeholder-develop and refine, make it more parent-centric

Planned Sources of Evidence

- * Meeting notices, evaluations, and agendas
- * Articles and other print media (including internet publication)

* Recorded webinars

* Stakeholder surveys

* AIG referral forms

* School screening notebooks

* AIG paperwork (documentation)

* Pathway identification data

* NCDPI AIG headcounts (fall and spring)

* Summer testing records

* Appendix C-Alternative Assessment screening forms

* Portfolio rubrics

* Annual Review Team notes and records

* Handbook of Parent's Rights and Responsibilities in Gifted Education

* ESPED (electronic database system)

* Email communication.

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A		 UCPS Identification Criteria  Acceleration Process

- [Pathway 3 Screening & Alternative Assessment Form](#)
- [Early Entry to Kindergarten Application](#)
- [Self-Nomination & Student Referral Form](#)

Standard 2: Comprehensive Programming within a Total School Community

Union County Public Schools (900) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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.

The comprehensive services offered through the AIG Program address the academic and intellectual needs of gifted learners across all grade levels and learning environments. These services are aligned to the student's type of identification and demonstrated need(s). The Differentiated Education Plan (DEP) and Individualized Differentiated Education Plan (IDEP) provides for tailoring services for each student to meet student needs both within and outside of the AIG classroom. The AIG teacher uses these documents to collaborate with colleagues and create teams to support student needs. For example, if a student needs to develop executive functioning skills, it is documented on their IDEP and lists who is responsible for providing the additional support. The school's AIG Team reviews these documents annually to increase collaboration between stakeholders and support each student.

The resources used by the AIG Department are research-based and proven effective for gifted learners to provide high quality, specialized instruction to meet the needs of AIG Students. The curriculum materials are aligned to the North Carolina Standard Course of Study (NCSCoS) and use the Integrated Curriculum Model. The AIG Program is in alignment with the district strategic plan for 2022-25 and the district initiatives of The Portrait of a Graduate and the EmpowerED Framework.

Program service options include a range of services in grades K-12. Services include, but are not limited to individual consultative services, full-time instruction with a replacement curriculum in reading and/or mathematics; acceleration options such as early admission to kindergarten, subject acceleration, or grade acceleration; and/or the selection of Honors Level coursework, Career and College Promise (CCP) courses, Advanced Placement (AP) courses, International Baccalaureate (IB) Program, dual enrollment, and early graduation. These options are described in detail along with the qualifying criteria.

All teachers who provide AIG services will be licensed AIG teachers. Non-AIG licensed teachers can obtain licensure in one of two ways: taking the four required classes through an approved college or university or passing the AIG Praxis.

UCPS offers a local endorsement professional development opportunity for all UCPS educators called the AIG Academy, which is a year-long gifted education blended course for an AIG certificate of completion and Praxis support, if a teacher chooses to pursue AIG licensure. Completion of the AIG Academy course is not comparable to AIG state licensure and is non-transferrable to other school districts. The AIG Academy coursework is recognized by the district as specialized training in gifted education. The course is facilitated by professional gifted educators and promotes basic understanding of the characteristics and social-emotional needs of gifted students, as well as the implementation of differentiated content and instructional strategies for advanced learners. Upon successful completion of the AIG Academy course, cohort participants will earn 4 CEUs (2.0 literacy, 1.0 digital, 1.0 content) and a UCPS AIG Certificate. The goal of the AIG Academy is for teachers to feel more effective in working with cluster and flexible groups of gifted learners in the classroom setting, and to develop a clear understanding of best practices for teaching gifted students.

K-3 SERVICE OPTIONS

- Early admission to kindergarten (Acceleration Option)
- Enrichment pilot for grades K-3 (Enrichment Option)
- Enrichment plan for grades K-5 (Enrichment Option, School Dependent)
- Single subject acceleration for grades K-12 (Acceleration Option)

- Whole grade acceleration for grades K-12 (Acceleration Option)
- Extracurricular/Enrichment experiences for grades K-12 (School Dependent)
- Independent study for grades K-12 (Enrichment/Extension Option)

GRADES 4-8 SERVICE OPTIONS

- Enrichment plan for grades K-5 (Enrichment Option, School Dependent)
- Single subject acceleration for grades K-12 (Acceleration Option)
- Whole grade acceleration for grades K-12 (Acceleration Option)
- Extracurricular/Enrichment experiences for grades K-12 (School Dependent)
- Independent study for grades K-12 (Enrichment/Extension Option)
- Replacement curriculum in reading and/or mathematics for grades 4-8 (Advanced Subject Grouping)
- Credit by demonstrated Mastery (CDM) for grades 6-12 (Acceleration Option)
- College and career counseling services for grades 7-12 (Pilot)
- Dedicated gifted learner programs for grades 4-10 (Enrichment/Extension Option, Family Selected)
- Wayfind Scholars Program for grades 8-12 (College Access Program with Mentorship)

GRADES 9-12 SERVICE OPTIONS

- Single subject acceleration for grades K-12 (Acceleration Option)

- Whole grade acceleration for grades K-12 (Acceleration Option)
- Extracurricular/Enrichment experiences for grades K-12 (School Dependent)
- Independent study for grades K-12 (Enrichment/Extension Option)
- Credit by demonstrated Mastery (CDM) for grades 6-12 (Acceleration Option)
- College and career counseling services for grades 7-12 (Pilot)
- Honors courses for grades 9-12 (Acceleration Option)
 - Advanced Placement (AP) courses for grades 9-12 (Acceleration Option)
 - Career and College Promise (CCP) (50 courses) for grades 9-12 (Acceleration Option)
 - International Baccalaureate Pathway Program for grades 9-10 (Acceleration Option)
 - International Baccalaureate (IB) program for grades 11-12 (Acceleration Option)
 - Dual enrollment for grades 9-12 (Acceleration Option)
 - Early graduation for grades 11-12 (Acceleration Option)
 - UCPS Early College grades 9-13 (Acceleration Option)
- Special North Carolina schools (Governor's School & NC School of Science and Mathematics)
- Dedicated gifted learner programs for grades 4-10 (Enrichment/Extension Option, Family Selected)

K-12 ACCELERATION OPTION: WHOLE GRADE OR SINGLE SUBJECT ACCELERATION

Whole grade acceleration means that a student moves ahead one or more years, skipping levels in the typical sequence of promotion. This is a very successful option for highly gifted students. This is an option for students at

any grade level. Specific guidelines are discussed in more detail under [Standard 1, Practice B](#).

Single subject acceleration means a student has demonstrated mastery of content and/or skill set in a specific subject. The student will receive instruction at a higher level with another group of students and yet remain with their peer group for most of their daily instruction. This method of acceleration works best in subjects that have clearly developed a sequence of skills (i.e., reading, mathematics, foreign language, etc.). This option is available for students at any grade level. Specific guidelines are discussed in more detail under Standard 1, Practice B.

K-12 ENRICHMENT OPTION: EXTRACURRICULAR ENRICHMENT EXPERIENCES

Extracurricular enrichment experiences are opportunities for students to gain information from resources outside their traditional classroom setting. These opportunities for extracurricular enrichment experiences vary by school and include, but are not limited to:

- Academic competitions
- After School Programs
- Field trips
- Fine arts activities
- Future Problem Solvers (FPS)
- Guest speakers
- Investigations for real problems
- Independent study with a mentor
- Math Olympiad
- Mentor program

- Odyssey of the Mind
- Seminar within school system
- Special interest clubs
- Special interest labs
- Special presentations
- Summer enrichment programs
- Vocabulary Bowl

The AIG Department Website contains a list of summer enrichment opportunities for gifted students provided by organizations outside of UCPS. This list is updated annually and is available for families as a resource to help support the gifted learner needs.

K-12 ENRICHMENT OR EXTENSION OPTION: INDEPENDENT STUDY

Independent study is based on student-interest and can be facilitated in a variety of ways. An independent study can be arranged when a student has already demonstrated mastery of content for a unit of study. The independent study replaces the curriculum the rest of the class is learning. The independent study can be done in the classroom with a mentor, an AIG Teacher, or with an institution outside of UCPS.

An independent study may be arranged through the school or district. The student needs to be self-motivated and able to work independently to produce a product of choice. A staff member needs to serve as an advisor or mentor in case the student needs assistance.

Independent study courses may be arranged through a university or other approved agency. The student needs to be self-motivated and able to work independently to produce a product of choice. A faculty member needs to serve as an advisor or mentor in case the student needs assistance.

K-3 SERVICE OPTION: EARLY ADMISSION TO KINDERGARTEN

Early entrance to kindergarten is a process designed as an opportunity for students to enter kindergarten early. The process is designed for students who are not only academically ready and advanced, but who are also demonstrating advanced characteristics socially, emotionally, and developmentally that would demonstrate readiness for the elementary classroom environment. Students who are ready for kindergarten early are advanced in multiple areas when compared to their same-age peers, or other four year olds of the same birth month. Advancement is necessary in multiple areas as kindergarten expectations are heavily based on academics, future-ready skills, and preparing our students. Many students can demonstrate academic ability based on exposure provided by parents/guardians and day care settings; however, few children will demonstrate the aptitude, or thinking ability, needed to enter kindergarten early. When considering early entrance into kindergarten, keep in mind it is a process designed to meet the academic and social needs of the child, not as replacement for child care. Students who are accepted into kindergarten early are placed in a class where peers could be up to two years older.

Children who will reach their fourth birthday by April 16 may enter kindergarten if they demonstrate an extraordinary level of academic ability and maturity. The eligibility process is discussed in more detail under [standard 1, practice B.](#)

K-3 SERVICE OPTION: ENRICHMENT SERVICES

PETS PILOT

UCPS is piloting the use of Primary Education Thinking Skills (PETS) at a few schools to target enrichment needs of students from traditionally underrepresented populations in grades K-3. PETS is a systematized enrichment and diagnostic thinking skills program that serves the dual purpose of helping in the identification of academically talented students as well as teaching all students higher level thinking skills. The goal of the pilot is to increase the likelihood of identifying students with advanced learning needs through the universal screener used in third grade.

The PETS curriculum will be provided to all students in a grade level and expose students to critical thinking skill building activities that align to the North Carolina Standard Course of Study (NCSCoS). A teacher would teach two whole class lessons in which another teacher or support staff would observe and record information about the

individual students using the featured thinking skill. The students would be put into small flexible groups for small group instruction by an AIG teacher or designated teacher for further enrichment/extension. Each subsequent year, all students are exposed to increasing levels of critical thinking skills with PETs.

TALENT UNLEASHED: ABILITIES REVEALED JAVITS GRANT (if accepted)

UCPS may be participating in a Javits Grant if the proposal is accepted. Participating Title 1 schools would be using a STEAM focused Problem-Based Learning curriculum with the goal of determining alternative ways to identify students from traditionally underrepresented populations in grades K-2. The program would begin with a summer of professional development followed by a few years of implementation as the process rolled up the grade levels starting at Kindergarten in year 1.

At the time of writing this plan, the Talent Unleashed: Abilities Revealed Grant was just being submitted as part of the Jacob K. Javits Gifted and Talented Education Program competition. Grants are typically awarded in August.

K-5 SERVICE OPTION: ENRICHMENT SERVICES

The school level AIG Team designs and implements the types of services provided to students based on the students' needs and school resources in their AIG Services Enrichment Plan. The school's AIG Services Enrichment Plan is submitted to the AIG Director for approval thirty (30) days prior to the start of school. Enrichment Services may be provided by the general education teacher in the classroom and/or the AIG Teacher may have time built into their daily schedule to accommodate the school-level enrichment services plan. These plans may include, but are not limited to the following:

- Targeted enrichment instruction with the whole class (i.e. PETs, Building Thinking Skills curriculum, etc.)
- Targeted enrichment instruction with small flexible groups as selected by the general education teacher based on student mastery of a current topic.
- Targeted enrichment instruction with small flexible groups as selected by the AIG teacher based on demonstrated thinking skill mastery.

- Specialized school support (i.e. Leader In Me, Positive Behavior Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), etc.)

- Specialized interest clubs (i.e. chess, drama, Odyssey of the Mind, Future Problem Solvers, etc.)
- Specialized after school programs to support critical thinking and problem-solving skill development.

All students receive instructional differentiation within the classroom as provided by the general education teacher and appropriate enrichment services provided by the general education teacher and/or the AIG Teacher to create multiple opportunities for higher-level critical and creative thinking, problem-solving, and advanced skill development, prior to any formal identification process. Individual interests and abilities of the students are addressed through the instructional differentiation and the enrichment/extension activities that may involve competitions, creative experiences, and/or accelerated learning opportunities.

General education K-5 teachers have additional professional development opportunities with instructional differentiation and use of alternative curricula resources designed for students with advanced learning needs such as Building Thinking Skills, Junior Great Books, Jacob's Ladder, Singapore Math, etc. These resources are available through the AIG Department.

GRADES 4-8 SERVICE OPTION: ADVANCED SUBJECT GROUPING

Advanced subject grouping as an acceleration service option is for students in grades 4-8 who have met the identification criteria for gifted services in reading and/or mathematics. Depending on the type of identification, the service options, content modifications, and enrichment opportunities are documented on the students' Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP). More detailed information about the identification type and documentation type are described in [Standard 3, Practice 1](#).

In grades 4-8, gifted students are homogeneously grouped for specific subject based services based on identification type. AIG students identified in a specific subject are advanced-subject grouped in an AIG classroom(s) with an AIG Teacher for a specified amount of time (see [Standard 4, Practice B](#)).

An advanced learner may be added to the AIG classroom as a talent development student by:

- Meeting placement criteria developed by the district for high school credited classes in middle school
 - Meeting school's criteria for talent development in a specific content area

An advanced learner shall not replace an identified student in the AIG classroom.

Each middle school participating in a pilot talent development program needs to submit an AIG Services Enrichment Plan to the AIG Director for approval prior to talent development student placement.

For schools with less than 10% identified AIG students, schools may cluster group the gifted learners in a single AIG classroom and include other students in which gifted services are appropriate. This student grouping may be for single subject instruction or be an all subject AIG classroom designed to meet the needs of students with advanced learning needs as taught by an AIG Teacher. The school administrator with the counsel of the AIG Team and the AIG Department will decide which approach will best meet the needs of their student population. This collaboration includes the development of school-based criteria that is universally applied to all students to provide equal access to services. The additional students who are placed in the single subject AIG classroom or all subject AIG classroom and are not formally identified as gifted are considered part of the school's talent development program. Any type of identification (gifted or talent development) requires a parent's/guardian's consent and signature in order to receive services of any kind.

UCPS is exploring options on how to support the top 10% of each school with talent development. The district is working towards a flexible structure and supporting schools in developing universally-applied criteria to select students for support. The district is also continuing their participation in the Talent Unleashed grant to explore options and develop recommendations to improve gifted services.

Differentiation is expected within the K-12 general education and AIG classrooms to modify the content of the course curricula that is aligned to the North Carolina Standard Course of Study (NCSCoS) to meet the individual needs of each student. These strategies include, but are not limited to:

- Concept based instruction
- Culturally responsive Instruction
- Curriculum compacting

- Differentiated units based on student interest, readiness, and talent areas
- Differentiated product options
- Enrichment and extension of concept development
- Independent investigations
- Learning centers
- Mastery learning units
- Paideia coached projects
- Paideia seminar
- Problem based learning
- Project based learning
- Replacement curriculum
- Socratic/Shared-inquiry based seminars
- Student contracts
- Subject acceleration
- Special interest development
- Technology-based instruction
- Thematic units
- Tiered assignments

- Virtual school offerings

Instructional activities include the use of curriculum materials designed for high ability learners, extension of the general education curriculum, a replacement curriculum, and a focus on specific skills such as critical and creative thinking, research skills, and inquiry-based investigations. Gifted learner curriculum materials and resources are available through the AIG Department.

SCHOOL-WIDE ENRICHMENT IN READING JAVITS GRANT FOR 6TH GRADE (if accepted)

UCPS may be participating in a Javits Grant by the University of North Carolina-Charlotte, if the proposal is accepted. Participating high needs middle schools would be using a Schoolwide Enrichment in Reading Curriculum with the goal of determining alternative ways to identify students from traditionally underrepresented populations in grades 6. The program would begin with a summer of professional development followed by a few years of implementation as the process would start at one school then move into the second school.

At the time of writing this plan, the SEM-R Javits Grant was just being submitted as part of the Jacob K. Javits Gifted and Talented Education Program competition. Grants are typically awarded in August.

EARNING HIGH SCHOOL CREDIT WHILE IN MIDDLE SCHOOL:

For middle school students, service options start to differentiate as students can earn high school credit early. This is done in a few ways:

- Credit by Demonstrated Mastery (CDM)
 - AIG Identification in math by sixth grade and achieving a passing score on the Math 1 readiness test (at the end of the 6th grade year) will take Math 1 in 7th grade and Math 2 in 8th grade.
 - Level 5 achievement on the North Carolina Mathematics End of Grade Assessment by the end of 7th grade to take Math 1 by 8th grade (for non-AIG students).

- AIG identification in reading by the end of 7th grade or beginning of 8th grade for placement into English 1 course in 8th grade.
- School-based criteria met by the end of 7th grade or beginning of 8th grade for placement into an English 1 course in 8th grade (for the non-AIG students).
- For AIG students at middle schools where high school coursework is not available, principals make alternative arrangements for AIG students to attend courses at the high school.
- Accelerated students have access to high school accredited courses such as Math 1, Math 2, English 1, and in World Languages.

Families have the right to decline these recommendations, if they feel placement is not appropriate. Parents/Guardians should contact the school and share concerns with the principal.

CUSTOMIZED SERVICE OPTION IN HIGH SCHOOL:

In high school, AIG students meet with their counselor/advisor to discuss interests, AIG identification, post-secondary goals, and strength areas. Students are encouraged to take the most rigorous coursework that aligns with their identification, interests, goals, and strength areas. Acceleration options completed in middle school also affect the trajectory of coursework as outlined on the UCPSS Planning for College While in High School Document. This document is available for download from the AIG Department website and is used during counselor/advisor visits to plan coursework with AIG students.

High school students can choose different types of coursework such as:

- Honors Level Courses
- Advanced Placement (AP)
- Career & College Promise (CCP)
- International Baccalaureate (IB)

Depending on the student's type of identification, service options, content modifications, and enrichment opportunities at the high school, student AIG services are documented on the student's Differentiated Education Plan (DEP). More detailed information about the identification type and documentation type are described in standard 3, practice 1.

GRADES 6-12 ACCELERATION OPTION: CREDIT BY DEMONSTRATED MASTERY (CDM)

Credit by Demonstrated Mastery (CDM) is the process by which UCPS shall, based upon a body of evidence, award a student high school credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. CDM offers students the opportunity to personalize and accelerate their learning.

"Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge. CDM is available for all North Carolina students in grades 6-12.

Students shall demonstrate mastery through a multi-phase assessment, consisting of:

1. A standard examination which shall be the End of Course (EOC), End of Grade (EOG), or a locally developed equivalent exam where applicable.
 2. An artifact which requires the student to apply knowledge and skills relevant to the content standards of the North Carolina Standard Course of Study (NCSCoS).
- This multi-phase assessment process builds a body of evidence that allows a committee to determine if the student has met the requirements of the NCSCoS for that course, thereby earning credit for the course without taking the course in school.

Interested parents/guardians and students should contact the school counselor for more information.

GRADES 7-12 SERVICE OPTION: COLLEGE AND CAREER COUNSELING (PILOT)

UCPS is exploring options to support high school counselors and AIG students through a college and career counseling pilot. The counselors will be provided professional development (PD) in connecting high school course registration with college admissions as well as addressing the needs of gifted learners specifically with multipotentiality, perfectionism, asynchronous development, first generation college students, and outside pressures from family, peers, and teachers. This process will be facilitated by the UCPS Planning for College While in High School document to create a path through high school requirements to meet the student's postsecondary goals.

As gifted students progress into high school, there are many options for advanced coursework. The type of courses needed by the student are determined by their overall goals. Students with advanced learning needs can choose to take honors level courses, Advanced Placement (AP) courses, International Baccalaureate (IB) courses, Career and College Promise (CCP) courses, dual enrollment courses, or opt for early graduation. In many cases, gifted learners and families need support in navigating course selections.

The AIG Department will partner with Counseling Services to create a college and career counseling plan for our gifted students and their families through the use of the UCPS Planning for College While in High School Document which outlines each academic avenue available to students at UCPS. The collaboration between the counselor, families/guardians, and the student is to determine post-secondary goals and choose the best course options to fulfill those goals. UCPS highly encourages AIG students to pursue the most rigorous level of coursework available based on their personal goals. It is the goal of this pilot to provide support and guidance for our gifted learners and their families as students move toward graduation and beyond.

Our goal is to have the course progression chart incorporated into the high school program of studies so all students will have access.

GRADES 8-12 SERVICE OPTION: WAYFIND SCHOLARS PROGRAM AT WINGATE UNIVERSITY

Wayfind is a college access program with a foundation in mentorship. Each fall, 8th grade students who attend East Union and Monroe Middle Schools and then attend either Monroe High or Forest Hills High have an opportunity to apply for the program. School leaders and Wayfind Directors select 10 students from each school. Wayfind scholars pair with Wingate University students who guide, support, and encourage scholars in their pre-college journey. Wayfind Scholars create a roadmap for college planning, receive SAT/ACT preparation, attend college visits, and participate in summer enrichment.

Wayfind is a selective program that prioritizes students who are historically underrepresented in higher education (i.e., first-generation college students of color). Other selection criteria include the following:

- Academic promise demonstrated in grades, school attendance, and discipline.
- 7th grade End of Grade scores of 3 or greater (a lower score does not disqualify a student from becoming a Wayfind Scholar)
- Qualifies for the federal free and reduced lunch program.

Upon acceptance, Wayfind Scholars receive mentoring and support for 4.5 years, from the second semester of 8th grade through high school. Wayfind Scholars who complete the full mentoring program, apply to Wingate University, and receive acceptance can receive a four-year, full-tuition scholarship.

Applications open in the fall. Interested families should contact the school counselor.

GRADES 9-12 SERVICE OPTION: INTERNATIONAL BACCALAUREATE (IB) PATHWAYS & IB DIPLOMA PROGRAMME (DP):

The IB Pathway Program is designed to prepare students to participate in the IB Diploma Programme (DP). The Pathway Program is a prerequisite for eligibility for the Diploma Programme (DP) to experience and prepare for the level of rigor necessary for future success. The IB Pathway Program is suitable for anyone who plans to complete the IB Diploma Programme. The Diploma Programme (DP) is best suited to curious students who are intrinsically motivated and love learning for learning's sake. The curriculum focuses on speaking and collaborating with others and then communicating what has been learned through open-ended assessments, not multiple choice exams. This dialogical approach requires good communication skills and an open-minded attitude towards other people's opinions. Students should be open to honest, critical feedback based on rigorous global standards.

IB Pathways Program Application Criteria:

- Passing all 7th grade classes and semester one of 8th grade classes
- 80% average across all core classes (language arts, math, science, social studies)

- No long-term suspensions

The application process opens in February and closes in March. Students are accepted through an open lottery process for all interested students in 9th and 10th grade at UCPS. More information can be found on the College Readiness website under International Baccalaureate.

The IB Diploma Programme (DP) consists of college-level courses and examinations for high school students. IB course descriptions are carefully followed and are taught by teachers who have received special IB training.

Students who apply must be interested in the school within a smaller learning community, knowing they will share the same classes and same teachers for the duration of the program. The long term projects and assessments require self-management skills and autonomy. Students should be open to honest, critical feedback based on rigorous global standards.

Students who have experience with success in honors level courses are more likely to succeed in taking a rigorous course load of 7 college level classes at once. The application process usually opens in early January and closes in February. More information about the IB DP can be found on the College Readiness and Innovation website under International Baccalaureate.

GRADES 9-13 SERVICE OPTION: UCPS EARLY COLLEGE HIGH SCHOOL

Union County Early College High School accepts approximately 100 ninth grade students each school year from throughout the district. The program supports students who have the potential for success in college courses and who are first generation college students. Early college high school blends high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college. The school is designed to serve students that are typically underrepresented in the college-going population, including minorities, first generation college-going students, students from low-income families and under-performing students.

Information about Union County's Early College can be found at <https://www.ucps.k12.nc.us/ucec>.

GRADES 9-12 SERVICE OPTION: SPECIAL NC SCHOOLS

Any student who wishes to be considered as a candidate for a special NC school must consult the school's principal and guidance counselor. Current requirements and application processes are listed on each institution website.

- [Governor's School](#)
- [NC School of the Arts](#)
- [NC School of Science and Mathematics online courses](#)

Interested students should contact their high school counselor to learn more about timelines and the applications.

GRADES 9-12 SERVICE OPTION: ADVANCED PLACEMENT (AP)

The AP courses consist of a college-level course and examinations for high school students. AP course descriptions are carefully followed and are taught by teachers who have received special AP training. AIG students can take some AP courses as early as 9th grade. Interested students must meet prerequisites for each AP course.

For more information about AP courses see the UCPS High School Program of Studies or contact a school counselor.

GRADES 9-12 SERVICE OPTION: DUAL ENROLLMENT

Students are enrolled in two levels of schooling at the same time. This is appropriate for secondary students who might be enrolled in courses at a post-secondary institution.

Through dual enrollment, students may receive college credit for courses taken while still in high school. Courses are not in the UCPS High School Program of Studies (see school guidance counselor and program of study for additional information).

GRADES 9-12 SERVICE OPTION: COLLEGE AND CAREER PROMISE (CCP) COURSES

CCP courses are available to AIG 9th and 10th grade students and for all 11th and 12th grade students who are interested in attaining tuition free college credit. Under CCP, high school students take college credit courses as replacements for high school credit with the goal of obtaining an associate's degree by the time they graduate from high school. Students can take CCP courses along with AP and IB courses. Interested students should be aware that combining CCP with AP and/or IB courses can be a difficult course load.

