

Overview: Mission/Vision Statement and Funding

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

* LEA Superintendent's Name:

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Elizabeth City-Pasquotank 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 Elizabeth City-Pasquotank Public Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Academically or intellectually gifted students show potential for performing at high levels when compared with others of their age, experience, or environment. These students exhibit high performance capability in intellectual areas and/or

specific academic and talent fields. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

It is the belief of Elizabeth City-Pasquotank Schools that outstanding academic abilities exist in all ethnic, geographic, and socioeconomic groups. Students that have an exceptional academic or intellectual potential must be recognized, challenged, and nurtured through differentiated services beyond those which are ordinarily provided by the regular education program.

Services for these students must be part of the overall educational program that supports excellence for all students. This can best be accomplished through the provision of differentiated services that match each student's gifted characteristics.

The Elizabeth City-Pasquotank Schools' district AIG Plan has been developed to provide appropriate programs for gifted students. Only when there is collaboration and communication among schools, parents, and the community will the potential of our gifted be realized.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 301,797.00	* \$ 50,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 1: Student Identification

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

*** Practice A**

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

Screening Process:

The screening process, provided at multiple points throughout the year, helps create a learner profile which will then be evaluated to determine the students' potential needs beyond what is provided in the regular classroom.

This process will help indicate a potential for achievement, aptitude, and/or demonstrated gifted behaviors.

AIG Facilitators screen available data for all students throughout each year and create a pool of potential candidates for AIG consideration. The facilitators screen available quantitative and qualitative data including but not limited to:

K-2: mClass (BOY, MOY, EOY), i-Ready Diagnostics (BOY, MOY, EOY), Kindergarten screenings, grades and observations

Grade 2: CogAT Universal Screener (Spring Semester)

Grades 3-5: BOG3, EOG, mClass, (BOY, MOY, EOY), i-Ready (BOY, MOY, EOY), TE21 District Benchmarks (BOY, MOY, EOY), grades and observations

Grades 6-8: EOG, i-Ready (BOY, MOY, EOY), TE21 District Benchmarks (BOY, MOY,

EOY), grades, and observations

Grades 9-12: EOC, TE21 EOC Benchmarks, PreACT/ACT, grades and observations

Student interest and motivation to learn may be demonstrated by a student's focus area, curiosity, and/or commitment to pursue learning experiences. This may be shown in the classroom, at home, and/or community.

Referral Process:

Referrals start a process of data collection in order to appropriately make testing decisions. The goal of the referral process is to find students who may not be highlighted in the typical screening process described above. Referrals can be

made by facilitators, counselors, teachers, administrators, parents and students. Referral forms are available to all staff. Parents may refer their child by submitting a written request.

Once a referral is made, facilitators work with classroom teacher(s), parents, and other appropriate school personnel to compile available quantitative and qualitative data (as listed under screening).

Facilitators will collaborate with appropriate departments including but not limited to Exceptional Children (EC) and English Language Learners (ELL) to share assessments and formal and informal observational information in order to refer students who may be Twice Exceptional (i.e. AIG and LD - Learning Disabled) or English Language Learners.

Data will determine whether or not the facilitator will proceed with testing or wait and monitor the child's progress for possible consideration at a later date.

Facilitators/Needs Determination Teams look for students at the 80th percentile or above on previous End of Grade (EOG) or Beginning-of-Grade 3 (BOG3) scores, however other criteria are considered as well, such as classroom performance, interest, and motivation.

If the decision is made to proceed, the AIG Facilitator will contact the parents for permission to administer the appropriate evaluations.

Students can be recommended at any time of the year or at any grade.

* 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.

At ECPPS students (K-12) can be identified as Academically Gifted (AG), Academically Gifted in Math or Reading (AM, AR), Intellectually Gifted (IG), and Academically and Intellectually gifted (AI). AIG Facilitators will review and analyze qualitative and quantitative evidence which includes and is not limited to the student's aptitude and achievement scores. This review will allow the facilitator, teachers, administration and parents to review the student's learning profile to determine the need for advanced differentiated services. Students can be recommended, and evaluated at any time of the school year or at any grade. The process for identification is the same across all grade levels.

Criteria for Identification:

At ECPPS we review and consider multiple criteria for student identification: aptitude (above grade level), achievement (above grade level), classroom performance, characteristics, interests, motivation and social-emotional development.