There are differences between CCP, AP, and IB. AP/IB test scores can provide college credit at any institution (depending on the score). CCP courses will not transfer to out-of-state colleges, and certain in-state schools may still require students to take introductory courses.

Students should always connect with their high school counselor and contact the college(s) of interest to get specifics on what may and may not transfer for college credit.

GRADES 11-12 SERVICE OPTION: EARLY GRADUATION

Any student who wishes to be considered as a candidate for early graduation must consult the school's principal and guidance counselor. See current guidelines in the UCPS High School Program of Studies.



[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.

Social and emotional needs are at the heart of well-being and the foundation for achievement for all children. Many gifted children need targeted assistance with peer relationships, perfectionism, asynchronous development, situational stressors, underachievement, overachieveability, and post secondary planning.

One objective of the UCPS Strategic Plan for 2022-25 is to foster support systems to develop social-emotional learning competencies for students. In alignment with the EmpowerED framework, the AIG Department works to proactively support AIG students' social and emotional development in a variety of ways (described below).

The AIG department has developed and continues to develop webinars concerning the social-emotional needs of gifted learners to help support school counseling personnel, administrators, general education teachers, and AIG specialists. These recorded webinars are archived within the AIG Toolbox Website in which UCPS employees have access. The recorded webinars are also contained with a Canvas course where educators can complete the course for CEUs. Live webinars are offered to educators and promoted within the district.

The AIG Department is exploring options on how to further support the social-emotional needs of gifted learners within the total school community through collaboration with other district departments and the AIG Parent Advisory Council (PAC). From that collaboration, the AIG Department developed an AIG Academy course for administrators, counselors, and general education teachers in which social-emotional need is one of the learning modules and focuses on the CASEL Framework. This collaboration has also created a curated collection of social-emotional supports linked on our AIG Department website to support families with social-emotional lessons that can be completed at home. The AIG Department is developing virtual parent night options to share resources and activities to support AIG students.

Our AIG teachers are our AIG Specialists and they work closely with the personnel at their school to address the social and emotional needs of AIG Students. Opportunities for collaboration are provided through the following efforts:

- Supported staff development led by the AIG Teacher and the principal at the school level which includes all instructional areas and personnel who interact with gifted learners.
- Increased planning time for AIG teachers and other instructional staff to collaborate and discuss the social-emotional needs of AIG Students.
- Collaboration between the AIG Teacher and the general education teacher(s) and school counselors in identifying best practices and effective strategies for supporting social-emotional needs of AIG students.
- Parent/Guardian meetings with AIG teachers to discuss the child's Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) and any concerns or needs for support.
- AIG Team meetings to discuss student placement, school/student/parent needs, and how to support the staff with gifted learners.

School counselors are at all schools and serve as a member of the AIG Team. Counselors meet with parents and provide individualized and group services for AIG Students. The elementary counselor's role is specified in the school's AIG Services Enrichment Plan which includes whole group counseling sessions with AIG students at least twice a year and individualized services as needed. The middle and high school counselors provide social-emotional support for AIG students at least once a year as a whole group service, individualized college and career planning support, as well as additional individualized services as needed.

The AIG Teacher addresses the social and emotional needs of their students on a daily basis. Much of this interaction depends on the input and collaboration from the child's teachers and parents/guardians. This collaboration is invaluable because the child spends the majority of their day outside the AIG classroom. AIG teachers have resources for supporting the social-emotional needs of students that can be integrated into any content area because some AIG students might not have issues that need resolving, but could still benefit from opportunities to form connections with other AIG students, develop positive relationships with school faculty who could serve as future mentors, or learn how to navigate the social arena in a particular field of interest (e.g., how to promote one's art or writing in the business world). These resources include, but are not limited to: bibliotherapy, habits of mind, executive functioning skill development, and growth mindset.

These combined efforts help determine what additional resources, training, partnerships, and supports are needed to best support the social-emotional needs of gifted learners.

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

AIG Services are a part of the total instructional program of UCPS. AIG has been integrated through collaboration with the central office, K-12 curriculum, and the work done within the Talent Unleashed Grant.

PERSONNEL

AIG positions in UCPS are staffed at the school level. Principals hire their AIG teachers and those teachers are then included in all school and district initiatives as appropriate. AIG teachers are included in all professional development opportunities and are expected to be contributing members in the total school community. In this capacity, many of

them serve on various school and district-level committees, in leadership positions, and in other roles that are not directly defined by their AIG position.

The AIG Program in UCPS is linked with many other school system initiatives. Listed below is a summary of how other programs in UCPS coordinate with our gifted program.

SCHOOL SYSTEM PLANS: DISTRICT ACCREDITATION

All schools have School Improvement Plans which are reviewed annually based on the Ready School Framework and the AdvancED criteria. Within the Ready Schools Framework, schools focus on ensuring that all public school students first master the basic skills of reading, writing, and mathematics. The same curriculum areas are emphasized in our gifted education plan.

PROFESSIONAL DEVELOPMENT (PD)

Results from the most recent evaluation of the gifted program indicates a need to provide professional development about the AIG plan and evidence-based best practices for gifted learners to administrators, counselors, parents, and general education teachers across all grade levels. The AIG Department has created a professional development framework and PD plan to address the individual needs of each stakeholder group such as counselors, teachers, etc. In collaboration with other departments in the district, PD will be provided to help support the academic and social-emotional needs of gifted learners in all grade levels. Staff development funds may be used to instruct educators in techniques and learning strategies that will be necessary in the implementation of the AIG plan. The PD needs for UCPS are assessed yearly to plan for the development of PD to address the needs of our individual stakeholders. Specialized training in curriculum programs implemented solely for the AIG students is provided on a monthly basis for AIG teachers either through AIG Department meetings or AIG PLC meetings.

CURRICULUM AND INSTRUCTION

Ongoing curriculum committees assist in making decisions related to the selection and modification of AIG curriculum as needed to insure rigor and vertical alignment. District-level efforts in vertical teaming and alignment are supported through the AIG Plan and development of partnerships between departments. Many curricular issues focus on meeting the needs of high-ability students through curriculum alignment and increased instructional time given to reading, language arts, and math. Group problem-solving, Socratic and inquiry-based questioning, curriculum compacting, technology-assisted instruction, and instruction based on learning and readiness have placed an emphasis on higher order thinking skills. In grades K-8, programs such as Primary Education Thinking Skills (PETS), Building Thinking Skills, Habits of Mind, Great Books, William and Mary, Royal Fireworks Press curricula, and Singapore Math are being implemented under this plan specifically to address the needs of gifted learners. In grades 9-12, partnerships with the College Readiness and Innovation Department, Counseling Services, and school-site personnel, work together to provide college and career counseling as well as a variety of acceleration options for high school gifted learners. The AIG Department's curriculum framework contains the academic and assessment goals associated with AIG Services. See Standard 3, Practice A for more detailed information.

Readers' Workshop can provide another innovative approach to individualize instruction with focus on specific skill development, however, pre-testing of a skill should determine the level of curriculum compacting and instructional differentiation needed to address the demonstrated need of each gifted student. In many cases, Readers' Workshop should be modified and paired with whole class novel instruction. This provides for extension and enrichment of the NCSCoS through concept development within the integrated curriculum model as supported by research in gifted education and the replacement curriculum.

In the context of mathematics, the gifted learner needs experiences to investigate their use of mathematical concepts to develop clarity of understanding beyond the NCSCoS. According to gifted research, student interest-based enrichment problems with real-world contexts, explorations of concepts, and application of problem-solving in different contexts can help develop advanced skill sets, which is supported by the replacement curriculum and acceleration options available to gifted students.

TECHNOLOGY

Technology is promoted for students at all levels and is integrated throughout the curriculum. Computer-assisted instruction affords students the opportunity to work at an individual level and pace. Use of instructional software individualizes instruction and accelerates learning. AIG teachers participate in district-level technology initiatives such as 1:1 laptops for students and district-level professional development (PD) concerning technology options for

instruction. The AIG Department maintains an AIG Department website on the UCPS system website as part of an ongoing effort to increase community awareness of the AIG Program and provide communication and support to parents and students seeking resources. The AIG Department also maintains a private AIG Teacher Website to address the specific needs of gifted students, department processes and procedures, curriculum resources, and archives of webinars.

SCHEDULING

All levels of school exert great effort to provide schedules which allow for AIG Services to be provided in the most efficient and effective manner. This cooperation leads to many opportunities for cluster grouping and innovative instructional activities such as enrichment blocks and provides for accelerated options. Flexible scheduling at many middle and high schools enhances the possibility for extension, enrichments, and integration of the curriculum for AIG students. Examples include but are not limited to: block scheduling, advisory period, and extended class periods.

STUDENT ASSESSMENT

Assessments are conducted in grades K-12, including varied state and district assessments in grades K-2, and the North Carolina testing program (grades 3-12) which includes End of Grade (EOG), End of Course (EOC), common exams, open-ended assessments, and nationally-normed standardized tests. These assessments are used to help identify gifted students, and specific measurable objectives are used to evaluate student progress and growth.

LEA POLICY & PRACTICE

The AIG Department has drafted a district policy concerning programs for gifted students for adoption by the UCPS school board. The policy reads:

The Union County Public School System recognizes that children learn in different ways, styles, and paces. Many levels of students, including academically and intellectually gifted students, are present in each school in the district.

Also, academically and intellectually gifted students are present in all cultural groups, across all economic strata, and in all areas of human endeavor.

The board is committed to an educational program that recognizes the unique talents and needs of academically and/or intellectually gifted (AIG) students. The superintendent or designee shall develop a plan to identify each AIG student attending UCPS and to provide appropriate educational services to such students. The plan will be presented to the board for review and approval. Each plan approved by the board will remain in place for a maximum of three years.

The superintendent or designee will be responsible for recommending new or revised plans to the Board. In developing or revising plans, the superintendent or designee should consult with the AIG Department, curriculum directors, instructional personnel, parents/guardians, community representatives, and other appropriate persons.

The plan shall include the following components:

1. Screening, identification, and placement procedures that allow for the identification of specific educational needs and for the assignment of AIG students to appropriate services.
2. A clear statement of the program to be offered that includes different types of services provided in a variety of settings to meet the diversity of identified AIG student needs.
3. Measurable objectives for the various services that align with core curriculum and a method to evaluate the plan and the services offered. The evaluation shall focus on improved student performance.
4. Professional development clearly matched the goals and objectives of the plan, the needs of the staff providing services to AIG students, the services offered, and the curricular modifications.
5. Tools for effective cooperation between general education and gifted education teachers.
6. A plan to involve the school community, parents/guardians, and representatives of the local community in the ongoing implementation of the plan, monitoring of the plan, and integration of services for AIG students into the overall school program.
7. A procedure to resolve disagreement between parents/guardians and UCPS when a child is not identified as AIG or concerning the appropriateness of services offered to an AIG student.

8. Any other information the local board considers necessary or appropriate to implement this policy or to improve the educational performances of AIG students.

Any plan developed or revised and approved by the board under this policy will be submitted to the State Board of Education and the North Carolina Department of Public Instruction for comment as mandated by the state legislature known as Article 9B.

Legal References: G.S. 115C-150.7

Cross References: Goals and Objectives of the Educational Program, Curriculum Development

* **Practice D**

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

The AIG Department is developing guidelines for educators to consider when creating flexible groups for instruction to support the achievement and growth of students in both the general education classroom and the AIG classroom. General education teachers and AIG teachers should consider the following when using flexible grouping:

- Purpose of flexible grouping (cooperative learning, collaborative learning, enrichment, extension, etc.)
- Student characteristics (readiness/skill level, interest, preferred way of learning/thinking, experiences, and/or background)
- Group composition (homogeneous or heterogeneous by student characteristics)
- Configuration/Size (partners, circles of 6-8 students, small groups of 4-6 students, or split class)
- Formation (teacher choice, student choice, or randomly assigned)
- Duration (usually short term, no longer than six weeks)

The AIG Department in collaboration with other student learning departments will provide professional development

(PD) on flexible grouping planning, use, and instructional differentiation strategies for general education teachers, administrators, counselors, AIG teachers, and support staff for grades K-12.

UCPS uses intentional, flexible grouping practices in a variety of ways such as:

- AIG students are homogeneously grouped based on content identification (reading and/or math) and are flexibly grouped in the AIG classroom
- Students with advanced learning needs are grouped with AIG students as part of the school's talent development program. These students are flexibility grouped within the AIG classroom
- AIG students are grouped with same-age peers in general education classes outside of AIG services and flexibly grouped
- All students are flexibly grouped within a classroom for the use of differentiation strategies to individualize instruction and meet student needs.
- Students with advanced learning needs are homogeneously grouped based on achievement levels in math.

Each flexible group is used for instructional purposes and created based on data from ongoing classroom assessment, student interest, and/or individual need.

*** 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.

Training will be provided and information will be shared about the AIG program and plan throughout the district in the following ways.

PRESENTATIONS AND RECORDED WEBINARS FOR STAKEHOLDERS

Throughout the year, various presentations will be made to the following groups on an annual basis by both the AIG Director and the AIG Coordinators, or by each school's lead AIG Teacher. These presentations will be conducted both face-to-face and in recorded webinars posted to the AIG Toolbox Website for UCPS employees and the AIG Department website for parents. The face-to-face presentations are shared with a variety of stakeholders throughout the school year:

- School Board Members at a regularly scheduled meeting
- Central Services Administrators at a cabinet meeting and Office of Academics meeting
- Academics committee members at a regularly scheduled meeting
- School principals at leveled leveled principal meetings
- Assistant principals at the AP Academy
- AIG Team members at a team meeting at the beginning of the school year
- Guidance counselors at a regularly scheduled meeting
- School staff (general education teachers) at a staff meeting early in the school year
- AIG Academy cohort members (UCPS employees) at a face-to-face and virtual meetings
- Parents of AIG students at curriculum nights and school open-houses
- Parents of AIG students at cluster meetings through the Parent Network of the AIG Parent Advisory Council (PAC)

Sharing information about the revised AIG Plan is important. Although each stakeholder group will have access to the AIG Plan through the AIG Department website, combinations of the different standards and practices of the AIG Plan are selectively shared with stakeholders to increase the likelihood of success of the overall AIG Plan and its implementation within the district in the following ways listed by stakeholder group:

- School Board Members (whole plan)
- Central Services Administrators (whole plan)
- Academics committee members (Standards 2, 3, 4, 6)
 - School principals (whole plan)
 - Assistant principals (whole plan)
 - AIG Team members (whole plan)
 - Guidance counselors (Standards 1, 2, 3, 4)
 - School staff (general education teachers) (Standards 1, 2, 3, 4, 6)
 - AIG Academy cohort members (Standards 1, 3, 4, 6)
 - Parents of AIG Students (Standards 1, 3, 5, 6)

AIG DEPARTMENT WEBSITE

Updated regularly, the AIG website provides general program information and important announcements regarding the AIG program. The AIG Website also contains links to the UCPS School Board approved AIG Plan, the Department of Public Instruction (DPI) AIG program standards, gifted education legislation, Frequently Asked Questions (FAQs) for parents, private testing information, annual district-wide screening process information, and summer enrollment information. The webinars for parents concerning the components of the AIG Plan will be linked to this website.

The AIG Department plans on continuing development of this website for parents, administrators, general education teachers, and AIG teachers. The focus of the development will be to make the website more parent-centric.

AIG TEACHER WEBSITE

Maintained by the AIG Coordinators, the AIG Teacher Website is available for all AIG teachers to access research-based instructional strategies for gifted learners, access evidence-based gifted learner curriculum materials and resources, access the PD Plan, access archived copies of handouts from each monthly meeting and AIG PLC, and download AIG Department process and procedure instructions. The AIG Teacher Website contains links to the AIG Plan, the AIG Toolbox Website, and the Diversity of Gifted Education Website.

The AIG Department plans on continuing the development of this website for AIG teachers.

AIG TOOLBOX WEBSITE

The AIG Toolbox Website is a website specifically for the school administrators. The website contains links to supplemental materials and archived webinars concerning:

- Best practices in gifted education (supplemental material)
- Myths of gifted education (supplemental material)
- Why are gifted programs necessary? (supplemental material)
- Social and emotional needs of gifted students (archived webinar)
- AIG curriculum framework (archived webinar)
- Supporting stakeholders (parents) (archived webinar)
- Understanding and reversing underachievement (archived webinar)
- AIG curriculum and observing the AIG Teacher (archived webinar)
- Identification, testing, and services (archived webinar)
- Responsibility and training of the school-site AIG Team (archived webinar)

Additional links are provided within the descriptions of each of the listed webinars. The AIG Department plans on continuing the development of this website for administrators.

DIVERSITY OF GIFTED ED WEBSITE & CANVAS COURSE

The Diversity of Gifted Ed Website is open to anyone with the link. The targeted audience of these webinars is UCPS educators (administrators, counselors, general education teachers and AIG teachers) who want to know more about traditionally underrepresented populations. These webinars contain a basic review of the research and suggestions for meeting the needs of these students. A Canvas course is being created to provide an opportunity to learn more about the diversity within gifted education and award those that complete the course CEUs.

An invitation to the webinar series is emailed to school administrators and central services administrators to share with staff members prior to the webinar, and a follow up email includes links to the archived webinar and this website.

Webinars include:

- Reaching highly gifted students
- Reaching gifted students of poverty (have limited resources)
- Reaching gifted English Learners (EL)
- Reaching gifted underrepresented populations
- Reaching gifted twice-exceptional students (2e)
- Reaching gifted girls

These webinars are also included within the learning modules of the AIG Academy.

The AIG Department plans on continuing the development of this website to continue our conversation about underrepresented populations and what we can do through partnership to meet their learning needs.

INTRODUCTION TO GIFTED EDUCATION WEBSITE & CANVAS COURSE

The Introduction to Gifted Education Website is open to anyone with the link. The targeted audience of these webinars are UCPS educators (administrators, counselors, general education teachers and AIG teachers) who want to know more about gifted education and AIG services at UCPS. A Canvas course is being created to provide an opportunity to learn more about the diversity within gifted education and award those that complete the course CEUs.

An invitation to the website is emailed to school administrators and central services administrators to share with staff members archived webinars.

Webinars include:

- Purpose of Gifted Education
- Gifted Programming & Services
- Characteristics of Gifted Learners
- Gifted Curriculum
- UCPS Replacement Curriculum & AIG Curriculum Framework
- Social & Emotional Needs
- Screening & Identification

These webinars are also included within the learning modules of the AIG Academy.

The AIG Department plans on continuing the development of this website to continue our conversation about gifted education and AIG services. The AIG Department is continuing to increase awareness through collaboration and development of partnerships to support the needs of gifted students.

ACCESS TO AIG RECORDS

Each school's AIG Team is responsible for creating a process to allow access to confidential AIG records for administrators, general education teachers, AIG teachers, and parents of an AIG student. Confidential AIG records contain the Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) for formally identified students. Administrators and general education teachers have the right to view AIG records of a student that they serve. Parents of an AIG student have the rights to view their child's AIG records if a request has been made. Requests can be made with the AIG Teacher(s).

AIG COMMUNICATION PLAN CHANNEL: PRINT MATERIALS

The AIG department has a variety of print materials that are distributed to parents and families. These materials include, but are not limited to:

- **AIG DOCUMENTATION**--AIG documentation is generated for every student who enters a formal evaluation for gifted services where the student is referred for further testing and/or qualifies for services. The documentation lets the families know the outcome of the formal evaluation and next steps, if needed. (Documentation needing parent/guardian signature are available in Spanish)
- **HANDBOOK OF PARENTS' RIGHTS AND RESPONSIBILITIES IN GIFTED EDUCATION**--the handbook is a notice of gifted services procedural safeguards and due process procedures. The handbook also contains an overview of gifted services, information about Article 9B, gifted services curriculum framework for English Language Arts and Mathematics, identification criteria, the screening process, steps of formal evaluation, parental resources, and glossaries of common acronyms and common terms in gifted education. (Available in Spanish)
- **SUMMER SCREENING BROCHURE**--This brochure is targeted to families who are new to UCPS and enroll their student(s) over the summer and inquire about gifted services. This brochure gives an overview of gifted services, the steps in the screening process, identification criteria, contact information, and a decision-making flowchart. (Available in Spanish)

All training and professional development opportunities are addressed within our professional development framework, PD plan, and communication plan. See [Standard 4, Practice G](#) for more detailed information regarding the PD framework and plan. See [Standard 5, Practice D](#) for more detailed information about the communication plan.

*** Practice F**

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

In order to achieve greater continuity among key transition points, the following actions are recommended:

TEACHER CLASSROOM OBSERVATIONS AND DEBRIEF MEETINGS

- Elementary AIG teachers meet with general education teachers to provide support for differentiation within the general education classroom.
 - 3rd grade teachers observe a 4th grade AIG class and meet to debrief.
 - 4th grade AIG teachers observe 5th grade AIG classes and meet to debrief
 - 5th grade AIG teachers observe 4th grade and 6th grade AIG classes and meet to debrief.
- Middle school AIG teachers meet with general education teachers to provide support for differentiation within the general education classroom.
 - 6th grade AIG teachers observe 5th grade and 7th grade AIG classes and meet to debrief.
 - 7th grade AIG teachers observe 6th grade and 8th grade AIG classes and meet to debrief.
 - 8th grade AIG teachers observe 7th grade AIG classes and subsequent high school class(es) and meet to debrief.
- High school honors class teachers observe prerequisite courses taught in middle school and subsequent AP, IB, or CCP high school class(es) and meet to debrief.

These observations and debrief meetings bring together the key teachers at elementary-middle-high school transition points to aid in the vertical alignment of services. The meetings address the specific curriculum area(s) of each level

and provide a vehicle for enhanced communication and collaboration between levels within the AIG Department.

AIG RECORDS DROP-OFF

Every school year, the AIG Teacher delivers the AIG Records to the next level of schooling. The AIG Roster accompanies the AIG records to make sure that all AIG Records are transferred to the correct school and that students are scheduled and are grouped into appropriate courses as designated on the students' Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP). This drop-off process creates a meeting at the school to discuss the gifted students' strengths and their learning needs. This process usually occurs between all grades and key transition points such as 5th to 6th grade and 8th to 9th grade.

ONGOING CURRICULUM AND RESOURCE DEVELOPMENT

AIG Coordinators work with AIG teachers to continue the process of ongoing curriculum development which addresses the AIG curriculum framework expectations and further develops resources used at each level of AIG Services.

COUNSELOR TRAINING AND MEETINGS

AIG meetings with school-site counselors are being developed to address a need for more support, guidance, and assistance for gifted learners. The meetings with counselors at each level of schooling will target frequently asked questions about the AIG Program, academic and social-emotional needs of gifted learners, additional support and resources needed for gifted students of traditionally underrepresented populations, and research-based recommendations and suggestions for supporting gifted learners with college and career counseling.

ADDITIONAL TRAINING AND RESOURCES

The AIG Department offers an AIG Academy, a year-long blended course, for any administrator, counselor, and/or general education teacher in UCPS. Passing the AIG Academy course allows for an educator to be recognized by the district as having additional AIG training needed to serve AIG students. Passing the AIG Praxis leads to the attainment of AIG licensure through the state. This course increases communication between stakeholders and the AIG Department to ensure effective continuation of K-12 services.

Written information about AIG Services and student identification is available at each school and outlines the types of services offered at each level. This information can be requested from the AIG Department or downloaded from the AIG Department Website.

*** 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.

Acceleration is defined as “progress through an educational program at rates faster or at ages younger than conventional” (Pressy, 1949, p. 2). It is an effective strategy to meet the advanced learning needs of students. Acceleration should occur when students with high levels of readiness and motivation move through traditional curriculum at rates that are much faster than typical. The acceleration process determines the best options for students who need a more complex level of instruction to better match their needs. Please note, that these acceleration options are not a substitution for enrichment opportunities or differentiation strategies. Some students will be served best by enrichment, some by differentiation, some by acceleration, and some by the mix of the three (Neihart, 2007; Rogers, 2002; Schiever & Maker, 2003).

UCPS offers grade-based acceleration options such as:

- Early admission to Kindergarten
- Whole-grade acceleration
- Early entrance to college

Grade-based acceleration options typically shorten the number of years a student spends in the K-12 system. In practice, a student is placed on a full-time basis in a higher-grade level than is typical given the student's age for the purpose of providing consistent access to appropriately challenging learning opportunities. Grade-based acceleration is commonly known as "grade skipping," but it can include other means to shorten the number of years a student remains in the K-12 school system. The exception is early entrance to Kindergarten, which does not shorten the number of years the student spends in the K-12 system, but shortens the wait time to start school.

UCPS offers content-based acceleration options such as:

- Single-subject acceleration
- Curriculum compacting
- Dual enrollment
- Credit by demonstrated mastery (CDM)
- Advanced Placement (AP) courses
- International Baccalaureate (IB) Pathways and Diploma Programme (DP)

Content-based acceleration includes a variety of strategies. These strategies provide students with advanced content, skills, or understandings before the expected age or grade level. Students typically remain with peers of the same age and grade for most of the school day but receive higher-grade-level instruction in an advanced grade or course. Content-based acceleration can also refer to allowing students to work on higher grade-level instruction in their general-education classrooms in lieu of grade-level instruction.

Each acceleration option is described in more detail below, starting with grade-based acceleration options followed by content-based acceleration options.

GRADE-BASED ACCELERATION OPTIONS

1. EARLY ADMISSION TO KINDERGARTEN (GRADE-BASED ACCELERATION OPTION)

The 1997 General Assembly passed legislation allowing a child who has reached his/her fourth birthday by April 16 to enter kindergarten if he or she demonstrates an extraordinary level of academic ability and maturity and is presented within the first thirty (30) calendar days of the school year. In determining eligibility, the principal shall convene a committee of educational professionals who will assist him/her in making decisions about each individual child. Criteria that is considered includes the following:

- Aptitude Indicator (98th percentile)
- Achievement Indicator (98th percentile)
- Performance Indicator (student work samples)
- Observable student behavior (2 letters of recommendation and social development checklist)
- Motivation to learn/Student interest (interview)

Aptitude Indicator: 98th Percentile

A child eligible to enter school early shall be precocious in academic and social development and score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet Fifth Edition, the Wechsler Preschool and Primary Scale of Intelligence Fifth Edition, the Kaufman Anderson, or any other comparable, nationally-normed test administered by a licensed psychologist outside of UCPS. The psychologist should send the completed battery of test results to the Principal of the school. The AIG department nor the principal will accept test results from parents/guardians.

Achievement Indicator: 98th Percentile

Children entering Kindergarten early shall be functioning two to three years beyond their peers. Children eligible for early admission to Kindergarten shall score at the 98th percentile on both reading and mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, the Mini-Battery of Achievement, or the Woodcock-Johnson, administered by a licensed psychologist outside of UCPS or a member of his/her professional staff who is trained in the use of the instrument as long as he/she has no potential conflict of interest in the outcome of the assessment. The psychologist should send the completed battery of test results to the Principal of the school. The AIG department nor the principal will not accept test results from parents/guardians.

Performance Indicator: Student Work Samples

The child shall be able to perform tasks well above his or her same-age peers. The parents shall submit a sample of student work demonstrating outstanding ability in any of the following areas: art, math, writing, dramatic play, creative productions, science, social interactions, etc. A principal may ask a teacher to complete an informal reading assessment and/or observe the child's problem solving skills, advanced vocabulary skills, writing fluency, or independent reading skills. The additional measures assist in the collection of more performance indicators and help to complete the picture of the child as a whole student.

Observable Student Behavior/Student Interest Indicators: 2 Letters of Recommendation and Social Development Checklist

The child shall demonstrate social and developmental maturity sufficient to be in a structured school setting for a full school day. The child should be capable of following verbal instructions and functioning independently within a group. In accordance with general assembly legislation passed in 1997, UCPS requires two letters of recommendation with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or other adults with direct knowledge of the child. Documentation checklist that might be useful are the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.

Motivation To Learn/Student Interest Indicator: Parent and Student Interviews

The principal or his/her designee shall determine the students' motivation to learn and their interests through an informal interview with the child and a more structured interview with the parent/guardian. The interview process will help determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

Early Admission to Kindergarten Process Outline:

All testing of the child must be administered after April 16th that follows the child's fourth birthday. The psychologist should send the completed battery of test results to the Principal of the school. The AIG department nor the principal will not accept test results from parents/guardians.

A parent/guardian wishing to submit his/her child for consideration for early admission to Kindergarten shall present the principal of his/her local school the required information within the first thirty (30) calendar days of the school year with the Application for Early Admission to Kindergarten found on the AIG Department Website.

Within three (3) weeks of receiving the information, the principal shall make a determination as to whether or not the child is accepted.

If the child is admitted early to Kindergarten and is not adjusting well to the school setting, the principal can rescind their approval of early admission based on substantial evidence documenting issues before the end of the first ninety (90) calendar days of the child's being enrolled. If the decision is made to remove the child from school, parents are notified in writing and given at least ten (10) days notice to arrange childcare, if needed.

Note: Early admission to Kindergarten does not guarantee placement in the AIG Program.

2. WHOLE GRADE ACCELERATION FOR GRADES K-8 (GRADE-BASED ACCELERATION OPTION)

A student is a candidate for whole grade acceleration when they have demonstrated outstanding mastery of the content and curriculum for all subjects in their grade level. This option is also known as "grade skipping" and a student

can be considered for this process at the beginning of the year or during the school year. Typically, this acceleration option is appropriate for highly gifted students.

A student must meet the three basic requirements of a total score of 60 points or higher with the Iowa Acceleration Scale (IAS), have a teacher/AIG Team letter of recommendation, a principal letter of recommendation and agreement for placement.

In order to qualify, a student must meet all of the following criteria using components of the Iowa Acceleration Scale (IAS) for both qualitative and quantitative factors and achieve a total score of 60 points or higher:

Qualitative (descriptive) components:

- School and academic factors
- Developmental factors
- Interpersonal skills
- Attitude and support

Quantitative (numerical) components:

- Full Scale IQ Test (>130)
- On Grade Level Achievement Test (95th percentile in reading, language arts, and math)
- Two Grade levels Above Achievement Test (75th percentile in reading, language arts, and math)

Process Outline:

A student can be nominated by a parent or a classroom teacher. If a parent/guardian wants to nominate a student for whole grade acceleration, they must contact the AIG Teacher. If a classroom teacher is nominating a student, they will

need to contact the parents/guardians and the AIG Teacher

The AIG Teacher will speak with the classroom teacher to address parent/teacher concerns of curriculum rigor and make suggestions for differentiation using Reading, Math, Science, and Social Studies Differentiation Evidence for General Classroom Teachers Forms.

The classroom teacher will notify the parents/guardians of the differentiation strategies being used with the student and the reasons for those strategies. The classroom teacher uses the support materials with the student for a minimum of six weeks. If the differentiation is fulfilling the academic needs of the student, the acceleration evaluation process stops. If the differentiation is not fulfilling the academic needs of the student then the classroom teacher meets with the AIG Teacher to review the support materials along with any relevant data/information to aid in the decision making process of either subject accelerating or whole grade accelerating. The AIG Teacher meets with the parents/guardians to discuss the acceleration screening process and options for acceleration using the acceleration guide.

The classroom teacher completes the review of qualitative components of the Iowa Acceleration Scale (IAS) and returns the booklet to the AIG Teacher. The AIG Teacher calls a meeting with the AIG Team.

The AIG Team reviews the information completed in the IAS booklet to make further recommendations. If further assessment is recommended, an AIG 2 (permission to test) form is sent home for parent/guardian consent and signature.

Each level of testing is dependent on meeting the score criteria prior to taking the next assessment. The first test administered is an on-grade level achievement test, followed by two-grade levels above achievement test, and lastly, the administration of an IQ test by a licensed psychologist. If a student does not meet the score requirement for an assessment, the acceleration review process stops.

Once testing is completed and the student meets all the criteria, the AIG Team meets to review the data with the AIG Department using the IAS guidelines and acceleration matrix criteria.

The principal meets with the parents to discuss options. A final placement decision is made by the principal, provided that all criteria were met, and consideration was given to social-emotional needs of the student.

3. EARLY ENTRANCE TO COLLEGE FOR GRADES 11-12 (GRADE-BASED ACCELERATION OPTION)

Early entrance to college can be accomplished in a variety of ways. The first way is that a student graduates early from high school, usually in three-and-a-half years or less. Generally, this is accomplished by increasing the amount of high school coursework undertaken each year in middle school and in high school. This may also be accomplished through dual enrollment, distance learning coursework, or extracurricular activities. The second way is in conjunction with other acceleration options such as credit by demonstrated mastery and/or dual enrollment.

CONTENT-BASED ACCELERATION OPTIONS

1. SINGLE-SUBJECT ACCELERATION FOR GRADES K-8 (CONTENT-BASED ACCELERATION OPTION)

Single-subject acceleration is also known as content-based acceleration, this practice allows students to be placed in classes with older peers for part of the day, using higher-level curriculum or study materials while remaining in the classroom, or deliberately taking an advanced class that is one grade level above same-aged peers in one or more content area.

A student is a candidate for single-subject acceleration when they have demonstrated outstanding mastery of the content and curriculum for at least one subject in their current grade level. A student can be considered for this process at the beginning of the year or during the school year. Typically, this acceleration option is appropriate for all AIG Students.

A student must meet the three basic requirements of a total score of 60 points or higher with the Iowa Acceleration Scale (IAS), have a teacher/AIG Team letter of recommendation, a principal letter of recommendation and agreement for placement.

In order to qualify, a student must meet all of the following criteria using components of the Iowa Acceleration Scale (IAS) for both qualitative and quantitative factors and achieve a total score of 60 points or higher:

Qualitative (descriptive) components:

- School and academic factors

- Developmental factors
- Interpersonal skills
- Attitude and support

Quantitative (numerical) components:

- Full Scale IQ Test (>125)
- On Grade Level Achievement Test (95th percentile in reading and language arts or math)
- Two Grade levels Above Achievement Test (75th percentile in reading and language arts or math)

Process Outline:

A student can be nominated by a parent or a classroom teacher. If a parent/guardian wants to nominate a student for whole grade acceleration, they must contact the AIG Teacher. If a classroom teachers in nominating a student, they will need to contact the parents/guardians and the AIG Teacher

The AIG Teacher will speak with the classroom teacher to address parent/teacher concerns of curriculum rigor and make suggestions for differentiation using the Reading Differentiation Evidence for General Classroom Teachers Form or the Math Differentiation Evidence for General Classroom Teachers Form.

The classroom teacher will notify the parents/guardians of the differentiation strategies being used with the student and the reasons for those strategies. The classroom teacher uses the support materials with the student for a minimum of six weeks. If the differentiation is fulfilling the academic needs of the student, the acceleration evaluation process stops. If the differentiation is not fulfilling the academic needs of the student then the classroom teacher meets with the AIG Teacher to review the support materials along with any relevant data/information to aid in the decision making process of either subject acceleration. The AIG Teacher meets with the parents/guardians to discuss the acceleration screening process and options for acceleration using the acceleration guide.

The classroom teacher completes the review of qualitative components of the Iowa Acceleration Scale (IAS) and returns the booklet to the AIG Teacher. The AIG Teacher calls a meeting with the AIG Team.

The AIG Team reviews the information completed in the IAS booklet to make further recommendations. If further assessment is recommended, an AIG 2 (permission to test) form is sent home for parent/guardian consent and signature.

Each level of testing is dependent on meeting the score criteria prior to taking the next assessment. The first test administered is an on-grade level achievement test, followed by two-grade levels above achievement test, and lastly, the administration of an IQ test by a licensed psychologist. If a student does not meet the score requirement for an assessment, the acceleration review process stops.

Once testing is completed and the student meets all the criteria, the AIG Team meets to review the data with the AIG Department using the IAS guidelines and acceleration matrix criteria.

The principal meets with the parents to discuss options. A final placement decision is made by the principal, provided that all criteria were met, and consideration was given to social-emotional needs of the student.

2. CURRICULUM COMPACTING FOR GRADES K-12 (CONTENT-BASED ACCELERATION OPTION)

Curriculum compacting is a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned through the use of pre-assessment. Teachers adjust curriculum for those students by replacing content students already know with new content, enrichment options, or other activities. It is recommended that teachers first determine the expected goals of the unit or lesson in terms of content, skills, or standards students must learn before assessing students to determine which ones have already mastered most of the specified learning outcomes.

3. DUAL ENROLLMENT FOR GRADES 5-12 (CONTENT-BASED ACCELERATION OPTION)

Dual or concurrent enrollment is when a student is enrolled in two separate, academically related institutions at the same time. UCPS allows advanced students to enroll in higher-level coursework when proficiency at grade level has

been demonstrated. For example, the middle school student takes a high school math course, or the high school student takes a college or university course during the school day.

In middle school, UCPS offers Math I, Math II, and/or Math III and English I to middle school students. These advanced courses are appropriate for students who have demonstrated proficiency at grade level and need a higher-level course. These courses are for high school credit.

In high school, students can participate in Career and College Promise (CCP) to be dually enrolled at their high school and South Piedmont Community College (SPCC) with free tuition or attend another college or university of their choice at their own expense. Students and families will need to contact the school counselor to get more information and apply to SPCC.

UCPS offers two further options for dual enrollment through the Union County Early College (UCEC) and the Career and College Promise (CCP) of the Union County Public Schools Career Readiness Academy (CTE) in partnership with South Piedmont Community College (SPCC). In both cases, tuition is free for participating students and they need to apply for these specialized schools. More information can be found on their respective websites.

4. CREDIT BY DEMONSTRATED MASTERY FOR GRADES 6-12 (CONTENT-BASED ACCELERATION OPTION)

Credit by Demonstrated Mastery or CDM is available to all students in grades 6-12 in North Carolina under State Board Education Policy SBE-GCS-M-001, Section 13. Under this policy, students can accelerate their learning by applying for credit by demonstrated mastery (CDM). CDM provides an opportunity to earn high school course credit by demonstrating mastery in the course curriculum without requiring the student to complete classroom instruction for 135 hours of seat time. Through this process, students will complete two phases of assessment in order to demonstrate mastery.

Earning high school credits via CDM may provide more opportunities for students to complete courses through Advanced Placement (AP) or Career and College Promise (CCP) faster/earlier in high school. Middle school students may only attempt CDM for English I, Math I, Math II, Math III, or a 4th level Math, World History, Civics and Economics, American History I, American History II, Biology, a Physical Science course, Earth Science Course, and only Level I or Level II World Languages course(s).

Students and parents must complete an application in order to begin the CDM process which occurs in two separate phases:

Phase 1 includes an examination to establish student mastery of the foundational skills and content this course/subject requires. Students will either take the End of Course Exam (EOC), North Carolina Final Exam (NCFE), CTE Exam, or locally developed course final exam for the subject they select. The testing window usually occurs in February. The coordination of testing is handled by the student's home school. Students must earn a minimum score within the highest level on an EOC, a 90% on the NCFE, a 93% on a CTE exam, or a 94% on a locally developed exam to be eligible to continue to Phase 2.

Phase 2 includes a student artifact that reflects deep understanding of the content standards, including the ability to apply the skills and knowledge expected at the end of the course. This may require a presentation, project, interview, portfolio, etc. The CDM committee will make a recommendation as to whether or not the student earns the credit.

If a student is successful in attaining CDM, the course is recorded on the transcript as a College Prep (CP) level course with a grade of "Pass." The course will count toward meeting graduation requirements, but no numerical grade or quality points will be granted. The grade point average (GPA) will not be affected.

If the student is not successful, neither the course nor the grade will be reflected on the transcript or other school records.

The application for CDM can be found on the school's website under the announcements tab starting in November/December. See the school counselor for more information and to have any questions answered. Completed application must be received by the school guidance counselor in early January. Students will be given a time and location for testing prior to February 1.

5. ADVANCED PLACEMENT (AP) COURSEWORK FOR GRADES 9-12 (CONTENT-BASED ACCELERATION OPTION)

The AP program offers college-level coursework for students in high school. AP exams allow students to earn university credit and/or advanced university standing based on the examination area. Interested students should speak to their counselor for more information about AP courses and check into the reciprocity of these courses at desired colleges or universities.

6. INTERNATIONAL BACCALAUREATE (IB) PATHWAYS FOR GRADES 9-10 AND DIPLOMA PROGRAMME (DP) FOR GRADES 11-12 (CONTENT-BASED ACCELERATION OPTION)

Advanced students may participate in the IB program, taking the corresponding university-level curricula. Students complete multiple assessments during the course of the program, receiving advanced standing and course credits upon registration to university or college.

Currently, the IB programs are housed at Marvin Ridge High School and the Central Academy of Technology and the Arts (CATA). Students need to apply for an IB school.

Any UCPS student is eligible for the IB Pathway Program as long as they have:

- Passed all their 7th grade classes and the first semester of 8th grade
- Have an 80% average across all courses
- Have no long term suspensions.

In order for students to enter the Diploma Programme (DP) as 11th graders, they must demonstrate that they are equipped to handle the rigor and demands of the DP. Students must not fail any course, maintain a minimum of 80% class average, and meet the behavior and discipline expectations during the IB Pathway Program. Students will complete an interview at the end of 10th grade to determine readiness. Students who are on a transfer who do not maintain the necessary GPA or who do not enroll in the DP program will return to their home high school. Students will be asked to return to their home high school at the end of 9th or 10th grade if they do not meet the requirements.

More information about these programs and the application process are on the College Readiness and Innovations Website.

*** 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 is committed to identifying and supporting underrepresented subgroups by partnering with other departments, providing training for AIG stakeholders, and adhering to the gifted education best practices such as universal screening and district-wide screening processes.

The AIG Department conducts an annual district-wide screening process in which data is collected on every student currently enrolled within the district starting at the beginning of the second semester. Data points include semester and final grades and state mandated testings for all students and universal screening data for third and sixth grade students. The data for the students is captured in each school's AIG Screening Notebook by grade level. As more data points are added, updated, and collected, more students are added to the screening notebooks. At the end of the school year, the AIG Department evaluates all the entries to determine which students qualify for services or require further testing. This equitable process provides multiple access points to be screened for AIG Services on an annual basis.

To further target students from underrepresented groups, AIG teachers at each of the schools meet with general education teachers and the school's AIG team to discuss students who would benefit from Pathway 3 identification. Pathway 3 is reserved for students who have educational or situational circumstances for which traditional means may not be sufficient to identify giftedness.

Pathway 3 students have additional options included in the screening process such as: alternative assessment options, portfolio options, Scales for Identifying Gifted Students (SIGS) where parents and teachers complete the survey, portfolio development with a mentor, and a behavioral profile option for Title 1 schools piloting PETs. These additional options are research-based as being effective in identifying gifted students from underrepresented populations. Students are referred by the school's AIG Team for an alternative assessment.

The district administers a universal aptitude test to all students in 3rd and 6th grade on an annual basis. Although the results of this assessment are primarily used to individualize instruction in the classroom, the AIG Department collects the results to identify students who may be candidates for gifted services as part of our annual district-wide screening process. As a part of this process, the higher score between the national norms and local norms are used for the screening process in an effort to provide more access into the identification process.

The AIG department is working with schools to develop school-based norms using the results from the universal screener and EOG data. This data will be used at pilot schools to create a pool of students eligible for talent development services. Pilot schools are notified of their top 10% of students who may benefit from enrichment services in their strength area or access to AIG services without formal identification.

The district is committed to supporting the AIG Department in identifying underrepresented subgroups while supporting the efforts of the AIG teachers especially at Title I schools. UCPS is piloting the Primary Education Thinking Skills (PETS) curriculum starting in Kindergarten in an effort to provide open access to critical thinking skill building activities that align with the North Carolina Standard Course of Study (NCSCoS) in select schools. The district is also pursuing participation in a Javits grant by the North Carolina Association for the Gifted and Talented to pilot a STEAM Problem-Based Learning curriculum to identify and serve students in K-3 who are from traditionally underrepresented populations.

If the pilots are successful, UCPS will be rolling the program up with the initial group of students at the original schools. If successful, the goal is to expand the pilots to additional pilot schools in year five. These pilots are an effort to provide enrichment services for Title 1 students, K-3, build a portfolio of student work, and determine alternative means for identification purposes at the end of third grade.

In 2021, UCPS became a participant in a grant sponsored by the North Carolina Association for the Gifted and Talented and Z. Smith Reynolds Foundation. Each pilot district created a committee to understand the excellence gap, underrepresented groups, and barriers to advanced learning opportunities. The committee is tasked with making recommendations on how to improve services and remove barriers for any student from diverse cultural groups and/or economically challenging situations. The recommendations are woven into this AIG plan and include things such as pilot programs, reimbursement for passing the AIG Praxis, increased collaboration, professional development improvements, increased awareness of systemic issues, etc.

The AIG Department has produced webinars discussing the diversity of gifted education within the gifted spectrum specifically targeting underrepresented populations such as highly gifted, culturally/ethnically diverse, have limited resources, English language learners (ELL), highly gifted, and twice-exceptional. All of the presentations of the webinars have been recorded and are archived on the Diversity of Gifted Ed website which is accessible to all of our stakeholders. These webinars were created to create awareness of diversity and change mindsets about underrepresented groups in gifted education.

CLUSTER & FLEXIBLE GROUPING FOR ENRICHMENT IN THE CLASSROOM (K-12)

Classroom teachers should use flexible grouping for enrichment and extension of the curriculum for students who need something different than their same-aged peers. There are several ways to assess students for flexible grouping, some of these ways include, but are not limited to:

- Identifying the top 10% of students in each grade level, content area, or in each subgroup for cluster grouping and flexible grouping

- Identifying additional students through alternative means
- Partner with the AIG staff to identify additional candidates for enrichment

Cluster grouping for enrichment is an intentional practice where students who perform at a similar level are clustered in small groups in a classroom. This allows for students to be paired with like-minded peers.

Flexible grouping for enrichment should be an option for all students with the express outcome of meeting the needs of students while providing a challenging and rigorous curriculum.

Enrichment activities may be replacement activities for students who have already mastered the content of the lesson or unit through the use of curriculum compacting. Each of the activity products should be kept in the student work portfolio that is kept by the AIG teacher throughout elementary and middle school.

UCPS is exploring options for using cluster grouping in grades 9-12.

ENRICHMENT SERVICES FOR GRADES K-8

At the elementary level AIG teachers consult with and provide the general education classroom teachers with enrichment activities, including differentiation techniques, for individual, small group, or whole class instruction, some of which may take place within the classroom or in a different setting. General education classroom teachers meet at a grade level with the AIG Teacher and administration, to determine student cohorts based on several factors, in an attempt to meet the varying needs of the students. These cohorts of students may travel up to the middle school and/or may transition into advanced subject grouping options and/or subject-area acceleration options. These choices are outlined in the school's AIG Services Enrichment Plan that is submitted for AIG Director approval within the first 30 days of school.

At the middle school level, students in need of enrichment services in a subject area can be enrolled into AIG courses without being formally identified as long as they meet the local criteria. For math 1 in seventh grade, students need to meet the criteria recommended by the secondary education department. For other AIG courses, the students need to

meet the universally-applied, school-based criteria for talent development and there is room in the AIG course. Students who are a part of the school's talent development program have services outlined in the school's AIG Services Enrichment Plan that was submitted to the AIG Director for approval within the first 30 days of school.

Talent Development students should not replace nor substitute formally identified students in the AIG class. Talent Development students are typically enrolled in the AIG course(s) for one year to determine the appropriateness of placement. Parents/Guardians of these students will need to sign a form to acknowledge placement into a content-specific advanced subject grouping within the AIG Classroom. These students are screened for possible identification during our annual district-wide screening process.

HIGH-POTENTIAL/INTELLECTUALLY GIFTED (IG) STUDENTS & HIGH-POTENTIAL AND HIGH-ABILITY ACADEMICALLY AND INTELLECTUALLY GIFTED (AI) STUDENTS

Services for IG & AI identified students are documented on the student's Individualized Differentiated Education Plan (IDEP) where AIG services are customized to each individual student based on student need, classroom observation, use of differentiation strategies, and ongoing assessment practices.

The IDEP is reviewed on an annual basis to determine if continuation of and/or addition/subtraction of strategies is needed in order to address student needs and support their overall achievement and growth. Each school AIG Team meets to collaborate with the IG/AI student's AIG Teacher(s) and general education teacher(s), and parent/guardian regarding the specific needs of the IG student. The parent has the choice to consent to or decline services by checking a box on the IDEP and signing page one of the IDEP form

When a student is newly identified as IG and/or AI, an evaluation is conducted within the first twelve weeks of school to measure how the student's cognitive, affective, and social domains affect their overall achievement in both the AIG classroom(s) and the general education classroom(s). The teachers collect documentation and student data to determine which differentiation strategies best meet the needs of the student. The general education teacher(s) and the AIG Teacher(s) complete an observation performance report to add information and documentation concerning the IG/AI student performance and needs.

Once the observation performance reports are complete and the documentation is collected, the AIG Team meets with the AIG Teacher(s) and general education teacher(s) in order to determine which differentiation strategies best benefit the student and document their recommendations on page 2 of the IDEP. These recommendations include additional

affective and social-emotional support services provided at the school level by the counselor. A meeting is held with the parent/guardian of the IG/AI student in order to discuss the service strategies and recommendations. The parent has the choice to consent to or decline services by checking a box on the IDEP and signing page 3 the form.

The AIG Teacher(s) and the general education teacher(s) continue to collect documentation and effectiveness of content modification, enrichment, and/or differentiation strategies to support the end of year review of the student's IDEP. At the end of the school year, the AIG Teacher(s), general education teacher(s) meet with the AIG Team to discuss the IG/AI student's needs and successes in order to make recommendations for service strategies for the next school year. All members of the review meeting sign page 3 of the IDEP.

For students continuing their IDEPs, the end of year report is used as a starting point for the next school year to serve the student using proven strategies of success.

The goal of the IDEP and targeted service strategies is to meet student needs and boost overall achievement and performance in the classroom. This process is considered successful when a student meets growth on the End of Grade (EOG) assessment, End of Course (EOC), North Carolina Final Exam (NCFE), and/or improves their performance in the classroom as measured by grades and student work samples.

TRADITIONALLY UNDERREPRESENTED GROUPS

Students who are traditionally underrepresented in gifted programs are twice-exceptional (2e) students (EC+AIQ), thrice-exceptional (3e) students (EC+AIG+Culturally Diverse), English Learners (EL), culturally/ethnically diverse from the student body majority, and students with limited resources. The AIG department collaborates with other departments to determine the best services for each type of underrepresented subgroup. Department representatives and the AIG staff collaborate in a variety of ways such as planning, differentiation strategies, co-teaching, coaching, and/or modeling to meet the needs of a student. The type of identification for gifted services will determine if the student from an underrepresented group receives a Differentiated Education Plan (DEP) or Individualized Differentiation Plan (IDEP) in addition to documentation for other support services.

It is common for students in traditionally underrepresented groups to fall into more than one category of underrepresented populations. This is why collaboration between the AIG Department and other departments primarily under Federal Programs is essential in understanding the student, meeting their needs, and providing appropriate services.

As the work with the Talent Unleashed grant continues, UCPS is exploring options on how to change mindsets, policies, and practices through a variety of avenues.

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

Schools offer different enrichment opportunities based on student interest and community support.

Current extra-curricular activities within the district include teams, clubs such as: Inventor's Clubs, Lego Clubs, Coding Clubs, Beta Club, and competitions such as Odyssey of the Mind, Future Problem Solvers (FPS), Chess Club, Battle of the Books, Math Clubs, STEAM labs, Vocabulary Bowl, etc.

The AIG Department website provides recommendations for summer enrichment activities to engage gifted learners that may include career exploration and special interests such as College of William and Mary Enrichment Saturdays, University of North Carolina-Charlotte Summer Camps, and Belin-Blank Center Opportunities.

All opportunities are posted on our AIG Department website and shared with AIG stakeholders.

* **Ideas for Strengthening the Standard**

- Improving K-3 Enrichment Services (PETS & Talent Unleashed: Abilities Revealed Pilots)
- Collaboration with AIG Personnel and Stakeholders
- Professional Development for general education teachers, counselors, administrators, and parents
- College and Career Counseling Pilot Program
- Introduction of a School Board Policy for Gifted Education
- Continued Website Refinement (AIG Department, AIG Teacher, AIG Tool Box, Diversity of Gifted Ed)

- Refinement of AIG Services Enrichment Plan

Planned Sources of Evidence

- * AIG Identification Records
- * AIG Meeting Agendas & Evaluations
- * Classroom Guidance Reports
- * AIG Services Enrichment Plan
- * Descriptions of Course Offerings per School
- * District Accreditation Plan
- * District Achievement & Benchmark Data
- * Enrollment Data (AIG Headcount, AP/IB Enrollment, High School records, Graduation Rates, Concurrent Enrollment Rates, etc.)
- * School Improvement Plans
- * School-Wide Master Schedules
- * Screening Notebooks & Data
- * Student Rosters for Enrichment and/or Services
- * Summer Opportunities on AIG Website

Type	Documents	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 <u>UCPS Advanced Learners</u>	

Gifted Students, & Talent
Development Plan

Standard 3: Differentiated Curriculum and Instruction

Union County Public Schools (900) 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.

UCPS has a set of learning outcomes to address the range of advanced ability levels in language arts and mathematics by clearly defining expectations of students served within gifted services. These expectations and learning outcomes are addressed with the Gifted Services Outcomes & Curriculum Framework document. This document delineates sets of learning outcomes for students that extend beyond the standards of the North Carolina Standard Course of Study.

The learning outcomes of gifted services are achieved through many different avenues such as:

- Dual enrollment
- Gifted services
- Subject or whole-grade acceleration
- Talent development programs
- Use of differentiation strategies for advanced learners

Since gifted learners have unique needs for a more challenging, differentiated curriculum, UCPS uses the Integrated Curriculum Model (ICM) with a value-added replacement curriculum for reading and mathematics that transitions into content area acceleration as a student moves from K-12. The curriculum and learning outcomes of gifted services are aligned to the district's EmpowerED Framework and the Portrait of a UCPS Graduate initiative.

The EmpowerED Framework includes long-term plans to:

- Expand opportunities and support all levels for college and career readiness
- Enhance academic programs to meet the needs of all students
- Engage parents and community
- Support and develop UCPS employees
- Foster positive learning experiences for all students

Each set of learning outcomes is aligned to the EmpowerED Framework in the following ways:

1. Extension and enrichment of the standard course of study standards to expand support and opportunities for advanced and gifted learners.
2. The learning outcomes demonstrate how the academic programs of AIG are enhanced to meet the needs of all participating students.
3. Meeting the needs of advanced and gifted learners fosters a positive learning experience.

The Portrait of a UCPS Graduate initiative includes five core characteristics:

A UCPS Graduate is...

- An innovative leader
- A skilled collaborator
- A key contributor
- A resilient problem-solver
- An effective communicator

The replacement curriculum encompasses the use of future-ready skills development that includes critical thinking, communication, collaboration, creativity of thought, curiosity, and leadership. Future-ready skills are at the heart of the five core characteristics of the Portrait of a Graduate initiative.

Each set of AIG learning outcomes addresses the key characteristics required as a UCPS graduate. Each set of outcomes are the standards gifted students master before graduating by being an active participant in gifted services.

The learning outcomes addressed in the Gifted Services Learning Outcomes & Curriculum Framework includes the entire K-12 spectrum of learning and are aligned to both, the EmpowerED Framework and The Portrait of a UCPS Graduate.

Each content area that is currently served for gifted learners are explained separately starting with AIG English Language Arts (ELA) Learning Outcomes and is followed by AIG Mathematics Learning Outcomes. All learning outcomes are measurable through the assessment options for each content area expressed below.

AIG ENGLISH LANGUAGE ARTS (ELA) LEARNING OUTCOMES:

1. To advance literary analysis capability.
 - a. Compare complex literature on key variables: theme/central idea, character/individual, motivation/reason, point of view/perspective, and patterns within a text.

- b. Analyze complex literature using literary elements, figurative language, persuasive techniques and rhetorical devices.
 - c. Evaluate the effectiveness of complex literature using specified criteria and respond as a literary critic.
 - d. Synthesize understanding of complex literatures from diverse formats to justify complex ideas supported with relevant evidence, advanced reasoning, and critical thinking.
- 2. To advance persuasive expertise.**
- a. Formulate sound arguments and reasoning with relevant evidence, clear explanations of connections, use of persuasive techniques, and development of a logical conclusion.
 - b. Develop open-minded thinking with alternative systems of thought to raise vital questions about mistakes in reasoning.
 - c. Analyze arguments and reasoning to challenge conceptions and perspectives through Socratic principles.
 - d. Justify ideas to challenge diverse perspectives and defend well-reasoned conclusions using rhetorical devices.
- 3. To advance communication capacity.**
- a. Construct written, digital, and oral communication with credibility, clarity, and concision to emphasize salient points for a specific audience.
 - b. Explore diverse perspectives to investigate implications and consequences associated with beliefs, actions, and/or policies in order to develop critical understanding of Socratic principles.
 - c. Influence interdependent thinking through fair-minded leadership by enhancing collaborative efforts and group strengths to accomplish desired outcomes.
- 4. To advance linguistic competency.**

- a. Construct advanced vocabulary to demonstrate mastery and application of Latin and Greek stems with unknown words within complex literature.
- b. Differentiate the appropriate use of grammar, structure, usage, mechanics, conventions, and syntax of the English language when expressing ideas through diverse communication methods for a specific audience.
- c. Originate complex written, digital, and oral expressions that validate mastery of the English language through advanced organization, argumentation, analysis, evaluation, and synthesis of multiple sources.

5. To advance conceptual understanding.

- a. Compare universal themes and generalizations to enhance critical thinking of the relationships within and between complex ideas, expressions, and experiences.
- b. Justify conceptual understanding through Socratic principles that engage active thinking and provoke open-ended inquiry.
- c. Synthesize a foundation of conceptual understanding to originate well-founded ideas about the interconnectedness and complexity of concepts through multiple texts.

6. To advance learner autonomy.

- a. Develop learning goals, monitor progress, self-assess outcomes, and reflect on experiences to address misconceptions in understanding.
- b. Advance self-regulation and metacognitive skills to construct understanding, focused learning experiences, and refashion approaches/procedures for optimal learning.
- c. Demonstrate mastery of thought through open-ended inquiry.

AIG MATHEMATICS LEARNING OUTCOMES:

1. To advance conceptual understanding

- a. Understand the relationship of concrete objects to visual representations and abstract concepts to analyze mathematical relationships.
- b. Synthesize a foundation of procedural fluency to deepen understanding of mathematical applications through extension and enrichment.
- c. Justify understanding of the interconnectedness and complexity of concepts through the use of mathematical applications for theoretical and societal problem solving.

2. To advance strategic competence and problem-solving.

- a. Synthesize mathematical knowledge from personal experience to find problems, solve problems, and justify decisions.
- b. Compare and manipulate multiple perspectives to arrive at an ethical solution of use/abuse of mathematical tools and knowledge.
- c. Conduct collaborative inquiry to develop creative methodology for theoretical and societal problem solving.
- d. Create original mathematical ideas to solve modern day problems/issues and provide justification for reasoning/proof of concept.

3. To advance adaptive reasoning and metacognitive skills.

- a. Advance metacognitive awareness as a thinker and problem solver to become an autonomous learner.
- b. Use flexible thinking to consider multiple perspectives to deepen conceptual understanding to monitor learning and performance.
- c. Construct viable arguments and critique the reasoning of others through multiple perspectives.
- d. Advance adaptive reasoning capacity for logical thought, reflection, and justification of outcomes.
- e. Attend to precision and solid reasoning.

4. To advance the growth of the individual student.

- a. Advance self-regulation and metacognitive skills to construct understanding, focus learning experiences, and refashion approaches/procedures for optimal learning.
- b. Demonstrate mastery of concepts and problem-solving through the use of criteria/evidence-based decision making processes.
- c. Investigate concepts of interest using future-ready skills and connect to interdisciplinary perspectives of mathematics.

AIG ASSESSMENT OPTIONS:

Assessment options encompass the learning outcomes UCPS desires our gifted students to possess by actively participating in gifted services. These goals include the K-12 spectrum of learning.

AIG ENGLISH LANGUAGE ARTS (ELA) & MATHEMATICS ASSESSMENT OPTIONS:

1. Pre- and post-curriculum assessments of
 - a. Literary analysis and interpretation of texts to compact and accelerate student learning in English Language Arts (ELA) courses.
 - b. Mathematical concepts and interpretation of mathematical procedures to compact and accelerate student learning in mathematics courses.
2. Product assessments demonstrating literary conceptual understanding and advanced reasoning to deepen understanding of conceptual complexity.
3. Mastery of content standards through a variety of assessments to customize, enrich, and extend learning to meet student needs.

4. Assessment design through collaboration with gifted learners for independent, inquiry-based investigations driven by student interests.
5. Self-regulative and metacognitive assessments demonstrating reflective practice by thinking about the use of problem-solving processes, debriefing after collaboration with peers, and expressing overall personal impressions of product assessment and learning processes.

Specific materials for gifted services have been selected corresponding to the current version of the North Carolina Standard Course of Study (NCSCoS). This process includes studying the current research on high ability learners and rigor. Current materials under review are further researched and when possible, site visits to other schools using the materials are made. Once selected, the curriculum is then aligned to the NCSCoS and pacing guides are used to assist teachers in utilizing the materials fully.

Teachers of gifted students are expected to employ the best practices of differentiation, enrichment, and extension of the NCSCoS to the degree that their students may need. This can include development of teacher-designed units of instruction not found within pre-selected materials and in addition to the replacement curriculum. This could also include resources to support the social-emotional needs of the gifted learner. Teachers of gifted students are expected to utilize all available assessment information in making instructional decisions and designing differentiated lessons.

UCPS is exploring opportunities to have the AIG Department and the General Education Department collaborate with curriculum development in general education to include extension and enrichment options for teachers to use with students who have a demonstrated need. This process involves fostering a district mindshift in instructional support.

UCPS is exploring options to adapt the AIG learning outcomes to increase rigor, foster student autonomy, and develop future-ready skills for all students.

*** 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.

AIG teachers are provided opportunities to create differentiated lesson plans as part of the AIG professional learning community (PLC) professional development provided at the district level. In this design, the use of assessment data determines which instructional practices are used to best meet the needs of gifted students. These strategies include

best practices in gifted education pedagogy as well as district-level initiatives, which are modified for the gifted learner in a variety of ways:

- Concept development
- Creative thinking activities
- Critical thinking activities
- Curriculum compacting
- Depth and complexity instruction
- Differentiated units
- Enrichment activities
- Extension activities
- Habits of Mind instruction
- Independent investigations
- Learning centers
- Mastery learning units
- Pre-assessments
- Problem-based learning
- Shared inquiry
- Socratic seminar
- Student-centered instruction

- Student contracts
- Subject acceleration
- Technology-based instruction
- Thematic units
- Tiered assignments
- Value-added replacement curriculum

AIG teachers provide consultative services for general education classroom teachers to support differentiation for high achieving and high ability students. This is done through peer collaboration at the school.

UCPS is exploring options on how to share and implement the aforementioned instructional strategies in the general education classrooms to address a range of learning needs across all grade levels. This includes potential participation in Javits Grant that focuses on the use of the Schoolwide Enrichment Model in Reading at 6th grade, and a PBL approach in grades K-2. At the time of writing this plan, the grants were being submitted for approval by the federal government.

* **Practice C**

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

UCPS incorporates a variety of evidence-based resources that enhance student learning.

AIG MATHEMATICS CURRICULUM:

The following research-based/supplemental resources are used within the AIG mathematics curriculum:

- Singapore Math

- Differentiating Instruction with Menus

- Khan Academy

- Mathematical Reasoning

Mathematical talent is developed through the use of a variety of materials designed for students who are acquiring in-depth knowledge of mathematical ideas and concepts. The adoption of the Singapore Mathematics Program in grades 4-5 as the replacement curriculum is instrumental in providing a platform and approach to problem solving that is deep and focused. This approach is successful with AIG students to such a degree that many other districts and teachers from other states have come to see it in action. The development of mathematical thinking follows a curriculum model that begins with concrete ideas, followed by pictorial ideas, and ends with abstract ideas. This concrete-pictorial-abstract pedagogy provides many ways to solve problems. The underlying expectation of Singapore Math is based on mastery of learning. Students are expected to maintain the skills previously taught through application and continuous deepening of understanding through increasing levels of complexity.

Singapore Mathematics Program is used as a supplemental resource in grade 6. The middle school math curriculum includes the accelerating, compacting, and telescoping of grades 6-8 curricula in order to accelerate students through the North Carolina Standard Course of Study (NCSCoS). This acceleration process through curriculum compacting is used to better prepare students for Math I, Math II, and Math III at the middle school level. The AIG Department offers differentiation resources for mathematics teachers in grade 6-12 to support the needs of the gifted learner.

At the high school level, Credit by Demonstrated Mastery (CDM), Honors courses, College and Career Promise (CCP) courses, Advanced Placement (AP) courses, International Baccalaureate (IB) program, and dual enrollment provide advanced curriculum and acceleration options which students may self-select in accordance with their interests, goals, and skill sets.

UCPS also offers online courses through the NC virtual school, independent study, NC special schools/programs, and the opportunity for early graduation for high school students. The AIG department offers professional development and follow-up support for guidance counselors and additional staff that deal directly with our high school students.

AIG READING/ENGLISH LANGUAGE ARTS (ELA) CURRICULUM:

The following research-based/supplemental resources are used within the AIG reading/English Language Arts (ELA) replacement curriculum:

- William & Mary Language Arts Units
- Jacob's Ladder Materials
- Great Books Foundation/Junior Great Books
 - Michael Clay Thompson's Grammar Materials
 - Michael Clay Thompson's Vocabulary Materials
 - Shelagh Gallagher's Problem-Based Learning Materials

Reading/ELA talent is developed through the use of a variety of materials designed for students who are adept at acquiring in-depth knowledge of literary ideas and concepts.

The William & Mary Integrated Curriculum Model (ICM) was selected for the application of high-level language arts instruction in grades 4-6 as the core instructional component and hybridized in grades 7-8 to prepare for AIG English I in middle school. The William & Mary Language Arts Units are research-based and highly effective with gifted learners.

The development of grammar skills are introduced early through the elementary AIG program and are continued throughout the middle school years. The curriculum resources selected for this study include those authored by Michael Clay Thompson, a recognized curriculum developer for gifted education. In addition, extensive use of vocabulary development through a rich study of Greek and Latin stems accompanies this instruction.

The Great Books Foundation/Junior Great Books provides the platform for high-level discussion in a seminar style. Students find evidence within the text to support their ideas as well as shared-inquiry strategies for problem finding, problem solving, analysis, evaluation, synthesis, and other higher level thinking skill development.

The middle school English Language Arts (ELA) curriculum includes the acceleration, curriculum compacting, and telescoping of curriculum for grades 6-8 to accelerate students through the middle school North Carolina Standard Course of Study (NCSCoS) and prepare students for AIG English I in 8th grade for high school credit.

The AIG English I curriculum is a hybrid of the William & Mary Integrated Curriculum Model in combination with the requirements for high school credit. Whole-class novel resource guides and pacing documents have been developed to aid teachers in facilitating and implementing the replacement curriculum based on student feedback and assessment data. This curriculum is meant to prepare students for Honors English II or Advanced Inquiry upon entering high school.

At the high school level, Credit by Demonstrated Mastery (CDM), Honors courses, College and Career Promise (CCP) courses, Advanced Placement (AP) courses, International Baccalaureate (IB) program, and dual enrollment provide advanced curriculum and acceleration options which students may self-select in accordance with their interests, goals, and skill sets.

UCPS also offers online courses through the NC virtual school, independent study, NC special schools/programs, and the opportunity for early graduation for high school students. The AIG department offers professional development and follow-up support for guidance counselors and additional staff that deal directly with our high school students.

ENRICHMENT OPPORTUNITIES:

The AIG department offers a resource for parents and students to use to find summer camps and enrichment opportunities outside of UCPS on the AIG Department website. These opportunities are also communicated with families.

ENRICHMENT UNITS:

UCPS is continuing to pilot a K-3 enrichment program for young students using the Primary Education Thinking Skills (PETs) curriculum. PETs is a systematized enrichment and diagnostic thinking skills program that is integrated into existing primary level curriculum. This program exposes all students in the pilot grade levels to critical thinking skill building activities aligned to the North Carolina Standard Course of Study (NCSCoS) and serves a dual purpose of helping in the identification of academically or intellectually talented students, as well as teaching all students higher-level thinking skills.

UCPS also has a variety of materials and resources teachers can use to address student needs including how to build thinking skills such as Primary Education Thinking Skills (PETS) and the Building Thinking Skills Series. Contact the AIG Department for a complete list.

UCPS is exploring an option to pilot a STEAM Problem Based Learning curriculum in pilot Title 1 schools through a Javits grant, if accepted.

DIFFERENTIATED UNITS:

The AIG Department offers Jacob's Ladder, Junior Great Books, and Great Books as resources to enrich and extend the North Carolina Standard Course of Study (NCSCoS) for high-ability students in reading for K-12.

The AIG Department offers Singapore Math as a resource to enrich and extend the NCSCoS for high-ability learners in mathematics for K-3 and 6-8.

The AIG Department also offers resources for problem-based learning and differentiation through individualized student choice boards and additional suggestions for differentiated assessment.

The AIG Department is exploring options for developing and/or selecting a variety of research-based supplemental resources that augment curriculum and instruction in other content areas.

*** Practice D**

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

UCPS is building off of previous district-wide staff training using the Dufour's Professional Learning Community (PLC) framework as the district shifts towards the Professional Learning Communities Plus (PLC+) Model. PLC+ uses a practical and evidence-based framework to refresh current collaborative structures and elevate the functioning of professional learning communities. With an emphasis on equity and activation, PLC+ uses deep discussions and thoughtful reflection to empower teachers to build agency and remove learning barriers to accelerate student learning

in the classroom and activate their own learning. All schools have teachers meet in grade level/content area PLCs at least twice a month.

During these PLC+ meetings, educators discuss the development of Future-Ready Skills including culturally responsive instruction, critical thinking, communication, collaboration, creativity, curiosity, and leadership outcomes of student learning. These Future-Ready Skills are aligned with the UCPS Portrait of a Graduate.

The AIG Department has continued this training by providing an opportunity for AIG teachers to meet at least three times a year to specifically address culturally responsive instruction, gifted education pedagogy, and meeting the needs of gifted learners. During the AIG PLCs, teachers also meet to discuss Future-Ready Skill development (critical thinking, communication, collaboration, creativity, curiosity, and leadership) through the use of differentiation strategies in the classroom. This professional development is also woven into the AIG Department's monthly meetings with AIG teachers.

In addition to the extensive focus on the development of these skills through various district initiatives, the AIG Program emphasizes and provides high-level classroom experiences designed to reinforce and apply these Future-Ready Skills. As the efforts to expand access to classroom technology continues throughout the district, AIG teachers will continue to share best instructional practices with one another as they relate to the gifted learner.

The AIG Department supports the UCPS globalization effort by providing culturally-diverse studies of literature, art, and global issues through the curriculum activities, projects, and research presentations developed by the students. Critical thinking, communication skills, collaboration skills, creativity of thought, question-generating skills, leadership skills, problem-finding skills, problem-solving skills, and decision-making skills are the foundation of gifted education pedagogy and are evident in all lessons and assessments.

Students are provided opportunities and resources to work in flexible groups to collaborate, communicate, and negotiate with one another to produce presentations that demonstrate real-world learning. These experiences are shaped in a variety of ways as determined by the school. These include but are not limited to:

- Culturally-responsive instruction
- Debate
- Differentiated assessment

- Differentiated instruction
- Extended field trips
- Flexible grouping
- Global communication/collaboration activities (ie. e-pals, sister schools, Skype, distance-learning, and other technology-based communication options)
- Google-based learning applications
- Problem-based learning
- Service-learning initiatives
- Shared-inquiry activities
- Socratic seminars
- Universal themes

To encourage Future-Ready Skills development with technology use, schools, AIG teachers, and AIG students are encouraged to share these experiences with others by posting video segments, Tweets, Snapchats, website feature stories with hyperlinks, etc. to school-based communication sites such as Google, Facebook, Twitter, and/or school websites.

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

Primary placement of AIG students in language arts and mathematics is based on their identification type. Student placement in other courses is determined by the school administration.

AIG teachers share their ongoing assessment strategies during general education professional development meetings and the AIG PLCs. These strategies, along with others that are recommended, will comprise a set of tools that the AIG Teacher can rely on to properly identify individual students' strengths and areas of need. Local assessments (i.e. benchmark testing, reading records, etc.) are used to help determine the AIG students' skills in both reading and math. Pre-assessments should be used to help teachers determine which content can be compacted for some and provided through direct instruction for others. In many cases, the AIG Department in collaboration with the teachers, creates benchmark assessments since the sequence of instruction in an AIG classroom does not always follow the general education classroom. Data from ongoing assessment, both formative and summative, is used to aid in flexible grouping practices.

AIG teachers work with the curriculum framework, pacing recommendations, and resource guides to help inform instructional practices when differentiating the curriculum for gifted learners. The use of universal themes and generalities, stated within the resource guides, helps to provide a framework to aid in the differentiation of curriculum for high-ability students and to stay aligned with the extension and enrichment of the North Carolina Standard Course of Study (NCSCoS), the AIG replacement curriculum, and the curriculum framework of the AIG Department. The AIG PLCs provide opportunities for AIG teachers to discuss and collaborate regarding AIG curriculum, resource guides, universal themes and generalities, and best practices for gifted learners. PLC collaboration provides opportunities for teachers to support student learning through differentiation and intentional flexible grouping.

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

UCPS uses a computer-based application to provide students a variety of tools for student achievement through academic planning and SEL support to meet the needs of the whole child. These tools are located in Family Connection, a website for students and families to access online resources, communicate with school staff, and collaborate on college and career readiness activities to connect student goals with future outcomes.

In addition to computer-based applications, the following resources are used for addressing the affective needs of gifted learners at UCPS:

- Bibliotherapy
- Bloom's Affective Domain of Learning

- CASEL Framework (Collaborative for Academic, Social, and Emotional Learning)

- Executive Functioning Skills Development
- Guidance Services
 - Habits of Mind (Art Costa)
- Metacognition Skill Development
- Self-Regulation Skill Development
- Simulation Experiences
- Thinking Hats (Edward DeBono)

Guidance services designed specifically for gifted learners begin in the elementary years where class sessions are scheduled each semester to directly address issues affecting gifted students. The specific topics are generated from student and teacher input. In general, the topics frequently address underachievement, self-esteem, perfectionism, peer interaction, and giftedness in poverty and diverse cultures.

Guidance counselors play an integral part in the decision-making process associated with subject or grade acceleration as well as placement into AIG Services. As a part of the AIG Team at each school, the guidance counselor ensures the social-emotional needs of gifted learners are considered in all placement decisions.

Guidance services also reach out to the parent community to meet the needs of gifted learners. Parents will frequently seek out support and resources from the school guidance counselor when addressing and planning for their child's future. The AIG plan provides support for guidance services by providing professional development and other resources, which directly address the social and emotional needs of gifted learners.

Career counseling plays an equally important role for gifted students as they grow in age and develop maturity. Career development is a lifelong process by which individuals develop and refine their self-identity as it relates to life and employment decisions. Middle grades students have reached a critical age where they can explore career decision making and develop future educational plans. Career development experiences for middle grades students are designed to be exploratory in nature and do not develop specific skills.

At the high school level, guidance services are increasingly important in supporting the students and their families through processes which affect future career choices and opportunities for gifted learners. Guidance services provide individualized guidance to students as they select their high school courses (choosing Honors classes, Advanced Placement (AP), International Baccalaureate (IB), or College and Career Promise (CCP)), apply to special North Carolina Schools, research their college choices, apply for college, consider career choices, consider dual enrollment, and/or consider early graduation. Guidance counselors are essential to AIG services and meeting the social-emotional needs of gifted learners.

In the AIG classroom, the AIG teacher has been given resources and training in the use of bibliotherapy to help students address specific topics of interest. Through bibliotherapy students can find other examples of gifted students dealing with similar issues in their lives and look for potential ways to manage and handle those same circumstances in their own lives.

The AIG teacher also uses strategies associated with Bloom's Affective Domains of Learning, metacognition strategies, self-regulation strategies, executive functioning skills, and differentiated instructional strategies to build skill sets associated with social-emotional learning, such as communication, collaboration, critical thinking, and creativity in thought. These strategies are predominantly used within the gifted classroom with an AIG teacher in grades 4-8.

UCPS is continuing to explore options for K-3 and 9-12 support with instructional practices for supporting an affective curriculum.

* **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.

Each school's AIG Team is responsible for developing an AIG Services Enrichment Plan to address and meet the needs of high-ability learners in grades K-3. The AIG Services Enrichment Plan is documentation of intentional talent development services. The developed Services Enrichment Plan must be submitted to and approved by the AIG Director prior to the launch of enrichment services. Schools may include the Primary Education Thinking Skills (PETS) program (pilot dependent), utilize the AIG teacher as an enrichment provider and/or collaborator with the general education teacher, or use other evidence-based models proven effective for high-ability learners to provide better opportunities for possible future identification. Schools may opt to use whole group or flexible grouping for enrichment and/or extension opportunities for young students (K-3).

Title I schools that participated in phase one of the Primary Education Thinking Skills (PETS) pilot enrichment service for K-3 students will continue to develop the program. For phase two of the pilot, more Title I schools will enter phase one of the pilot.

Schools will be participating in the Talent Unleashed: Abilities Revealed Javits Grant, to develop creative thinking, inquiry skills, and future-ready skills through the use of a STEAM problem-based learning curriculum that supports students K-3, if the proposal is accepted.

Schools not participating in the PETS or Talent Unleashed pilots can use the recommendations and suggestions provided in our Diversity of Gifted Education Webinar Series, Introduction to Gifted Education Webinar Series, and the Frequently Asked Question Webinar Series for Administrators.

K-3 WHOLE GROUP ENRICHMENT AND/OR EXTENSION MODEL:

To enrich and extend the North Carolina Standard Course of Study (NCSCoS) for all students in a classroom, general education teachers should use data from classroom assessments to determine the need(s) for enrichment and/or extension. The general education teachers provide differentiated instruction for the enrichment and/or extension activity to meet student needs. The general education teachers can collaborate with the AIG teacher to discuss resources and/or additional support measures needed to guide student learning with enrichment and/or extension activities.

The PETS program offers whole-group enrichment instruction in different thinking skills for students in grades K-3. Students who display repetitive use of the featured thinking skill are placed in small flexible groups for further enrichment and extension instruction. Data is collected on the students who participate in small flexible groups in a behavioral portfolio.

K-3 FLEXIBLE GROUPING ENRICHMENT AND/OR EXTENSION MODEL:

When selecting students for small flexible grouping, consideration must be given to the type of activity and desired learning outcomes as well as student-demonstrated performance with the skills and tasks leading up to the enrichment and/or extension opportunity. A teacher must compare students to the “typical” same aged peers and select those

students who are operating with skill sets that are above average level with abstract learning, critical thinking, decision making, problem finding, problem solving, reasoning skills, mental speed, memory, and/or advanced proficiency in curriculum content. The student may display interest in experimentation, imaginative play, persistence, expression of original ideas in unusual ways, active listening, acting responsibly as a leader, staying calm during disagreements among peers, and/or inspiring the trust and cooperation of others.

Further suggestions for K-3 identification of flexible grouping enrichment and/or extension opportunities:

- Use the observation forms within PETs to identify students for small group enrichment instruction and/or extension instruction.
- Identify the top 10% of students in the grade level using the Gifted Characteristics Observation Form or a Rating Scale.

It is highly suggested that the AIG teacher and the general education teacher help students who are consistently selected for flexible grouping in developing a portfolio of student work for the purpose of alternative assessment and Pathway 3 consideration when they get to third grade. The portfolio is used as part of the screening process that could result in formal identification. Student portfolios should be kept by the AIG teacher through elementary school.

The Talent Unleashed Javits Grant is targeting the top 10% at each of the piloting schools to determine alternative methods of identification for traditionally underrepresented groups in grades K-3, if the proposal is accepted.

* **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.

In grades K-3, UCPS uses research-based supplemental curriculum materials to support gifted and advanced learners in the general education classroom. These students can receive consultative services if further differentiation is needed. UCPS has some pilot opportunities for Title 1 schools previously discussed in Standard 3, Practice G.

In grades 4-8, UCPS uses a research-based, value-added replacement curriculum in the AIG classrooms that is designed to address the academic and intellectual needs of gifted learners.

As students move into high school coursework and into grades 9-12, content-area curriculum is compacted and accelerated based on student choices. Students select courses based on their post-secondary goals.

The AIG department collaborates in a variety of ways:

AIG TEAM AT THE SCHOOL:

The AIG Team is a group of educators dedicated to supporting the implementation of the AIG program at each school. Each school has an AIG team to ensure that the local plan is properly implemented. The AIG team members ensure that gifted students are identified, appropriately placed, and their needs are being met. The school-site AIG Teams consist of five members selected by the principal or designee. For elementary school, the AIG Team consists of two general education teachers (one K-3 teacher, one 4-5 teacher), a guidance counselor, an AIG teacher, and an administrator. In middle school, typically there is one AIG Team per grade level. The AIG Team consists of one general education teacher, two AIG teachers (one reading, one math), a grade level counselor, and an administrator. The AIG Team members support the AIG Department in implementing the local plan and supporting stakeholders by:

- Understanding the local AIG plan.
- Understanding the NCDPI definition of “gifted” under Article 9B (N.C.G.S. § 115C-150.5).
- Understanding characteristics of gifted learners.
- Developing the school’s Services Enrichment Plan.
- Discussing and supporting enrichment opportunities for students.
- Evaluating student portfolios.
- Reviewing student Differentiated Education Plans (DEPs) or Individualized Differentiated Education Plans (IDEPs).
- Supporting AIG teachers and AIG parents.

- Supporting general education teachers.
- Collaborating with the AIG Department.

The AIG Team is provided professional development through a series of webinars posted on the AIG Toolbox Website for school administrators. These webinars include training on the local plan, identification processes, characteristics and common issues with gifted learners, specifics of the AIG curriculum and differentiation, and supporting stakeholders.

The AIG Team collaboration supports the school in developing an AIG Services Enrichment Plan (SEP) to support K-3 and intentional talent development services. This provides a variety of additional services to support the academic and intellectual needs of learners who may not be formally identified.

AIG TEACHER:

The AIG teacher is our AIG Specialist and the primary interface between district leadership, school leadership, the AIG Team, general education teachers, students, and their parents. The AIG teacher responsibilities extend beyond the classroom to support the implementation of differentiated curriculum and instruction by:

- Providing professional development to general education teachers in order to expand the use of available enrichment resources across grade levels. This is an effort made to provide acceleration and/or differentiated curriculum for advanced learners in general education classrooms.
- Collaborating with school staff members to increase AIG awareness about the unique needs of gifted learners (academically and social-emotionally) at school PLCs, staff meetings, etc.. Discussion topics may include ongoing assessment data, instructional materials, differentiation strategies, planning, etc.
- Collaborating with the guidance counselor to plan classroom guidance sessions.
- Collaborating with the AIG Team to discuss students who have been accelerated or are under consideration for acceleration, AIG placements, student needs, etc.
- Collaborating with Exceptional Children (EC) Services for twice-exceptional (2e) students.

- Collaborating with English as a Second Language (ESL) Services for culturally diverse students.
- Collaborating with other AIG teachers at least three times a year within an AIG PLC to discuss common issues with gifted students, Future-Ready Skills, ongoing assessment, gifted instructional materials, best practices for gifted differentiation strategies, etc.
- Collaborating with the AIG Department at our monthly AIG meetings that provide additional professional development regarding the specific needs of gifted students (cognitive, affective, creative, etc.).
- Supporting the school's AIG Team, principal, counselor, parents/guardians, and general education teachers with evidence-based best practices for gifted learners.
- Supporting K-5 enrichment to accommodate the school's Enrichment Services Plan (schedule permitting). This may include the AIG Teacher serving as an enrichment block facilitator (not for remediation). In this capacity, the students are pre-assessed for mastery and then flexibly grouped for enrichment throughout the year. These groups frequently consist of students who are not formally identified as gifted. These flexible groups are sometimes referred to as Academic Exploration (AE) or Advanced Content Time (ACT) as part of the school-based Services Enrichment Plan.

AIG teachers serve as the AIG plan ambassadors. Collaboration with all the aforementioned stakeholder groups helps to localize services to the community in which the school serves.

UCPS is exploring options on how to get more AIG licensed personnel in the schools to better support collaboration and services.

AIG DEPARTMENT:

The AIG Department will continue efforts to increase collaboration between different departments and stakeholders to improve the AIG Program and best meet the needs of our gifted learners. Efforts include, but are not limited to:

- Collaborating with stakeholder groups.

- Collaborating with other departments within UCPS to discuss common issues and needs of gifted learners such as ESL, EC, Title 1, Latino Outreach, McKinney-Vento, etc.
- Developing a communication plan to increase collaboration between the AIG Department and its stakeholders to improve support for addressing the needs of gifted learners.
- Developing a curriculum framework to increase understanding that the North Carolina Standard Course of Study (NCSCoS) is enriched and extended through the replacement curriculum within AIG-specific classrooms.
- Developing a professional development framework to support specific stakeholders with a myriad of information and opportunities to learn about the different types of gifted learners, differentiation strategies, our local plan, and frequently asked questions.
- Facilitating the AIG Academy blended online course for general education teachers that leads to an AIG certificate and support for the AIG Praxis.
- Facilitating and supporting the work of the Talent Unleashed committee to increase awareness, access, and opportunity to address the excellence gap in UCPS.
- Collecting data to drive decision-making processes with AIG Stakeholders.
- Developing recommendations for district improvements in serving gifted students.

K-12 INSTRUCTIONAL COACHES:

UCPS is exploring options for developing teaching and learning sessions to get instructional coaches better versed in supporting advanced and gifted learners in grades K-12.

COUNSELORS:

UCPS is exploring options for developing awareness of, and open opportunities to students who have a demonstrated need for accelerated learning as well as offering better social-emotional support for gifted learners. UCPS is targeting counselor support for high school course selection through the use of the Planning for College While in High School document. The purpose is to make AIG Stakeholders aware that AIG students may have different needs and opportunities when it comes to course selection and meeting the high school graduation requirements.

The AIG Department collaboration with various stakeholder groups informs and clarifies the academic and intellectual needs of gifted students. This collaboration often results in intentional differentiation for gifted students. Student data is reviewed to determine if and when adjustments need to be made to improve services.

* **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.

A student plan that articulates the differentiated curriculum and instruction services is matched by the identification type of the AIG student. For students identified as AM, AR, or AG, their student plan is called a Differentiated Education Plan (DEP). For students identified as AI or IG, their student plan is called an Individualized Differentiated Education Plan (IDEP). These documents are reviewed annually to ensure effective programming, provide a continuum of services, and support school transitions.

AM, AR, & AG STUDENT PLAN: DEP

The DEP is a student plan that outlines the specifics of the students' differentiated education program through learning environment, content modifications, and enrichment opportunities. Parents/guardians sign a DEP to agree to gifted services for their child once the student has met the identification criteria in at least one area of service. This document is re-signed by the parent/guardian when the student qualifies for another area of service, enters middle school, or enters high school. The parent/guardian does have the option to opt out of services by signing a DEP. If a parent/guardian decides to opt out of gifted services, the student will need to re-qualify for services.

Each school holds a curriculum night in which the AIG teachers discuss the specifics of differentiated services offered to gifted learners on an annual basis.

AIG STUDENT PLAN: IDEP

The IDEP is a student plan that outlines the specifics of the students' differentiated education program through learning environment, content modification, enrichment opportunities, and specific recommendations for targeted strategy use based on individual student need. Parents/guardians sign an IDEP to agree to gifted services for their child once the student has met their identification criteria in at least one area of service.

The initial agreement to services with the IDEP starts a twelve-week in-depth evaluation of the student to individualize instruction for the student and document its effectiveness. The parent/guardian is then invited back to the school to discuss the recommended strategies. The parent/guardian signs the IDEP for the second time agreeing to services, or opts out of gifted services.

Each IDEP is reviewed at the end of the school year by the AIG Team to determine the recommended strategies based on student success for the following school year. These recommendations are discussed with the parent/guardian at the start of the new school year. The parent/guardian signs the IDEP annually either agreeing to services or opting out of services. If a parent/guardian opts out of services, the child will need to re-qualify for services.

ACCELERATION STUDENTS

K-3 acceleration students receive a Differentiated Education Plan (DEP) that outlines the service model, content modifications, and enrichment opportunities. The DEP is signed by the parent/guardian upon recommendation for subject and/or whole-grade acceleration. The DEP is reviewed annually with parents/guardians to ensure that subject and/or whole-grade acceleration is an appropriate placement. Within this process, the AIG Teacher offers consultative services to support the general education teacher with the acceleration student. The DEP for K-3 identified acceleration students transitions into an IDEP in grades 4-8.

Grades 4-8 acceleration students receive an Individualized Differentiated Education Plan (IDEP). The IDEP outlines the services, content modifications, and additional support services provided to the student. It is reviewed annually with parents/guardians to ensure that subject or grade acceleration is an appropriate placement and that student needs are being met. The AIG teacher offers consultative services to support the general education teacher with the acceleration student. Parents/Guardians sign the IDEP when the student is identified as an acceleration student in

grades 4-8 and/or when the student transitions from elementary school to middle school or from middle school to high school.

TRANSITIONS BETWEEN LEVELS:

A team of AIG and general education teachers work together to vertically align the continuum of services for students as they transition out of enrichment groups into gifted services, and/or from elementary to middle, or from middle to high school.

UCPS is continuing to pilot K-3 enrichment services at select schools to explore options for developing a talent development student plan. A team of AIG teachers and general education teachers will work together to make recommendations to vertically align the continuum of services for students as they transition out of enrichment services into the general education classroom or gifted services.

UCPS is continuing to explore options for 6-12 career and course selection counseling through guidance sessions, the use of a computer based application, and the Planning for College While in High School Document. A team of AIG stakeholders will work together to make recommendations to vertically align the continuum of services for students as they transition from middle to high school. The outcome of this collaboration will lead to a revised student plan for high school students.

UCPS is exploring options to re-open summer AIG boot camps for newly qualified and new to UCPS students. These boot camps explore key elements of the AIG curriculum to get students ready for the school year.

*** Ideas for Strengthening the Standard**

- Continued Collaboration with Stakeholders
- Exploring options for K-3 and 9-12 social-emotional support (affective curriculum)
- Improving K-3 Enrichment Services
- Refining the AIG Services Enrichment Plan

- Supporting and examining the Primary Education Thinking Skills (PETs) enrichment services pilot data for possible extension into other schools.
- Refining the AIG Communication Plan
- Developing the Talent Development Student Plan
- Developing Career and College Counseling with counselors to support students
- Refining the Planning for College While in High School document
- Exploring materials, resources, and options for other content areas for possible gifted services

Planned Sources of Evidence

- * Gifted Services Learning Outcomes & Curriculum Framework
- * AIG Documentation
- * AIG Services Enrichment Plan (SEP)
- * AIG Teacher Website
- * AIG Toolbox Website
- * Curriculum Resources & Enrichment Resources
- * Guidance Lesson Reports
- * Planning for College While in High School document
- * Spring Screening Data Collection
- * Student Assessment Data (formative and summative)
- * Stakeholder Survey Data

Type	Documents	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A		<ul style="list-style-type: none"> ● <u>AIG Curriculum Framework & Learner Objectives</u> ● <u>AIG Services Curriculum Materials & Resources</u> ● <u>AIG & U-Planning for College While in High School Guidebook</u>

Standard 4: Personnel and Professional Development

Union County Public Schools (900) 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.

UCPS employs at least two AIG licensed AIG Coordinators to work under the supervision of the AIG Director (also AIG licensed) at the Central Services level to provide district-wide AIG program coordination.

AIG DIRECTOR:

The AIG DIRECTOR is the leader of the AIG department. The AIG Director is responsible for providing district level oversight and support to district leadership, school-site leadership, AIG coordinators, AIG teachers, AIG teams, AIG Parent Advisory Council, parents of AIG students, local School Board, and NCDPI. The support provided by the AIG Director includes but is not limited to:

- Attending professional conferences and/or regional/state meetings to gather and disseminate up-to-date information about issues, methods, trends, and policies related to gifted education.
- Communicating evidence-based best practices in gifted education.
- Communicating with AIG stakeholders about local, state, and national issues concerning gifted students.
- Developing and monitoring a budget using allocated funding.

- Facilitating and/or attending AIG Parent Advisory Council (PAC) meetings.
- Facilitating and/or attending AIG Teacher Advisory Council (TAC) meetings.
- Monitoring curriculum support for AIG reading and math in elementary and middle grades. Also monitoring curriculum support for high school AP/Honors and IB teachers as appropriate.
- Monitoring effective and efficient delivery of AIG testing practices and overseeing the department database.
- Monitoring the licensure status of AIG teachers.
- Monitoring performance growth of AIG students as evidenced in End of Grade (EOG), End of Course (EOC), Advanced Placement (AP) Exams, International Baccalaureate (IB) testing, and additional assessments that measure growth as appropriate for gifted learners.
- Monitoring professional development for all AIG stakeholders.
- Monitoring selection, training, and delivery of differentiation in the AIG classroom and acceleration services.
- Monitoring testing instruments and overseeing the K-12 AIG testing program, including training, inventory, and security of testing materials.
- Monitoring the screening procedures and overseeing the K-12 annual screening process, including training, teacher assistance, and educating stakeholders.
- Providing assistance and recommendations for AIG staff employment.
- Providing continued support to AIG stakeholders by answering questions, addressing concerns, or assisting with situations that may occur at schools to ensure compliance with state and local processes.
- Providing district level dissemination of process guidelines for Early Kindergarten program.
- Researching programmatic issues for continuous improvement, best practices in gifted education in student identification, program design, and service delivery methods.

AIG COORDINATOR:

The AIG COORDINATOR reports to the AIG Director and is responsible for providing district level oversight and support to the district leadership, school-site leadership, AIG director, AIG specialists, AIG teachers, AIG teams, AIG parent advisory council, parents of AIG students, local School Board, and NCDPI. The support provided by the AIG Coordinator includes but is not limited to:

- Attending professional conferences and/or regional/state meetings to gather and disseminate up-to-date information about issues, methods, trends, and policies related to gifted education.
- Communicating evidence-based best practices in gifted education.
- Communicating with AIG stakeholders about local, state, and national issues concerning gifted students.
- Coordinating selection, training, and delivery of differentiation in the AIG classroom and acceleration services.
- Coordinating professional development for all AIG stakeholders.
- Ensuring effective and efficient delivery of AIG testing practices and managing a department database.
- Evaluating testing instruments and monitoring K-12 AIG testing program, including training, inventory, and security of testing materials.
- Evaluating and coordinating the screening procedures and coordinating K-12 annual screening process, including training, teacher assistance, and educating stakeholders.
- Facilitating and/or attending AIG Parent Advisory Council (PAC) meetings.
- Facilitating and/or attending AIG Teacher Advisory Council (TAC) meetings.
- Maintaining accurate records including student assessment, student identification, student differentiated education plans, and communicating results to stakeholders.

- Providing continued support to AIG stakeholders by answering questions, addressing concerns, or assisting with situations that may occur at schools to ensure compliance with state and local processes.
 - Providing curriculum support for AIG reading and math in elementary and middle grades. Also providing curriculum support for high school AP/Honors and IB teachers as appropriate.
 - Providing district-level dissemination of process guidelines for the Early Kindergarten program.
 - Receiving and distributing AIG resources and curriculum materials.
 - Researching programmatic issues for continuous improvement, best practices in gifted education in student identification, program design, and service delivery methods.
- In addition to the AIG Director and the minimum of two AIG Coordinators, there is a minimum of one AIG licensed teacher at each elementary and middle school.

AIG TEACHER:

Elementary AIG licensed teachers are responsible for providing a replacement curriculum in gifted education classes for identified AIG students in both math and reading in grades 4-5. These teachers are also responsible for monitoring the program, adhering to compliance requirements including documentation of all phases of the program, maintenance of student files (both hard copy and electronic copy), and providing guidance and support for the AIG Team. Additional licensed personnel are added as enrollment demands increase and/or budget allows. This includes but is not limited to enrichment services for K-3 students, talent development options for K-5 students, and/or program expansion into other content areas.

Middle School AIG licensed teachers are responsible for providing a replacement curriculum in gifted education classes for identified AIG students in English Language Arts (ELA) and accelerated content for identified AIG students in Mathematics in grades 6-8. These teachers are also responsible for monitoring the program, adhering to compliance requirements including documentation of all phases of the program, maintenance of student files (both hard copy and electronic copy), and providing guidance and support for the AIG Team. Additional licensed personnel are added as enrollment demands increase and/or budget allows. This includes but is not limited to talent development options for 6-8 students and/or program expansion into other content areas.

UCPS is developing options for there to be a minimum of one AIG licensed teacher at each high school to monitor gifted services, adhere to compliance requirements including documentation, conduct maintenance of student files, provide instructional support, and provide support to counselors to address social-emotional needs of gifted learners. Our goal is to start with district-wide professional development for all educators and partner with the school counselors to generate a greater awareness of gifted student needs.

AIG SPECIALISTS:

UCPS is piloting programs to support gifted and advanced learning in grades K-3. The pilot programs are targeted at Title 1 schools and use the Primary Education Thinking Skills (PETS) program where all students have access to critical thinking skill instruction. Students who demonstrate a need for further instruction get pulled for small group instruction. The AIG Specialists facilitate the lessons and coordinate with general education teachers to support students with demonstrated need. Participating schools were selected based on the principal's support.

AIG TEAM:

Each elementary and middle school has an AIG Team. The AIG TEAM is a group of educators dedicated to supporting the implementation of the AIG program at each individual school. The AIG team members ensure that gifted students are identified, appropriately placed, and their needs are being met. AIG team members are usually appointed by the principal or designee and are composed of five members that represent a variety of educators: the school's principal or designee, guidance counselor, general education teacher(s) and the AIG teacher(s).

UCPS is developing options for there to be an AIG Team at each high school to uphold the same responsibilities of AIG Teams in elementary and middle schools.

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

The AIG Teacher is the AIG-licensed specialist at each school. The primary responsibility of the AIG teacher is to provide direct services to gifted learners. This includes all AIG licensed teachers paid from either state or local AIG

funds. Principals have the discretion to use local school funds to provide tuition reimbursement and/or Praxis reimbursement to support teachers seeking AIG licensure.

AIG teachers are expected to attend regular meetings and local training concerning: the AIG program; characteristics of gifted students; meeting the needs of gifted learners; any training offered for their content area level; and/or meet the requirement for licensure renewal (i.e. Acceleration practices, Advanced Placement (AP) training, AIG math differentiation, AIG Professional Learning Community (PLC), CEU requirements, differentiation strategies, International Baccalaureate (IB) training, Primary Education Thinking Skills (PETS), shared-inquiry, social-emotional needs, etc.).

AIG teachers are to have classroom instructional time, planning time, and collaboration time in their daily schedule without additional duties and responsibilities which do not serve the gifted learner.

Each fall, the AIG teachers are to submit a copy of their schedule to the AIG Director for review and approval. Teachers submit their schedule on the Key Information Form that:

- Requests the number of AIG-identified students and general education students placed into each class the teacher teaches
- Requests the names of the members of the AIG Team for their school
- Requests the numbers of AIG-identified students in the grade level by identification type

The following components must be reflected in the AIG teachers' schedule:

ELEMENTARY AIG TEACHER: Full 7.5 hour day

Adequate time should be included in the elementary AIG teachers' daily schedule to provide at least 60 minutes daily of replacement curriculum gifted instruction in each class for reading and for math instruction. If the school schedule allows, additional time for gifted learners to be with the AIG teacher is always beneficial.

Additional duties are assigned at the principal's discretion and should consider the additional time AIG teachers need to plan for and implement replacement curriculum instruction, monitor the program and student progress, adhere to compliance requirements including documentation of all phases of the program, maintenance of student files (both hard copy and electronic copy), communicate with families, test students, collect student data for screening, and

provide guidance and support for the AIG Team as well as other staff members. Additional duties could include, but are not limited to:

- Instructional and social-emotional support for gifted learners
- K-3 enrichment services
- K-5 talent development services
- Monitoring and support for whole grade and/or subject accelerated students
- Supporting the school and families with evidence-based best practices in gifted education and inquiries about gifted services

MIDDLE SCHOOL AIG TEACHER: Full 7.5 hour day.

Adequate time should be included in the middle school AIG teachers' daily schedule to provide at least 60 minutes daily of replacement curriculum gifted instruction in reading and/or accelerated content in math. If the school schedule allows, additional time for gifted learners to be with the AIG teacher is always beneficial.

Additional duties are assigned at the principal's discretion and should consider the additional time AIG teachers need to plan for and implement replacement curriculum instruction, monitor the program and student progress, adhere to compliance requirements including documentation of all phases of the program, maintenance of student files (both hard copy and electronic copy), communicate with families, test students, collect student data for screening, and provide guidance and support for the AIG Team as well as other staff members. Additional duties could include, but are not limited to:

- Instructional and social-emotional support for gifted learners
- 6-8 enrichment services
- 6-8 talent development services

- Monitoring and support for whole grade and/or subject accelerated students
- Supporting the school and families with evidence-based best practices in gifted education and inquiries about gifted services

HIGH SCHOOL:

UCPS is developing options for there to be a minimum of one AIG licensed teacher at each high school to monitor gifted services, adhere to compliance requirements including documentation, conduct maintenance of student files, provide instructional support, and provide support to counselors to address social-emotional needs of gifted learners.

UCPS is also exploring options to provide specialized professional development for honor's course teachers, AP teachers, and IB teachers to support the needs of gifted students. Specialized PD can include, but is not limited to self-paced Canvas courses, site visits, and/or the AIG Academy.

OTHER:

General education teachers who successfully complete the local endorsement program known as the AIG Academy, have the opportunity to take the AIG Praxis for AIG licensure. If the teacher passes the Praxis within one year of completing the course, the AIG Department will reimburse the cost of the Praxis.

This process helps to increase the number of AIG licensed teachers to serve gifted students in more classrooms across the district.

* **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.

The AIG Department has a Professional Development Plan (PDP) that includes strategies, desired goals, and desired outcomes associated with professional development of educators. The PDP is revisited annually to directly address

stakeholder feedback and expressed needs concerning gifted services, supporting gifted learners, and sharing best practices and/or gifted resources. The PDP is a part of the professional development framework which establishes goals for each interaction with a group of stakeholders. Each type of professional development has desired outcomes targeted to better understanding about gifted education, gifted learners, and gifted programming. The professional development framework was developed as a response to the program evaluation conducted by Dr. Joyce VanTassel-Baska, as requested by UCPS in 2018. The professional development framework is discussed further in [Practice G](#) of this standard.

The AIG Department requires AIG teachers to attend monthly meetings as these teachers assume an enhanced role in the delivery of the AIG professional development in their school to staff and parent groups through various avenues such as curriculum nights, professional learning communities (PLC), open houses, parent nights, staff meetings, etc. Presentations used by the teachers have been developed centrally and shared with AIG teachers on our AIG teacher website in an effort to have a reliable and consistent message shared across the district. Training has been provided to AIG teachers on how to deliver the information and how to address questions specific to AIG. AIG teachers are also provided recommended professional development opportunities such as:

1. North Carolina Association of Gifted and Talented (NCAGT) annual gifted conference
2. Three AIG PLC meetings dedicated to best practices in gifted education, curriculum development, and assessment strategies.
3. Vertical alignment meetings
4. Virtual webinars about concerns and issues in gifted education, our local plan, and how to address the academic, intellectual, and social-emotional needs of gifted learners.
5. Universal Screener Results and differentiation
6. AIG Department meetings

Classroom teachers, instructional specialists, student services personnel, and school administrators are provided recommended professional development opportunities:

- Facilitated book studies about differentiation and meeting the needs of gifted learners

- School-site training that leads to increased awareness about AIG, access points, and opportunities for gifted and talented students
- Support for AIG licensure through Praxis testing and local endorsement through the AIG Academy
- North Carolina Association of Gifted and Talented (NCAGT) annual gifted conference
- Virtual webinars about concerns and issues in gifted education, our local plan, and how to address the academic, intellectual, and social-emotional needs of gifted learners
- AIG Toolbox Website and Diversity of Gifted Learners Website that house the recordings of our webinars and additional resources to support district initiatives with the local plan.
- Self-paced Canvas courses that include an introduction to gifted education and more information about the diversity within the gifted spectrum.
- Using universal screener results to differentiate instruction for students.

School administrators are also provided additional training and other presentations at general principal meetings provided by the AIG Director or designee to directly address common concerns with gifted services, develop instructional leadership, and recommendations on how to support stakeholders.

UCPS is developing options for:

- Targeting social-emotional needs of gifted learners through professional development for school counselors using the CASEL Framework (K-12)
- Targeting K-3 enrichment strategies through professional development for pilot schools
- Targeting educators for AIG licensure through localized training professional development
- Targeting 9-12 support for gifted learners through professional development for AP and Honors Courses teachers

*** 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.

AIG Students in grades 4-8 are served in their strength areas in an AIG classroom. AIG students are scheduled into general education classes based on student need as determined at the school level. Schools use cluster grouping to place AIG students in the general education classrooms for the other subject areas (K-12).

The AIG Department is continuously developing localized professional development for all UCPS staff to increase awareness of AIG services, the local plan, and the special needs of gifted learners. We currently offer webinars on characteristics of gifted learners, common concerns in gifted education, evidence-based best practices in gifted education, and our local plan. Every webinar series is posted on the AIG teacher website, listed in the AIG professional development plan (PDP), shared with school administrators in the UCPS leadership memo, shared with AIG teachers, and AIG-PAC members. Each of these stakeholders are encouraged to share webinar information with all stakeholders.

At the time of writing this plan, the AIG Department is in process of creating self-paced learning modules on Canvas for any UCPS educator to access. Each module uses Kolb's Model of Experiential Learning (1984) a four-stage model that supports teachers in reflecting on and drawing conclusions from hands-on experiences. This model promotes planning to do something different and testing it out and combines everyday classroom experiences with evidence-based best practices. The type of CEU's offered for each self-paced module is dependent upon the topics within each Canvas course.

In an effort to support general education personnel with AIG training, the AIG Department developed targeted localized professional development in the form of an AIG Academy Course. The goal of the AIG Academy Course is to:

1. Increase teacher effectiveness in working with cluster and flexible groups of gifted learners and advanced learners
2. Develop a clear understanding of best practices for supporting individual student needs through evidence-based differentiation practices for gifted and advanced learners

The AIG Academy Course is facilitated by a licensed AIG coordinator and promotes basic understanding of the characteristics, effective instructional strategies, and social-emotional needs of gifted students. This course also supports the implementation of differentiated content and curriculum compacting strategies for gifted and advanced learners in all classrooms. The course is shared with all educators in UCPS via the AIG Department and through district PD channels.

Participants create a portfolio that contains a collection of artifacts that are collected and evaluated by the facilitator(s) of the course using a rubric. The scoring outcome determines if a participant passes the course to attain the four CEUs (2.0 literacy, 1.0 digital, and 1.0 AIG). If a participant does not pass the final rubric scoring, they will be provided an opportunity to complete the work for the CEUs.

An optional module and/or face-to-face support meeting is provided as preparation for the AIG Praxis (5358). Cohort members who successfully complete the AIG Academy Course and pass the AIG Praxis within the same year are eligible to receive reimbursement for the AIG Praxis from the AIG Department.

In successive years, once the cohort participants successfully complete the AIG Academy Course, they assume the role of mentor/advisor for the next cohort of participants.

The AIG Academy Course meets the LEA requirements for an AIG position, however, passing the AIG Academy course is not the same as AIG licensure, nor is it transferable to other school districts. In order for an educator to obtain AIG licensure, they must either:

- a) complete the four required courses at an approved college or university or
- b) pass the AIG Praxis with a minimum score of 157.

The AIG Department has posted the list of educators who have successfully completed the AIG Academy Course on the department website.

Currently, general educators have access to the localized AIG professional development through the district's staff development offerings. UCPS will continue to explore options for making the Canvas micro-courses and the AIG Academy Course required for any teacher new to the district.

Lastly, the district supports ongoing AIG professional development as each stakeholder group is encouraged to participate at the North Carolina Association of Gifted and Talented (NCAGT) annual gifted education conference.

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

The Human Resources Department actively recruits graduates in the field of education from colleges and universities throughout the United States. One factor that has a great impact on student performance is qualified and caring teachers. UCPS actively recruits such persons and educators. A recruitment package that showcases the school system, its programs, and the community at large, is provided to interested candidates on their career day. Recruiting trips are made by the members of the Human Resources Department and school-based staff to ensure diverse and high quality applicants. As a resource to general education teachers, each elementary and middle school has access to a licensed AIG teacher and an AIG Coordinator.

UCPS is exploring options on how to increase the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

BIPOC HOMEGROWN TEACHER JAVITS GRANT (if accepted)

Research indicates that one of the greatest barriers to underrepresented populations, beyond traditional assessment methods, is the teacher as a gatekeeper. For this Javits Grant, Teachers who are Black, Indigenous, and People of Color are encouraged to take AIG licensure coursework for no cost. By providing these teachers with AIG training this project would situate the teachers in a better place to make recommendations for referrals for AIG services, and advocate for their gifted students who are not typically identified through traditional assessment methods. The AIG add-on licensure courses include four virtual college courses provided by East Carolina University.

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

In 2021, UCPS agreed to participate in the Talent Unleashed grant co-sponsored by the Z. Smith Reynolds Foundation and the North Carolina Association of Gifted and Talented (NCAGT) to change mindsets, policies, and practices. Six

pilot districts worked together to examine the issues of underrepresentation, the excellence gap, access to gifted services, and institutional bias.

The UCPS Talent Unleashed Committee is composed of several stakeholders: Title I Specialist, Title I Principal, AIG Director, AIG Coordinators, Director of Accountability and Research, Master Teacher Coordinator, Director of College Readiness, and the UCPS Teacher of the year.

The committee members attend day-long professional development sessions that focus on realizing equity, excellence in gifted education, and strategies to change mindsets, policies, and practices. These sessions occur at least four times a year and are in addition to committee meetings to complete homework assignments that focus on exploring issues, access, opportunities, and accountability.

The work of this grant has culminated with intentional recommendations added into this AIG plan to close the excellence gap with sustainable measures that include the development of focused professional learning opportunities and pilot programs to realize equity and excellence.

At the time of writing this plan, the Talent Unleashed committee continues with their suggestions and recommendations to expand the work of this grant district wide. These recommendations will be presented to the school board and include pieces of professional development, retention and recruitment, and increased collaboration between departments, and services.

As the Talent Unleashed grant continues into the future, UCPS is exploring option for expanding the membership of the Talent Unleashed Committee and providing professional development to stakeholders. The goal of this project is to increase awareness of equity and excellence in gifted education as well as change mindsets, policies, and practices.

*** Practice G**

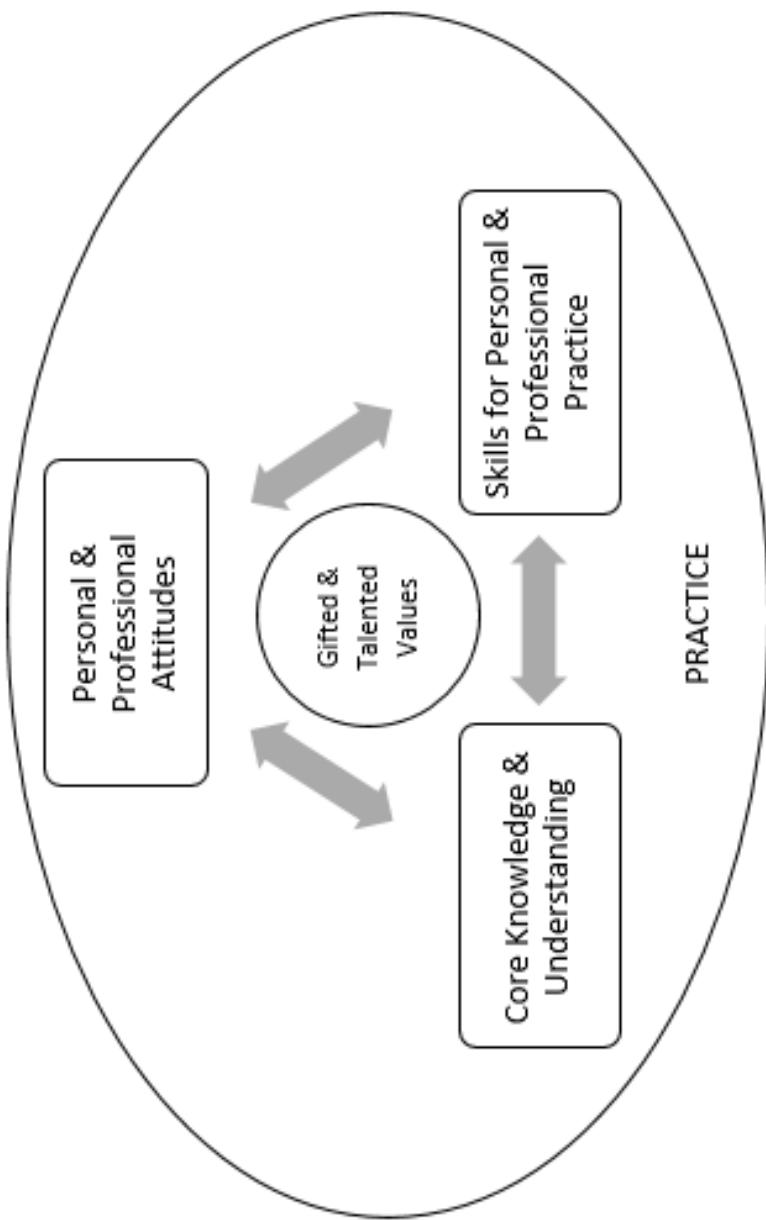
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

The AIG Department has partnered with the district's professional development office for planning professional development. Through this partnership, the AIG Director and AIG Coordinators serve on district committees when strategic vision, mission, and priorities are being set to ensure AIG needs are being heard and considered. AIG

Department members also collaborate with instructional support staff and school support personnel to integrate best practices for gifted and advanced learners across professional development settings and topics.

The AIG Department developed the Professional Development (PD) Framework to share with all departments to aid in the facilitation of PD for all educators across the district. The PD framework establishes goals for each interaction with a group of AIG stakeholders and a general outline of PD requirements for each stakeholder group. Each type of PD has desired outcomes targeted to better understanding gifted education, gifted students, and gifted programming. The AIG Department developed this PD Overview as a response to the formal program evaluation conducted by Dr. Joyce VanTassel-Baska, as requested by UCPS in 2018. The feedback from the evaluation continues to be relevant and in line with the PD goals.

The AIG Department uses the PD Framework, Learning for Sustainability, developed by Strachan (2012). This framework draws on key competencies from a meta-analysis. The PD Framework has four interconnected groups of competencies as shown in the diagram below.



The structure of the PD Framework, Learning for Sustainability (Strachan, 2012).

The “values” of the Learning for Sustainability (LFS) underpin the whole PD Framework as they characterize the view of gifted and talented (G/T) education and supporting those within G/T programs. These values are represented as the circle in the center of the diagram. The domain of “personal and professional attitudes” identifies the attitudes people have towards G/T and the attitudes they will display and promote. The domain of “skills for personal and professional practice” covers pedagogic skills, but also includes skills linked to sustainable behaviors. The concepts under the domain “core knowledge and understanding” encompass the things individuals should understand about G/T students and programming. All of these components are reflected by one’s practice (classroom or otherwise) which affects student/child learning outcomes.

The PD Framework includes a table for general PD requirements for AIG stakeholders. These tables include the stakeholder group, PD description, frequency, venues, and purpose. This table contains the same information below

where each AIG Stakeholder group is explained. AIG Stakeholders can view the PD Framework and the table of PD on the AIG Department website.

The PD Framework establishes objectives for each interaction with a group of stakeholders. Each type of PD has desired outcomes targeted to better understanding of gifted education, gifted and talented learners, and gifted programming. The PD Framework was developed as a response to the program evaluation conducted by Dr. Joyce VanTassel-Baska, as requested by UCPS in 2018. The feedback from the evaluation continues to be relevant and in line with the PD goals of the AIG Department

PD FRAMEWORK OBJECTIVES:

The professional development objectives encompass stakeholder-learning outcomes by participating in PD by the domains of the Learning For Sustainability (LFS) Framework.

Domain 1: Personal & Professional Attitudes--To develop relationships for collaboration to change mindsets, policies, and practices.

UCPS Stakeholders will be able to...

1. Uphold the AIG program as written in the AIG plan.
2. Engage in conversation and collaboration with the AIG Department.
3. Attend professional development opportunities to develop better understanding about gifted and talented students, gifted education, and the AIG program at UCPS.
4. Include the AIG Department in the total school community.
5. Understand that the AIG Department website is a valuable resource for information.

Domain 2: Skills for Personal & Professional Practice--To develop expertise in the use of curriculum materials and strategies developed specifically for gifted learners.

UCPS Stakeholders will be able to...

1. Implement gifted replacement curriculum effectively.
2. Utilize appropriate teaching models/strategies for gifted learners.
3. Use a variety of social and emotional strategies to support gifted learners.

Domain 2: Skills for Personal & Professional Practice--To work with all gifted learners in all of our schools, including special populations (2e, ELL, highly-gifted, low-income, etc.), to support the holistic needs of gifted learners.

UCPS Stakeholders will be able to...

1. Identify and address issues and concerns with special populations of gifted learners.
2. Utilize multiple ways of tailoring instruction to meet the needs of our gifted learners including special populations.
3. Identify and support the social and emotional needs of gifted learners.
4. Recognize common characteristics of diverse gifted learners to recommend students for Pathway 3 consideration.
5. Develop talent development programs to serve advanced students.

Domain 3: Core Knowledge & Understanding--To provide training about gifted students and best practices.

UCPS Stakeholders will be able to...

1. Understand the general characteristics and needs of gifted and talented students.
2. Recognize the diversity within gifted and talented students

3. Collaborate with peers, colleagues, and community members for continued support of our gifted learners.
4. Understand and utilize research-based best practices to inform choices, recommendations, and practice.
5. Promote opportunities for gifted and talented students.

Domain 3: Core Knowledge & Understanding--To provide information and receive feedback about AIG program components.

UCPS Stakeholders will be able to....

1. Articulate the nature of the AIG program with families/guardians.
 2. Understand how the AIG program supports the needs of gifted learners.
 3. Articulate the nature of identification and due process procedures regarding eligibility determination and service(s) decision.
 4. Define a concern within the context of the AIG program.
 5. Create alternative solutions to meet the needs of our gifted students using research-based best practices.
- The intended PD Framework and learning outcomes encompasses the skills stakeholders will possess by participating in PD/training facilitated by the district's professional development office. These goals include the participation of all UCPS stakeholders of the K-12 spectrum to directly meet the needs of our gifted learners which aligns to district initiatives.
- Each of our stakeholder groups have a variety of planned PD offered to them on an annual basis.

ADMINISTRATORS:

The AIG Department offers webinars targeted specifically for administrators to offer support and guidance in implementing the local plan at their school, fielding frequently asked questions, and supporting gifted student learning.

Webinars are offered on an annual basis and shared in the leadership memos. Each webinar is recorded and posted within the AIG Toolbox Website for reference.

Administrators also receive additional training at general principal meetings, district training, and/or leadership summits. The AIG Department also works with administrators to offer further support and guidance as needed.

AIG PARENTS & COMMUNITY MEMBERS:

The AIG Department is exploring options of how to best offer support for our AIG families. The AIG Department is working with the AIG-Parent Advisory Council (PAC) to expand membership to create the Parent Network and develop learning opportunities for parents in each of the district's clusters. This may include, but is not limited to newsletters, book studies, semester meetings, webinars, and/or breakout sessions.

AIG TEACHERS:

Licensed AIG teachers participate in monthly AIG meetings and at least three AIG-specific professional learning community (PLC) meetings a year. During these meetings AIG teachers discuss research-based best practices in gifted education, as well as align their instruction to meet the goals of the local AIG plan and other district initiatives. Topics for discussion during the AIG PLC meetings are generated based on teacher suggestion, student need as reflected in assessment data, and/or district initiatives. PLC meetings do include professional development targeted toward differentiating the North Carolina Standard Course of Study (NCSCoS) for high ability learners and emphasize the unique characteristics of gifted learners such as the social-emotional needs of the varied AIG populations throughout the district.

AIG teachers are included in professional development opportunities beyond the scope of this plan that are provided both at the district and school level. This can include school-site professional learning communities (PLC), and/or school-site professional development opportunities specific to school student populations. This allows AIG teachers to be fully aware of local initiatives so they may reflect these initiatives in their lessons.

STUDENT SERVICES PERSONNEL:

Students in the elementary and middle school program are supported by the school counselors through whole-class sessions, bi-annually. These sessions focus on social and emotional learning and are documented on the school's Guidance Session Report.

The AIG Department is exploring options on how to best provide support for the social-emotional needs of gifted learners and support for recommendations concerning course selection for high school students. More collaboration between school counselors, AIG Team Members, AIG teachers, and the AIG Department needs to occur to create a successful plan of implementation. For now, the AIG Department has a Planning for College While in High School Guidebook for the gifted and advanced learners of UCPS. This guidebook is linked to the AIG Department website.

INSTRUCTIONAL SPECIALISTS:

UCPS is working to integrate AIG training with Instructional specialists to increase collaboration with the AIG Department and better serve our gifted and advanced students. Our goal is to meet at least twice a year to learn more about gifted and advanced students, discuss staff needs, and implement a plan of action.

GENERAL EDUCATION TEACHERS:

Currently, the AIG Department annually offers one self-paced virtual course regarding differentiation for the gifted learner. These courses are facilitated book studies targeted to enhance differentiation practices to better meet the needs of gifted learners in all classrooms. Each course is approximately six to eight weeks in duration and participants earn Continuing Education Units (CEU) upon successful completion.

The AIG Department offers breakout sessions during the annual district kick-off professional development days that occur during the optional teacher work days at the beginning of the school year. The "New to U" breakout sessions support differentiation in the classroom to meet the needs of all learners.

AIG teachers support the staff and administrators at their school by providing basic training about gifted learners. The AIG Department offers additional PD upon request for school staff members. The request usually comes from the principal, and the AIG Department partners with the school to best meet the needs of the staff.

Teacher-centered professional development for all UCPS teachers to plan, implement, and refine applications of professional learning with other teachers is provided continuously and regularly throughout the year in a variety of

ways:

- Professional Learning Communities (PLC) to support the planning, implementation, and refinement of applications from AIG-based and school-site based professional development.
- AIG teachers meet with general education teachers at least each grading period to attend special topic breakout sessions to address identified needs of educators concerning gifted learners.
- AIG teachers and other teachers meet annually to discuss vertical alignment between grade levels to plan and refine curriculum.
- AIG teachers serve as AIG Specialists in their schools to help provide enrichment and/or nurturing support for general education teachers (as their schedule allows).
- Pairing veteran and novice AIG teachers to continue support throughout the year on an individualized basis, as needed.
- Specialized trainers within the AIG teacher community that are prepared to assist on an “as needed” basis in the implementation of specific curricula and on-site school-based training and/or planning with peers.
- Opportunities to extend an individual’s interest in certain curricula are made available as needed.
- Appropriate attendance and participation in state and national conferences.
- Book studies regarding topics of interest concerning gifted students and/or district initiatives. This includes the annual virtual book study focused on differentiation strategies that are facilitated by the AIG Coordinators and licensed AIG teachers.
- Reflective practice concerning lesson planning, pedagogical choices, and assessment strategies.
- AIG Academy Course facilitated by licensed AIG coordinators who work with other teachers toward meeting the LEA requirements for working with gifted learners as well as the additional Praxis support that could lead to AIG licensure.

- AIG Webinar Series Courses for Continuing Education Units (CEU). These self-paced virtual courses allow general education teachers to seek and find locally-centered information concerning our local plan, best practices, and meeting the needs of gifted learners. The required responses and final project are assessed by licensed AIG teachers and the AIG Coordinators using rubrics for constructive feedback that can assist in the refinement of application and implementation of learning of the participant.

The development of teacher-leaders in the areas of meeting the needs of gifted learners and differentiating curriculum are a high priority for building capacity within our cadre of teachers. AIG teachers are encouraged and supported to participate as presenters in both state and national conferences in order to share their best practices and demonstrate leadership within the field. Once completed, these same teachers come back and share their experiences and new insights, repeat their presentations, and continue to provide support for other teachers who choose to implement the new strategy(ies) and/or resources. The added layer of AIG-based and school-based professional learning communities allows for sharing of learning from professional development opportunities, collaboration between AIG teachers and other educators, the refinement of implementation of evidence-based gifted strategies to better meet the needs of gifted learners, and the establishment of professional learning communities that support gifted learners.

* Ideas for Strengthening the Standard

- Exploring options for AIG licensed teachers at the high school level.
- Exploring options for the development of AIG Teams at the high school level.
- Developing social-emotional professional development for general education teachers and counselors.
- Exploring K-3 enrichment services professional development to support the pilot schools.
- Developing the AIG Academy course to support local endorsement, the new teacher in the AIG classroom, and support teachers in passing the AIG Praxis for licensure.
- Development of webinars to support stakeholders.
- Development of the parent network through the AIG Parent Advisory Council (PAC).

Planned Sources of Evidence

- * AIG Academy syllabus
- * Online course, participant work samples, etc.
- * AIG Class rosters (including verified AIG students and TD students)
- * AIG Department website
- * AIG Parent Advisory Council (PAC) agendas
- * Meeting notes, and emails
- * AIG Professional Development Framework & Plan
- * AIG Teacher allocation at each school
- * AIG Teacher certification
- * AIG Teacher website
- * AIG Toolbox website
- * Central services position allocation & job descriptions
- * CEU credits for licensure renewal
- * Classroom observations & anecdotal notes
- * Compliance paperwork and electronic documentation
- * Conference materials
- * Meeting notes
- * Parent feedback
- * Pilot program documentation

* Professional development sign-in sheets, agendas, and evaluations
* Student achievement data
* Teacher lesson plans
* Teacher schedules
* University transcripts
* Webinars

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	<ul style="list-style-type: none"> ● <u>UCPS AIG PD Framework & General Plan</u> ● <u>AIG Glossary</u>.

Standard 5: Partnerships

Union County Public Schools (900) 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.

UCPS encourages a high level of parental and community involvement. Most written communication is available in both English and Spanish, including website sections such as Parent Frequently Asked Questions (FAQs), informational brochures, and all official forms used in AIG placement and services. If a different language is requested, efforts will be made to accommodate the request. The UCPS website does provide a universal translator to assist anyone who needs it.

The following communication strategies are ongoing in an effort to develop partnerships with parents/families and support the needs of AIG students:

AIG PARENT ADVISORY COUNCIL (PAC)

The AIG-PAC was organized to ensure that parents, school staff, and community professionals come together to promote a shared decision-making process to plan and implement educational programs for gifted learners. The AIG-PAC functions as an AIG stakeholder focus group and advocates for appropriate educational programs and related

services for all gifted students in the school system. These parents provide feedback regarding ongoing implementation and monitoring of the local AIG plan. This council meets every other month with the AIG department, starting in September/October. The AIG-PAC in collaboration with UCPS is exploring options for supporting families of gifted students.

AIG TEACHER ADVISORY COUNCIL (TAC)

The AIG-TAC was organized to ensure that educators come together to promote a shared decision-making process to plan and implement educational programs for gifted learners. The AIG-TAC functions as an AIG stakeholder group and advocates for appropriate educational programs and related services for all gifted students in the school system. These educators provide feedback regarding ongoing implementation and monitoring of the local AIG plan. This council meets every other month with the AIG department, starting in September/October. The AIG-TAC in collaboration with UCPS is exploring options for supporting gifted students. UCPS is exploring options to expand the AIG-TAC to include more educators.

AIG PLAN ADVISORY COMMITTEE

The AIG advisory committee is formed every three years to provide feedback on the current local plan, NCDPI AIG program standards, and other documents to aid in the drafting of the revised AIG plan. This committee is made up of a sampling of stakeholders from all clusters that includes but is not limited to: administrators, AIG parents, AIG teachers, district leadership, and community members. Members from our stakeholder focus groups are also included such as those from the Parent Advisory and Teacher Advisory Councils. Each Plan Advisory Committee member is encouraged to use focus group questions to speak with stakeholders outside of the committee to collect and share feedback at the meetings. This feedback is used to perform an evaluation of gifted services.

UCPS is exploring options to expand the role of this committee over the duration of plan implementation to the next revision process.

AIG STAKEHOLDER SURVEYS (available in Spanish)

These surveys are designed and targeted to each of the stakeholder groups in order to ensure evaluation, satisfaction levels, and provide an opportunity for comments/suggestions. The surveys are distributed to administrators, district

leadership, general education teachers, AIG parents, AIG students, and AIG teachers.

AIG DEPARTMENT CONTACT

Parents/guardians interested in or who have students participating in AIG services are encouraged to contact the AIG teachers at their child's school with questions and/or concerns. The AIG department website has the contact information of the department and district personnel listed. This communication channel allows for two-way communication via email and/or over the phone.

The school is highly involved in developing a relationship with families to encourage intentional two-way communication about the social-emotional, academic, and intellectual needs of gifted students.

CURRICULUM NIGHTS

Special nights are held at least once a year to introduce and familiarize parents with differentiated curriculum and models used in the AIG program by the AIG teacher at the school. Parents/guardians communicate with teachers to develop a partnership to support the gifted learner.

SCHOOL-BASED AIG PARENT COMMUNICATION PLAN

Each school has prepared a communication plan for keeping AIG parents and interested community members informed. It is expected that every school supports the efforts of the AIG teacher in showcasing the achievements and accomplishments of AIG students and sharing them with the parents and community. It is recommended that the school use multiple methods of involving parents. Special meetings such as DEP/IDEP meetings will be documented through normal record keeping procedures. Partnering with parents to create a school community is a high priority.

TEACHER-PARENT COLLABORATION

The AIG teacher is expected to communicate with families about AIG services and the needs of gifted and advanced learners. The AIG teacher shares generalized feedback with the AIG Department to inform policy and practices addressing the holistic needs of gifted students.

*** 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.

The AIG Department is partnered with the following departments within UCPS to provide support for all stakeholders including those who are from traditionally underrepresented populations:

- Counseling Services
- English as a Second Language Department (ESL)
- Exceptional Children Department (EC)
- Homeless Family Services
- Latino Outreach Department
- Title I Department

These partnerships provide collaboration between departments to better support and serve typically underrepresented groups of students. Counseling services collaboration works toward supporting gifted students with their social-emotional needs and career/college planning.

UCPS is partnered with East Carolina University, University of North Carolina (UNC) Charlotte, University of North Carolina (UNC) Wilmington, and Wingate University to provide the following support for AIG stakeholders:

- Collaborating in the development and revision of the three year AIG plan
- Offering AIG add-on licensure coursework for any educator interested in pursuing AIG licensure
- Providing enrichment opportunities for gifted learners

- Providing presentations to AIG stakeholders through professional development and parent workshops on the specific needs of gifted learners

These partnerships work to support gifted students academically, social-emotionally, and to provide enrichment opportunities.

UCPS has partnered with South Piedmont Community College (SPCC) to offer students options for dual enrollment & early college through the Career & College Promise (CCP) program.

UCPS has partnered with Wingate University to provide the Wayfind Scholars Program of mentorship.

DUAL ENROLLMENT:

The Career and College Promise (CCP) Program allows high school students who qualify to enroll in community college courses while still attending their home school. These courses can be used for dual credit in order to meet high school graduation requirements as well as accumulating towards an associate's degree or as a plan to meet general education requirements in the college or university setting. Union County Public Schools coordinate through South Piedmont Community College for this dual enrollment experience.

EARLY COLLEGE:

Union County Early College accepts approximately 100 ninth grade students each school year. Rising ninth grade students from throughout the Union County Public School Systems apply for acceptance into the Early College program. Recruitment takes place at nine different middle schools in the district. This program is searching for students who have the potential for success in college courses and who are first generation college students'.

UCPS is exploring options for partnership with

- Google to provide summer enrichment opportunities through local Google Maker Camps
- Khan Academy to provide enrichment opportunities in mathematics

- LEGO Education to provide hands-on experiences students need to explore Science, Technology, Engineering and Math concepts (STEM) as an enrichment opportunity
- Stan Greenspon Center for Peace and Social Justice at Queen's University to provide inquiry-based, student-centered project to connect history with modern day issues of social justice, starting in middle school
- Union County Public Library to provide recommended summer reading for AIG students by grade level (K-12)

COMMUNITY ORGANIZATIONS

The University of North Carolina at Charlotte (UNCC) and Wingate University are community organizations which offer a range of opportunities for the AIG teacher and general education teacher communities. UNCC offers AIG licensure programs and doctoral studies in gifted education to local teachers. Wingate offers beginning teacher coursework that includes lessons about gifted education and supports the Wayfind Scholars Program.

In addition, UCPS has partnered with UNCC and Wingate University as at least one staff member participates on the AIG Plan Advisory Committee, and presents best practices to AIG staff.

UCPS has partnered with Atrium Health to implement a healthcare and science, technology, engineering, and math (STEM) pathway for East Elementary and Monroe Middle School students. Atrium Health provides a full-time STEM specialist, who is the liaison between the hospital and the school. The specialist helps develop curriculum, lead planning and training sessions for staff, and develop internships/externships and career building activities for students. This partnership supports gifted and talented students interested in pursuing a career in the field of healthcare.

*** 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.

Advisory components described more fully in other standards/practices include:

AIG PARENT ADVISORY COUNCIL (PAC)

The AIG-PAC is organized to ensure that parents, school staff, and community professionals come together to promote a shared decision-making process to plan and implement educational programs for gifted learners. The council members meet every other month with the AIG Department starting in September/October to discuss issues in gifted education, the needs of gifted learners, needs of AIG parents, and questions/concerns regarding the AIG local plan. The major focus of this organization is discussing system-wide issues as opposed to individual concerns.

To further develop partnerships with AIG parents, the AIG Parent Advisory Council (PAC) is exploring options for expanding membership, providing parent cluster meetings at least once a year, and developing communication channels to share meeting information and collect ongoing feedback from its members to share with the AIG Department.

The AIG Parent Advisory Council is a stakeholder focus group. Members from this committee volunteer to participate as parent representatives within the AIG Plan Advisory Committee

AIG TEACHER ADVISORY COUNCIL (TAC)

The AIG-TAC is organized to ensure that educators come together to promote a shared decision-making process to plan and implement educational programs for gifted learners. The council members meet every other month with the AIG Department starting in September/October to discuss issues in gifted education, the needs of gifted learners, needs of AIG parents, and questions/concerns regarding the AIG local plan. The major focus of this organization is discussing system-wide issues as opposed to individual concerns.

To further develop partnerships with educators, the AIG Teacher Advisory Council (TAC) is exploring options for expanding membership, providing teacher cluster meetings at least once a year, and developing communication channels to share meeting information and collect ongoing feedback from its members to share with the AIG Department.

The AIG Teacher Advisory Council is a stakeholder focus group. Members from this committee volunteer to participate as educator representatives within the AIG Plan Advisory Committee.

AIG PLAN ADVISORY COMMITTEE

The AIG Plan Advisory Committee is composed of community members, AIG parents, curriculum administration, district leadership, ESL and Title I personnel, educational psychologist, principals administrators and assistant principals, teachers, and counselors. This committee is formed for the primary purpose of providing representation of the district stakeholders and to represent the demographics of the larger UCPS community. This group meets regularly to assist in the development, implementation, and monitoring of the AIG program.

The committee members work to conduct a district assessment using multiple data points to make recommendations for program and plan improvement.

*** 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.

Information about the AIG program is shared with parents and stakeholders through the following efforts:

AIG DEPARTMENT COMMUNICATION PLAN

The AIG department has a communication plan to communicate directly with stakeholders which includes the parents. The purpose of the communication plan is to provide an overall framework for managing and coordinating communication within the district. The communication plan identifies audiences, communication channels, frequency, message content, and stakeholder feedback options. The communication plan ensures that UCPS provides relevant, accurate, consistent, user-friendly, and parent-centric information while increasing support for gifted learners through collaboration and partnership. The communication plan will be accomplished by:

- Designing, writing, and distributing up-to-date information in support of AIG services.
- Maintaining a standard AIG identity for all written and electronic materials.
- Creating announcements of program information, services, updates/changes/and common concerns (when applicable).
- Participating in special events to promote AIG and support gifted learners.
- Identifying AIG employees, AIG parents, and/or AIG community members who are available and willing to be guest speakers at events and conferences.
- Maintaining relevant information in all communication channels.
- Maintaining procedures for executing short-term, mid-term, and ad hoc communication efforts.

COMMUNICATION CHANNEL: AIG BULLETIN BOARD

There is a bulletin board dedicated to all UCPS AIG services in the hallway outside the AIG offices. This bulletin board contains information on all aspects of the AIG program including contact information, articles of interest, and enrichment opportunities for gifted learners.

COMMUNICATION CHANNEL: AIG DEPARTMENT WEBSITE

A portion of the UCPS Website is dedicated to information and vital links for parents and other stakeholders in the community. This site links parents with other out-of-school opportunities, services, current issues in gifted education, articles of interest, policies, and the local AIG plan. In addition, special AIG events happening around the district are showcased. Frequently Asked Questions (FAQs) for parents are available in both English and Spanish.

UCPS is currently working on developing short videos for parents regarding the FAQs for screening, identification, services, and parenting tips. These videos will be linked with the appropriate FAQ. UCPS is exploring options to further develop and refine the information on the AIG Department Website to make it parent-centered and more user-friendly.

COMMUNICATION CHANNEL: AIG PARENT MEETING

This meeting may be held in conjunction with other school events such as an open house, curriculum night, DEP/IDEP meeting, etc. or as part of the AIG parent organization community support meeting(s). Parents are presented with information concerning the AIG local plan, gifted services, differentiated curriculum, etc.

COMMUNICATION CHANNEL: ELEMENTARY, MIDDLE, AND HIGH SCHOOL CURRICULUM GUIDEBOOKS

These handbooks are accessed through the UCPS district website and hard copies are distributed to parents. These resources include a description of the AIG program and the related curricular differentiation provided through the coursework.

COMMUNICATION CHANNEL: LISTSERV

UCPS is exploring ideas on how to best reach our stakeholders through a listserv so we can contact all of our AIG families and/or families interested in gifted services with information to help support gifted learners. This includes but is not limited to gifted education conferences, enrichment opportunities, parent resources, parent meetings, district happenings, etc.

COMMUNICATION CHANNEL: PRINT MATERIALS

The AIG department has a variety of print materials that are distributed to parents and families. These materials include, but are not limited to:

- **AIG DOCUMENTATION**--AIG documentation is generated for every student who enters a formal evaluation for gifted services where the student is referred for further testing and/or qualifies for services. The documentation lets the families know the outcome of the formal evaluation and next steps, if needed. (Documentation needing parent/guardian signature are available in Spanish)
- **AIG-PAC BROCHURE**--This brochure is for any parent/guardian who is interested in learning how to better support their gifted learner. This local organization creates a network of parents to support not only each other

but to also provide feedback on the implementation and monitoring of gifted services at their child's school.
(Available in Spanish)

- **ANNUAL DISTRICT-WIDE SCREENING NOTICE**--Every school year, the AIG department sends home a letter at the start of our annual, district-wide screening process notifying families that all students are automatically screened for further recommendations concerning gifted services. (Available in Spanish)
- **HANDBOOK OF PARENTS' RIGHTS AND RESPONSIBILITIES IN GIFTED EDUCATION**--the handbook is a notice of gifted services procedural safeguards and due processes procedures. The handbook also contains an overview of gifted services, information about Article 9B, gifted services curriculum framework for English Language Arts and Mathematics, identification criteria, the screening process, steps of formal evaluation, parental resources, and glossaries of common acronyms and common terms in gifted education. (Available in Spanish)
- **SUMMER SCREENING BROCHURE**--This brochure is targeted to families who are new to UCPS and enroll their student(s) over the summer and inquire about gifted services. This brochure gives an overview of gifted services, the steps in the screening process, identification criteria, contact information, and a decision-making flowchart. (Available in Spanish)

COMMUNICATION CHANNEL: SCHOOL WEBSITES

Individual school websites have a link to the AIG department website. School websites have universal translators that can change the website to a different language, if needed.

COMMUNICATION CHANNEL: WEBINARS

The AIG Department has created Webinars to support school administrators, AIG Teams, and school counselors with the local AIG program, the AIG Plan, and other policies relating to gifted education. These webinars are linked to the AIG Toolbox Website. The AIG Department is exploring options to create Canvas courses.

UCPS is exploring options of creating parent-centered webinars with transcripts in Spanish to link with the AIG Department Website.

*** Ideas for Strengthening the Standard**

- Refining the AIG Department Website
- Refining the AIG Communication Plan
- Developing a parent listserv
- Developing the AIG-PAC Parent Network
- Developing parent webinars and transcripts in Spanish
- Developing partnerships with community organizations

Planned Sources of Evidence

- * AIG Plan Advisory Committee membership list & roles
- * AIG Brochures
- * AIG Communication Plan
- * AIG meeting agendas, sign-ins, and documentation
- * AIG Survey results
- * AIG Department Website
- * AIG Teacher Website
- * AIG Toolbox Website
- * AIG Teacher Licensure
- * Documented partnerships and events

* Materials at the intake center
* School websites & communication plans
* Translated materials

Type	Documents	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A		 <u>Acknowledgements of Focus Groups & AIG Revision Committee Members</u>

Standard 6: Program Accountability

Union County Public Schools (900) 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 A/G 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.

Every three years, the Academically and/or Intellectually Gifted (AIG) Program Director or designee leads the evaluation and revision process of the AIG local plan. The AIG local plan is developed with input from all stakeholders including district leadership, principals, teachers, parents, community members, and students, through the use of stakeholder surveys, focus groups, and advisory committees.

The results of the stakeholder surveys and feedback from and focus groups are reviewed by the AIG plan advisory committee, which is composed of a variety of AIG stakeholders. AIG Stakeholders (district leadership, principals, teachers, parents, and community members) are selected to represent the district as a whole by selecting members to represent all of the clusters within the district.

Each AIG Plan Advisory Committee member is asked to review the NCDPI program standards and practices in comparison to the current practices of the existing plan. Adjustments to the AIG plan are made based on multiple data points and evidence-based best practices in gifted education. The plan is reviewed by the AIG Plan Advisory Committee members, the academics team, the district curriculum committee, the local School Board of Education, and submitted to NCDPI and the State School Board of Education for additional review.

TYPICAL DOCUMENTS USED FOR THE REVIEW PROCESS OF THE LOCAL PLAN:

- AIG Communication Plan
- AIG Curriculum Framework
- AIG Placement Matrix/Identification Criteria
- AIG Professional Development Framework
- Current AIG Plan
- District data
- Excellence Gap Data
- Handbook on Parents' Rights & Responsibilities in Gifted Education
- NCDPI AIG Program Standards & Unpacking Documents
- Program Evaluation Recommendations & Recommendations
- Representation Indexes
- Revision Process Support Documents
- Screening Process Data
- Stakeholder Surveys

TYPICAL TIMELINE FOR THE REVISION PROCESS:

3 Years of Implementation: Collect data for evaluation and program review.

September/October: The AIG Department meets to start the revision process regarding the changes in the NCDPI AIG program standards. The revision process follows the guidance of NCDPI. Review data and make recommendations for the revision process.

November/December: AIG Plan Advisory Committee meets to review Article 9B, review NCDPI AIG revised program standards and practices, review the revision process, program evaluation commendations and recommendations, current program, and stakeholder survey questions. Committee members are provided professional development on 5 of the top 10 myths about gifted students. The committee members ask questions and provide initial thoughts and feedback. Committee members are tasked with a homework assignment of interviewing at least one AIG stakeholder. Interview questions are provided.

January: AIG Plan Advisory Committee meets to share the information from their interviews, review stakeholder survey data, district data, and AIG program data (screening process, student services, etc.). The committee reviewed standards 1, 2, and 4 to provide recommendations. Committee members also have the opportunity to comment on the draft of the plan for up to two weeks. The AIG Department has special meetings with committee members and other AIG stakeholders to talk about more specific feedback in their area of expertise.

February: AIG Plan Advisory Committee meets to work through the recommendations process facilitated through a large group discussion and made on the draft for standards 1, 2, and 4. The committee reviews stakeholder survey data, district data, and AIG program data (screening process, student services, etc.). The committee focuses on standards 3, 5, and 6 to provide recommendations. Committee members also have the opportunity to comment on the draft of the plan for up to two weeks. The AIG Department has special meetings with committee members and other AIG stakeholders to talk about more specific feedback in their area of expertise.

March/April: The AIG Department uses the feedback to make revisions to the plan. The AIG Plan Advisory Committee reviews the draft of the revised plan and provides additional comments and/or feedback. The committee members also review the executive summary of the plan and an explanation for potential hot topics. The committee feedback is used to finalize a draft of the revised plan.

Once finalized, the plan is submitted to the academics team for feedback. The AIG Director or designee takes the finalized plan to the UCPS Academics Team for review and additional feedback.

April/May: The Chief Academic Officer takes the plan to the BOE Curriculum Committee for review. Once approved, the plan is taken to the School Board of Education.

May/June: The finalized plan goes to the local School Board of Education along with an executive summary of the revisions/changes. The AIG plan is approved by the local school board of education.

June/July: The finalized AIG Plan is school board approved and submitted to NCDPI and the State School Board of Education for review.

* **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.

Monitoring of the local plan is the primary responsibility of the AIG Director, but is facilitated by AIG coordinators, principals, school-site AIG Team members, instructional coaches, AIG specialists, AIG teachers, and AIG Parent Advisory Council (PAC).

AIG DIRECTOR

The AIG DIRECTOR is the leader of the AIG department. The AIG Director is responsible for providing district level oversight and support to district leadership, school-site leadership, AIG coordinators, AIG specialists, AIG teachers, AIG teams, AIG parent advisory council, parents of AIG students, local school board, and NCDPI. The support provided by the AIG Director includes but is not limited to:

- Attending professional conferences and/or regional/state meetings to gather and disseminate up-to-date information about issues, methods, trends, and policies related to gifted education.
- Communicating evidence-based best practices in gifted education.
- Developing and monitoring a budget using allocated funding.
- Facilitating and/or attending AIG Parent Advisory Council (PAC) meetings.
- Monitoring curriculum support for AIG reading and math in elementary and middle grades. Also monitoring curriculum support for high school AP/Honors and IB teachers as appropriate.

- Monitoring effective and efficient delivery of AIG testing practices and overseeing the department database.
- Monitoring the licensure status of AIG teachers.
- Monitoring performance growth of AIG students as evidenced in End of Grade (EOG), End of Course (EOC), Advanced Placement (AP) Exams, International Baccalaureate (IB) testing, and additional assessments that measure growth as appropriate for gifted learners.
- Monitoring professional development for all AIG stakeholders.
- Monitoring selection, training, and delivery of differentiation in the AIG classroom and acceleration services.
- Monitoring testing instruments and overseeing the K-12 AIG testing program, including training, inventory, and security of testing materials.
- Monitoring the screening procedures and overseeing the K-12 annual screening process, including training, teacher assistance, and educating stakeholders.
- Providing assistance and recommendations for AIG staff employment.
- Providing continued support to AIG stakeholders by answering questions, addressing concerns, or assisting with situations that may occur at schools to ensure compliance with state and local processes.
- Providing district level dissemination of process guidelines for Early Kindergarten program.
- Researching programmatic issues for continuous improvement, best practices in gifted education in student identification, program design, and service delivery methods.
- Assisting principals in the hiring of qualified personnel for staff positions.

AIG COORDINATOR

The AIG COORDINATOR reports to the AIG Director and is responsible for providing district level oversight and support to the district leadership, school-site leadership, AIG director, AIG specialists, AIG teachers, AIG teams, AIG

parent advisory council, parents of AIG students, local school board, and NCDPI. The support provided by the AIG Coordinator includes but is not limited to:

- Attending professional conferences and/or regional/state meetings to gather and disseminate up-to-date information about issues, methods, trends, and policies related to gifted education.
- Communicating evidence-based best practices in gifted education.
- Coordinating selection, training, and delivery of differentiation in the AIG classroom and acceleration services.
- Coordinating and delivering professional development for all AIG stakeholders.
- Ensuring effective and efficient delivery of AIG testing practices and managing a department database.
- Evaluating testing instruments and monitoring K-12 AIG testing program, including training, inventory, and security of testing materials.
- Evaluating and coordinating the screening procedures and coordinating K-12 annual screening process, including training, teacher assistance, and educating stakeholders.
- Facilitating and/or attending AIG Parent Advisory Council (PAC) meetings.
- Maintaining accurate records including student assessment, student identification, student differentiated education plans, and communicating results to stakeholders.
- Providing continued support to AIG stakeholders by answering questions, addressing concerns, or assisting with situations that may occur at schools to ensure compliance with state and local processes.
- Providing curriculum support for AIG reading and math in elementary and middle grades. Also providing curriculum support for high school AP/Honors and IB teachers as appropriate.
- Providing district level dissemination of process guidelines for Early Kindergarten program.
- Receiving and distributing AIG resources and curriculum materials.

- Researching programmatic issues for continuous improvement, best practices in gifted education in student identification, program design, and service delivery methods.
- Collecting & analyzing data for program evaluation and providing recommendations for improvement.

PRINCIPAL

The PRINCIPAL is responsible for compliance with the local plan and providing services for students as written on the formally identified students' Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP). As the instructional leader of the school, the principal works to support his or her AIG teachers and general education staff with differentiation and grouping strategies to meet the needs of students both within and outside of the AIG classroom. The principal also supports AIG parents and AIG students. The principal works with staff to provide talent development options for students, if possible. Lastly, the principal works with the AIG Director to hire qualified teachers for AIG staff positions.

COUNSELOR

The COUNSELOR is responsible for working with families and AIG students to help support the academic and social-emotional needs of gifted learners. UCPS is piloting college and career counseling services by working in collaboration with the Executive Director of Teaching and Learning who works with district counselors.

The AIG Department in collaboration with the school counselor and the school's AIG Team will work together to support the school enrichment plan (K-8). Further partners with middle school AIG Team's will determine the best ways to meet the needs of the gifted student populations. These partnerships will help support the school counselor in providing at least bi-annual guidance sessions/lessons for gifted learners at their school.

AIG TEAM

The AIG TEAM is a group of educators dedicated to supporting the implementation of the AIG program at each school. Each school has at least one AIG team to ensure that the local plan is implemented. The AIG team members ensure that gifted students are identified, appropriately placed, and their needs are being met. AIG team members are usually appointed by the principal or designee and are composed of five members that represent a variety of educators: the

school's principal or designee, guidance counselor, general education teacher(s) and the AIG teacher(s). The AIG team member responsibilities include, but are not limited to:

- Being aware of the annual, district-wide screening process.
- Communicating with AIG stakeholders.
- Discussing enrichment opportunities for students.
- Evaluating student portfolios.
- Facilitating the initial steps of the appeals process (when needed).
- Recommending acceleration candidates.
- Recommending candidates for pathway 3 identification.
- Reviewing student AIG placement decisions.
- Reviewing student Differentiated Education Plans (DEP) or Individualized Differentiated Education Plans (IDEP).
- Supporting AIG teachers and AIG parents.
- Supporting general education teachers..
- Understanding the basics of the AIG local plan.
- Understanding the identification process and common characteristics of gifted students..
- Understanding the NCDPI definition of "gifted" under Article 9B (N.C.G.S. § 115C-150.5).

INSTRUCTIONAL COACH

UCPS is exploring options on how best to incorporate instructional coaches to support general education teachers with instructional strategies to best meet the needs of gifted learners through a variety of strategies that include, but are not

Limited to:

- Acceleration strategies
- Assessment strategies
- Credit by demonstrated mastery (for middle and high school students)
- Classroom management strategies
- Concept development strategies
- Curriculum compacting strategies
- Data-driven decision making strategies
- Differentiation strategies
- Enrichment strategies
- Extension strategies
- Flexible grouping strategies
- Independent study strategies
- Inquiry strategies
- Questioning strategies
- Rigor
- Problem based learning strategies
- Problem-finding strategies

- Problem-solving strategies
- Project based learning strategies

AIG TEACHER

The AIG TEACHER is our AIG SPECIALIST and the primary interface between district leadership, school leadership, AIG team, students, and their parents. The AIG teacher maintains primary responsibility for creating, verifying, submitting, and monitoring all AIG documentation. The AIG teacher responsibilities extend beyond the classroom and include, but are not limited to:

- Collaborating with school staff members to increase AIG awareness and the unique needs of gifted learners (academically and social-emotionally).
- Creating and maintaining student records both hard copy files at the school and electronic versions within the AIG database.
- Communicating, training, and disseminating up-to-date gifted services information to AIG stakeholders.
- Communicating the outcomes of further testing with families.
- Entering information into the schools screening notebook to record the outcomes of the screening process for identification purposes, annual screening, and/or testing results for every student evaluated by the gifted services department.
- Generating testing referral lists for further assessment for possible identification.
- Maintaining inventory records of AIG materials and resources.
- Reporting of school compliance in accordance with the local plan to ensure accuracy of student records and database records.
- Supporting the principal, counselor, parents/guardians, and general education teachers with evidence-based best practices for gifted learners.

- Verifying AIG identification and enrollment at their school in comparison to their AIG rosters, AIG database records, and PowerSchool reports.

UCPS is exploring options to have additional AIG support staff in schools.

*** 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 Director has direct responsibility for and access to both state and local funding budgets designed as 034 accounts. Budgets are submitted in the fall and then reviewed by the AIG Director under the supervision of the Chief Academic Officer and the Chief Financial Officer periodically throughout the year.

The Finance Department provides access to real-time accounting systems which show expenditures and remaining funds. Payroll works closely with the AIG Director to ensure accuracy of personnel costs such as salary and benefits.

Licensure works closely with the AIG Director to verify that only AIG licensed personnel are paid from AIG funds. Funding is also provided to teachers for instructional materials, professional development, and/or other AIG related needs as aligned to the curriculum and professional development frameworks.

Requests for AIG funds are assessed by the AIG Director for alignment with gifted services program goals and budget availability. This collaborative environment ensures the state policy is followed.

*** 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.

The AIG director or designee annually collects and reviews the results of state testing with the Director of Accountability and Research. The Director of Accountability and Research shares the findings with the UCPS Cabinet and School Board annually.

The AIG Director provides analyses and reports about AIG student growth, achievement, and drop-out rates, to AIG stakeholders when appropriate. The AIG director collaborates with the Director of K-12 Curriculum and Instruction to collect and review student data reflecting effectiveness of:

- Talent development services in K-3 and 4-8;
- AIG students' enrollment and achievement in Honors, Advanced Placement (AP), College and Career Promise (CCP) , and International Baccalaureate (IB) courses in high school;
- AIG student drop-out and withdrawal rates compared to same aged-peers; and
- AIG student dual enrollment and early graduation rates.

These results are shared on state report cards, on the UCPS website, with advisory committees, and other AIG stakeholders.

The AIG Coordinator uses special reports created within PowerSchool to disaggregate student data by ethnicity, AIG status and grade level. This data is put into spreadsheets to follow trends over time. The findings are shared with AIG stakeholders in various ways (meetings, presentations, and posted to the website) to inform mindsets, policies, and practices for equity and excellence.

*** 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 AIG Director or designee collects information from a variety of sources to create reports showing the numbers of both representation and retention for underrepresented populations to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce the likelihood of access to and participation in gifted education. These sources include but are not limited to the North Carolina Department of Public Instruction (NCDPI) headcount data, AIG screening and identification data, and electronic data

stored within the department database. Efforts are made to use existing technology to identify these students and track their progress through the ALG program at all levels.

UCPS currently uses evidence-based best practices to aid in the identification and support of underrepresented populations such as:

- Piloting & supporting enrichment services (Talent Development) at Title I schools.
- Using a body of evidence consisting of multiple types of data from multiple sources for our annual, district-wide screening process that includes all students in grades 3-7, as well as the ongoing screening processes that are initiated upon student enrollment.
- Building a student profile of strengths and interests.
- Universal screeners available to all students in grades 3 and 6, as well as using the End of Grade (EOG) data as a universal screener for grades 4, 5, and 7.
- Using both national and local norms on the universal screener for identification purposes.
- Partnering with each school within the district to establish school-based norms to create talent development pools using the top 10%.
- Providing the pathway 3 process and identification criteria that utilizes additional performance indicators such as portfolios, student interviews, and rating scales to increase the likelihood of identification.
- Providing professional development for administrators, counselors, and general education teachers to increase awareness of gifted students and increase support for gifted services.
- Participating in a grant sponsored by the Z. Smith Reynolds Foundation and the North Carolina Association for Gifted and Talented (NCAGT) to remove barriers contributing to underrepresentation and shrink the excellence gap.
- Participation in Javits Grants (if accepted).

Every student at UCPS has access to AIG screening. Students in grades K-3 are monitored by AIG Specialists at the school and can be referred for consultative services, and/or subject or grade level acceleration opportunities. Students in grades 4-8 are screened annually by using a universal screener, the EOG scores, grades, or referrals. Students in grades 9-12 are screened upon self-nomination or referral. We are exploring options of how to make the AIG screening process automatic regardless of referral for all students. Referrals can come from anyone.

Students in underrepresented groups are monitored through PowerSchool reporting which is pulled every semester by the AIG Department. These students are also discussed at department and stakeholder meetings.

Additional data is collected annually to analyze trends in screening, referrals, identification, services, and retention of students within the program, by school, to target areas where increased access to and participation in gifted education is needed. This process begins with a partnership between the AIG Department and the school exploring options for intervention, talent development, and consultative services. Student progress is monitored and processes are modified based on the outcomes of data collection.

The following students are automatically considered for AIG Services via Pathway 3 during the screening process:

- Students who have educational or situational circumstances such as military families or students experiencing homelessness or foster care
- Students who are culturally/linguistically diverse
- Students who are economically disadvantaged
- Students with documented physical, sensory, learning, or processing disability



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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 principal involves the AIG Director prior to hiring an applicant for an AIG position to ensure the applicant has the proper credentials for the position, or is willing to attain them. When an applicant is offered a position, the principal sends a Personnel Verification Form (PVF) to the AIG Director for their signature. The PVF begins the process of verifying applicant credentials. Licensure then checks the teaching license of the applicant and communicates with the AIG Director if there are any deficiencies in the credentials.

If the applicant requires AIG certification or local endorsement, the AIG Director and Human Resources (HR) will communicate the provisional license requirements and procedures for one of the following avenues to AIG certification: the required coursework at an approved college or university, the AIG Academy, or through Praxis testing.

In addition, the AIG Director requires teachers with a provisional AIG license to complete a profile sheet that includes information regarding a certification plan. This plan is cross-checked with HR to annually monitor progress of the requirements of AIG add-on licensure. This information assists with determining funding sources for salaries and predicting budget implications regarding professional development needs, possible tuition reimbursement needs, and/or possible Praxis reimbursement needs.

Human Resources, licensure, and payroll work collaboratively with the AIG Director to ensure proper hiring, licensure, and monitoring of the associated processes.

UCPS is exploring options to get more teachers locally endorsed or licensed.

* **Practice G**

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

UCPS elicits feedback from stakeholders in a variety of ways. First, the AIG Department uses feedback from stakeholder surveys designed to capture the effectiveness, satisfaction, and suggestions for revisions to the AIG program and services, as aligned to the North Carolina Department of Public Instruction (NCDPI) AIG Standards. The surveys are administered in the fall/winter of the year of revision and this information serves to inform the revision process. The stakeholders who are invited to complete these surveys are the administrators, AIG teachers, general education teachers, AIG students, and parents of AIG students.

Second, the AIG Department uses additional feedback from annual stakeholder surveys for input and feedback regarding the effectiveness of programming and services for gifted learners. These surveys are given to the administrators, AIG teachers, AIG students, and parents of AIG students.

Third, the AIG Department solicits feedback directly from our two advisory committees that work like focus groups. The AIG Parent Advisory Council (PAC) members are parents with AIG students who meet with the AIG Department at least four times a year. The AIG Teacher Advisory Council (TAC) are teachers who work with AIG students. The AIG Department meets with these members at least four times a year. The AIG Department does solicit feedback at semester cluster meetings with any attending parent, and through a variety of communication channels that include email, social media, and phone calls.

Fourth, the AIG Department engages in open dialogues to glean feedback from AIG teachers and general education teachers through meetings, collaborations, emails, PLCs, and during walkthroughs.

Fifth, the AIG Department provides evaluation forms for every meeting that we host. Each meeting targets specific stakeholders regarding relevant topics concerning evidence-based best practices in gifted education, meeting the academic and social-emotional needs of gifted learners, supporting underrepresented populations, and/or understanding our local plan (identification, services, curriculum and instruction, personal and professional development, partnerships, and program accountability).

Lastly, the AIG Department collects feedback from impromptu parent group meetings, emails, phone calls, school curriculum nights and open houses, and other informal settings that provide opportunities for stakeholders to come together to learn more about the AIG program and meet the needs of gifted learners.

*** 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.

Program evaluation is conducted at regular intervals by both internal and external evaluators with expertise in gifted education as well as parents and students. Those professionals include university professors in gifted education, educators with gifted licensure and student assessment services. An Exceptional Children's staff member is utilized to include a perspective on special populations such as twice-exceptional (2e) and an English as a Second Language (ESL) staff member is utilized for a perspective on EL students and thrice-exceptional (3e) students.

The evaluation process includes monitoring of student identification and placement, student services and options, and student achievement resulting from these services. In addition, effectiveness and efficiency of AIG departmental and administrative functions are also evaluated throughout this process.

The following evaluation components are in use:

Summative evaluation every three years:

- Comprehensive needs assessment surveys developed for community members, parents, students, principals, AIG teachers, and general education teachers.
- Analysis of demographic data over time (trend data) reviewed to determine enrollment changes over time in diversity, gender, and district-wide access to the program.
- Interviews and focus groups with various stakeholders.
- Disaggregated AIG student achievement results trend data to evaluate program effectiveness.
- Comprehensive AIG data from other district models to determine curriculum differentiation impact and service delivery model effectiveness.
- School Board presentation of evaluation results and suggestions for revision.
- Review comments from the North Carolina Department of Public Instruction (NCDPI) and the State School Board regarding the current AIG plan.

Formative evaluation annually:

- Student identification, placement, and retention processes are monitored centrally for compliance with the local plan and accuracy in headcount reporting, including representation indexes by ethnic group.
- AIG enrollment data review.

- Disaggregated AIG student achievement results and AMO growth data reviewed.
- Satisfaction/attitudinal surveys to principals, AIG teachers, AIG students, and AIG parents.
- Professional development needs assessment conducted to provide the basis for long-range planning as evidenced by stakeholder reporting as well as student achievement data.
- Review and revision of curriculum documents to ensure alignment with the North Carolina Standard Course of Study (NCSCoS) and to ensure rigor, evidence-based best practices for gifted education, and meeting the academic and social-emotional needs of gifted learners.
- Review annual district-wide screening information for effectiveness of identifying traditionally underrepresented populations. Representation indexes are also calculated to evaluate access to screening.
- Exit interviews with AIG teachers at the end of the school year to gather feedback concerning curriculum, programming, services, processes, procedures, etc.
- Public information office publishes the report and makes it available to the community.

Formative evaluation every semester:

- Bi-annual guidance report sessions evaluating the effectiveness of classroom guidance sessions delivered directly to the AIG students.
- Review of student identification, placement, and accuracy in headcount reporting.
- NCDPI headcount.

Formative evaluation every month:

- Classroom visits by the AIG Director, AIG Coordinator, or designee to oversee delivery of services, curriculum implementation, and provide support and monitoring.

- Regular meetings of AIG personnel with the AIG Director, AIG Coordinator or designee to discuss programmatic effectiveness, quality improvements, and evidence-based best practices for gifted learners.
- Monthly principals meetings provide opportunities for program discussions, recommendations for improvement, or suggested adjustments, as needed.
 - Parent communication (brochures, documentation, reports, letters, newsletters, social media posts, website postings, and/or ConnectED phone call) to evaluate communication efforts as documented in our communication plan. This process also disseminates and reports AIG academic performance and programmatic activities throughout the community.

Ongoing formative evaluation:

- Teacher assessment of student achievement as measured by district-wide assessments tests.
- Parent meetings to provide awareness of differentiated curricula and support services for social-emotional development of gifted students.
- Maintenance of records that reflect the volume and type of inquiries made to the AIG department from community members and/or other stakeholders. These records are used to determine areas needing improvement.
- Planning meetings held to continually improve and evaluate curriculum differentiation strategies.
- Professional development evaluation completed to inform the process of delivering high quality professional development.

*** Practice I**

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

Evaluation data, such as survey data, student achievement data, and enrollment data are made available annually through a variety of vehicles such as the AIG website, school websites, focus groups, and newsletters. This

communication effort provides a better understanding to the general public about the AIG program and its results. Internal information is shared through meetings with district personnel.

Information is also shared in short videos and articles geared toward the parents. These videos and articles are posted on the AIG department website and referenced in communication that goes home to the parent.

*** 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.

Students' rights are protected in a variety of ways in the AIG program.

First, students' rights are protected through the procedure of AIG documentation for any student formally assessed by the AIG department.

Glossary of forms:

- AIG 1 (student nomination form)
- AIG 2 (permission to test form)
- AIG 3 (invitation to conference form) for students who qualify for services
- AIG 3B (notification of decision form) for students who do NOT qualify for services
- AIG 3C (Notification of Placement-Newly Qualified Form) for students who qualify for services from the annual, district-wide screening process at the end of the school year.

- AIG 4 (Differentiated Education Plan-DEP) for students who qualify for services, need parental consent
- AIG 4A (Individualized Differentiated Education Plan-IDEP) for students who qualify for services, need parental consent
- MATRIX (Identification Criteria Matrix) individualized for all formally evaluated students

The screening process is a little different depending on the time of year. If the student is formally screened during the school year, then the steps remain the same. If the student is formally screened over the summer, the process is slightly different. The AIG Summer Testing Center handles most of steps 1-9 of 13 steps of the Basic Procedure of Formal Nomination For Gifted Services listed below. The school arranges a day for parents of newly qualified students to sign the DEP/IDEP to accept or decline services prior to the start of the school year.

INFORMED CONSENT REGARDING FURTHER ASSESSMENTS AND PLACEMENT

The entire process of formal identification requires a parent/guardian consent on at least one of two levels. The process of including parent consent protects the rights of the student. The first level is the requirement of parent/guardian consent for further assessment and the second level is the parent/guardian consent for services if the student meets the identification criteria.

The requirement of parent/guardian consent gives the parent/guardian control of the process, which can be ended at any time with the right to refusal. This process is fully documented on the AIG 1 (student nomination form) and completed with the generation of either the AIG 4 (DEP) or AIG 4A (IDEP) if the student qualified for service(s). The AIG 3B (notification of decision form) is generated if the student did not qualify for services.

All documentation is shared with the parent/guardian as hard copy forms, stored as hard copy documentation in the students' AIG folder at the school, and electronically stored in the AIG database.

BASIC PROCEDURE OF FORMAL NOMINATION FOR GIFTED SERVICES:

1. The student is screened and student data is added to the screening notebook.

2. Further recommendations are made based on the screening.
 3. The existing data column of the AIG 1 (student nomination form) is updated.
 4. An AIG 2 (permission to test form) is shared with parent/guardian for parent/guardian signature with a copy of the Handbook of Parents' Rights & Responsibilities in Gifted Education.
 5. Parent signs AIG 2 (permission to test form) and checks "I agree" consenting permission or "I do NOT agree" stopping the process. The parent keeps the Handbook of Parents' Rights.
 6. The signed AIG 2 form is returned.
 7. The AIG teacher or designee either administers testing or makes arrangements for the testing specialist or designee to administer the testing.
 8. The assessment(s) is/are scored and the results are entered into the AIG 1 (student nomination form) and the school-site screening notebook.
 9. The AIG teacher or designee completes the paperwork process as determined by the outcome of the process (AIG 1 sections 2 and 3 & AIG 3, 3B, or 3C).
 10. AIG teacher or designee collects AIG team signatures on the AIG 1 (student nomination form).
 11. The AIG teacher or designee notifies the parents of the outcomes and sends home the appropriate paperwork (AIG 1 & AIG 3, 3B, or 3C & Identification Criteria Matrix).
 12. The parents are invited to the school to sign an AIG 4 (Differentiated Education Plan) or AIG 4A (Individualized Differentiated Education Plan). The type of form is determined by the way in which the student qualified for services.
 13. The parent signs the AIG 4 or AIG 4A and selects their decision by checking a box. They either check "I agree" consenting to services or "I disagree" exiting the student from service options.
- Both the AIG 4 (DEP) and the AIG 4A (IDEP) require parent/guardian consent prior to enrollment into gifted services. The DEP/IDEP protects the rights of service for the students in which the parent/guardian grants consent.

Further consent is required with transitions between the different levels of school within the district (elementary, middle, and high) because the model of service changes. Parents/guardians are sent an AIG 3 (invitation to conference) in order to sign the child's new AIG 4 (DEP) or AIG 4A (IDEP).

Second, the rights of parents are shared in the The Handbook of Parents' Rights and Responsibilities in Gifted Education when a student is formally nominated for AIG department evaluation or the student meets the identification criteria through the collection of data from the district-wide annual screening process. This handbook describes the basic steps listed above and the appeals/grievance process.

DECLINING SERVICES/EXIT PROCEDURE

If a parent requests that a student exits an area of service or the gifted program, the AIG Teacher or designee drafts a blank AIG 1 (student nomination form) and creates an AIG 3 (invitation to conference) to invite the parents to the school for a conference. The AIG Team and the parents meet to discuss concerns and have the parents/guardians sign a DEP or IDEP declining service in the appropriate area(s) on the AIG 4 (DEP) or AIG 4A (IDEP). This parent consent step changes gifted services for the student in question.

The AIG Teacher or designee immediately alerts the AIG Director, AIG Coordinator, and AIG Secretary by drafting an AIG 7 (Withdrawal/Transfer/Exit Form) and sending a copy to the AIG Department. The AIG 1, 3, 4 or 4A and the AIG 7 are filed in the student AIG Folder at the school and all forms are archived in ESPED, the AIG Database to maintain electronic records. The AIG teacher enters the reasons for the change(s) in service(s) into the electronic database and communicates with the school data manager to make changes in PowerSchool. This process ensures the accuracy of the AIG headcount, the hard copy student files at the school, and the AIG database.

RESCREENING PROCEDURE

Families that disagree with the outcome of a screening can request a re-screening of student data to determine next steps. The family would need to contact the AIG teacher or designee at the school during the school year, or contact the summer testing center over the summer. Each family will be contacted to discuss the outcome of the re-screening and to answer further questions.

For students enrolled at UCPS, every student is screened on an annual basis in grade 3-7 during our annual spring screening process. This automatically begins at the start of the second semester. Families of students with data to

support a referral for further testing (if needed) are notified in writing about summer testing options. If a family cannot come to summer testing, students may test at their school at the beginning of the school year. AIG teachers or a designee contact families at the start of school to schedule fall testing.

TRANSFER PROCEDURES

For students transferring into UCPS from another LEA within North Carolina or from another state, we screen students for further recommendations and placement in gifted services based on the UCPS identification criteria.

For students who transfer out of UCPS and return to UCPS, we will honor their previous UCPS AIG identification.

DUE PROCESS PROCEDURES REGARDING AIG ELIGIBILITY DETERMINATION AND SERVICES DECISION PROCESS

STEP 1: APPEAL TO THE SCHOOL AIG TEAM/PRINCIPAL

1. The parent/guardian may request a conference with the academically or intellectually gifted (AIG) Team at the child's school. This request must be made in writing and should include reasons for appeal. If this request concerns test results, then this request must be received by the AIG Team within thirty business days of notification of test results or within thirty business days of the beginning of the school year. The AIG Team should be given ample opportunity (10 business days) to convene all members together for a conference.
2. At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student characteristics and achievement by the AIG Team.
3. At this conference, all information will be shared with parent/guardian, minutes will be recorded, and signatures obtained from those present.
4. Following the conference, the principal will respond to the concerns in writing within 10 business days of the conference.
5. If the disagreement is not resolved at this level, proceed to Step 2.

STEP 2: APPEAL TO THE DIRECTOR OF AIG SERVICES

1. The parent/guardian may appeal the decision of the School Level AIG Team to the Director of Academically or Intellectually Gifted Services. The parent must explain, in writing, concerns and specific points of disagreement with the decision of the AIG Team and submit this written appeal within 10 business days of the decision from the school level. Please submit this appeal to: Dr. Susan Rodgers, Director of Academically or Intellectually Gifted Services, Union County Public Schools, 400 North Church Street, Monroe, NC 28112.
2. The conference shall be scheduled within 10 business days of receipt of this request.
3. The Director of Academically or Intellectually Gifted Services will review the concern and additional information may be requested from the child's teacher, the AIG Team, the parent/guardian, and/or the principal prior to the conference. Minutes will be recorded and signatures will be obtained from those present at the conference.
4. The Director of Academically or Intellectually Gifted Services shall respond to the concern in writing within 10 business days of the conference.
5. If the disagreement is not resolved at this level, proceed to Step 3.

STEP 3: APPEAL TO THE CHIEF ACADEMIC OFFICER

1. The parent/guardian may appeal the decision of the Director of Academically or Intellectually Gifted Services to the Chief Academic Officer in writing within 10 business days of the decision. The written request must include concerns and specific points of disagreement. Please submit appeal to: Dr. William Breedlove, Chief Academic Officer, Union County Public Schools, 400 North Church Street, Monroe, NC 28112.
2. The Chief Academic Officer will review the written appeal. He/she may request further information from the child's teacher, the AIG Team, the parents, the principal, and/or the Director of Academically or Intellectually Gifted Services.
3. The Chief Academic Officer shall respond in writing within 10 business days of receiving the appeal.
4. If the disagreement is not resolved at this level, proceed to Step 4.

STEP 4: APPEAL TO THE SUPERINTENDENT

1. The parent/guardian may appeal the decision of the Chief Academic Officer to the Superintendent in writing within 10 business days of the decision. The written request must include concerns and specific points of disagreement. Please submit appeal to: Dr. Andrew G. Houlihan, Superintendent, Union County Public Schools, 400 North Church Street, Monroe, NC 28112.
2. The Superintendent will review the written appeal. He/she may request further information from the child's teacher, the AIG Team, the parents, the principal, the AIG Director and/or the Chief Academics Officer.
3. The Superintendent shall respond in writing within 10 business days of receiving the appeal.
4. If the disagreement is not resolved at this level, proceed to Step 5.

STEP 5: STATE LEVEL GRIEVANCE PROCEDURE

If the parent/guardian disagrees with the decision of the Superintendent, they may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act, of North Carolina.

The issues for review shall be limited to:

1. Whether the local system improperly failed to identify the student as eligible for services within its gifted education program.
2. Whether the local system implemented and provided those services specified within the differentiated gifted education plan.

Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and decision to the parties and to the State Superintendent of Public Instruction. Attorney's fees are not available to parents in the event they prevail in a due process hearing.

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* Ideas for Strengthening the Standard

- Evaluate data to improve program services to better meet the needs of gifted learners.
- Developing college and career counseling (pilot)
- Developing gifted learner training for counselors and teachers
- Continuing the work with the Talent Unleashed grant
- Developing enrichment services for K-3 using Primary Education Thinking Skills (PETS) targeted at Title I schools (Pilot)

Planned Sources of Evidence

- * Evaluation data (survey data, self-assessment data, anecdotal data)
- * Revision committee meeting notes, agendas, sign-in sheets
- * Completed plan presented to the school board for approval
- * Electronic archives
- * Screening notebooks
- * AIG documentation
- * Classroom observation and monitoring notes
- * PowerSchool EOG/EOC
- * EVAAAS reports
- * AP/IB reports

	<ul style="list-style-type: none"> * Drop-out records disaggregated for AIG students * Local benchmark data * Disaggregated headcount reports * District retention data * Alternative assessment form (Pathway 3 consideration) * Enrollment data in upper level course * Personnel selection forms * AIG teacher key information sheets * AIG salary and budget report * Parent meeting minutes * Review comments from NCDPI * AIG department website * AIG toolbox website * Appeals process documentation * Planning for college while in high school document * Service Enrichment Plans * Professional development documentation 		
Type	Documents	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A		 Handbook of Parents' Rights

& Responsibilities in Gifted Education

Local Board of Education Approval

Union County Public Schools (900) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

05/03/2022 

Original Application Submission Date: 06/08/2022

Type	Document Template	Document/Link
Documents	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 UCPS ALG Plan Board Approval Documentation

AIG Related Documents

Union County Public Schools (900) 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)]	<u>Local Board of Education Approval Template</u>	<u>UCPS AIG Plan Board Approval Documentation</u>	
Optional Documents			
Type	Document Template	Document/Link	
AIG Glossary [Upload up to 1 document(s)]	N/A	<u>UCPS AIG Glossary</u>	
AIG Standard 1 Additional Resources	N/A	<u>UCPS Identification Criteria</u> <u>Acceleration Process</u> <u>Pathway 3 Screening & Alternative Assessment Form</u> <u>Early Entry to Kindergarten Application</u> <u>Self-Nomination & Student Referral Form</u>	
AIG Standard 2 Additional Resources	N/A	<u>UCPS Advanced Learners, Gifted Students, & Talent</u>	

		<u>Development Plan</u>
AIG Standard 3 Additional Resources	N/A	<ul style="list-style-type: none"> ● <u>AIG Curriculum Framework & Learner Objectives</u> ● <u>AIG Services Curriculum Materials & Resources</u> ● <u>AIG & U-Planning for College While in High School Guidebook</u>
AIG Standard 4 Additional Resources	N/A	<ul style="list-style-type: none"> ● <u>UCPS AIG PD Framework & General Plan</u> ● <u>AIG Glossary</u>
AIG Standard 5 Additional Resources	N/A	<ul style="list-style-type: none"> ● <u>Acknowledgements of Focus Groups & AIG Revision Committee Members</u>
AIG Standard 6 Additional Resources	N/A	<ul style="list-style-type: none"> ● <u>Handbook of Parents' Rights & Responsibilities in Gifted Education</u>

Glossary

Union County Public Schools (900) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition		
<input type="checkbox"/>	The Local AIG Plan glossary is provided in an uploaded document.		
Type	Document Template	Documents	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 <u>UCPS AIG Glossary</u> .	