- * Student aptitude is determined by a nationally normed aptitude test.
- * Student achievement is determined by a nationally normed achievement instrument.
- * Student performance is demonstrated through local norms such as work samples, grades, or other authentic assessments.
- * Observation of student characteristics are recorded through both formal and informal checklists and/or rubrics. These are completed and submitted by both teachers and parents.
- * Student interest and motivation may be demonstrated by a student's commitment to pursue learning experiences and through a student's curiosity and in-depth passions. This may be shown in the classroom, at home, and/or community and is recorded using student surveys and anecdotal information from both teachers and parents.

Identification:

Students may be identified in 5 distinct areas each with its own required criteria as shown below. The required criteria is the same across all grade levels K-12.

Academically Gifted Reading (AR)

- * Nationally normed aptitude test (verbal subtest) at 88%ile or above

- * Nationally normed achievement test (reading subtest) at 88%ile or above
- * Strong classroom performance consistent with scores preferred

Academically Gifted Math (AM)

- * Nationally normed aptitude test (quantitative subtest) at 88%ile or above
- * Nationally normed achievement test (math subtest) at 88%ile or above
- * Strong classroom performance consistent with scores preferred

Academically Gifted (AG)

- * Meets the above criteria for both reading and math with high academic performance in all other core content areas preferred

Academically and Intellectually Gifted (AI)

- * Nationally normed aptitude test – 95%ile or above on all subtests
- * Nationally normed achievement test – 95%ile or above on all subtests
- * Displays high academic performance in all core content areas

Intellectually Gifted (IG)

- * Nationally normed aptitude test – 96%ile or above on a composite score
- * All other criteria may or may not be evident

After the compilation of data is complete, the Needs Determination Team (NDT) will meet to review data and determine the status of the student's need for differentiation and appropriate identification area(s).

No one criterion will automatically exclude a student from identification. The Needs Determination Team may decide to complete a Case Study if they feel strongly about the student's need for identification and advanced differentiated services in the absence of supporting data.

Student Transfers:

When an identified (AM, AR, AG, AI, or IG) student transfers within the district, his/her identification and services shall continue uninterrupted at the receiving school. Transfers from outside the district are not automatically eligible for AIG services, although provisional placement may be warranted. Active Military family transfer students who received AIG services at their last school, are not automatically eligible for AIG services, although provisional placement may be warranted. Records are reviewed and appropriate steps will be taken to determine identification

and appropriate services. If data does not meet ECPPS criteria, parent permission for testing will be secured and appropriate testing administered.

Early Admission to Kindergarten:

To qualify for early admission to kindergarten a student must be tested by a private psychologist and must score at the 98%ile on both a nationally normed achievement test and a nationally normed aptitude test.

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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.

ECPPS AIG identification procedures respond to demographics of the community, intentionally searching out giftedness or gifted potential among minority, low socioeconomic and other underrepresented populations:

- * Analysis of subgroups data is done by AIG Director to assist facilitators with the local education agency (LEA) demographics
- * Facilitators communicate with classroom teachers, EC teachers, EL teachers, and counselors concerning research related to the characteristics of gifted and the methods for determining giftedness in underrepresented populations (culturally/ethnically diverse, economically disadvantaged, English learners, highly gifted, and twice-exceptional).
- * Facilitators/Classroom teachers and EL or foreign language teachers, and Exceptional Children’s (EC) teachers collaborate to collect information from, and communicate with, families and parents regarding ways to nurture the characteristics and meet the needs of these students.
- * Classroom teachers are encouraged to nurture all students and observe for non-traditional indicators of intelligence. Classroom teachers are provided research-based information regarding gifted indicators.
- * Facilitators may use non-verbal standardized tests to assist with identification (i.e. NNAT).
- * Nominations may be made by teachers, parents, students, and adult school staff and may occur at any grade and at any time of the year.
- * AIG Facilitators annually review student scores from state standardized achievement testing (i.e., EOG/EOC).
- * A case study provides an alternative pathway for identification of students whose potential is not exhibited in our traditional identification criteria.

*** Practice D**

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

At ECPPS, we employ a specific process for monitoring the screening, referral, and identification that is implemented consistently at each school. All Facilitators utilize this process completing appropriate forms throughout. A record is maintained for each student who has been nominated for services.

This process is monitored by the District AIG Director and is clearly communicated to teachers and parents through meetings, print, and digital media.

AIG Director and Facilitators conduct an internal record audit annually.

Facilitators provide annual professional development on screening, referral and identification procedures for all school level Needs Determination Teams (NDT) which includes a representative from each grade level, a counselor and an administrator.

*** Practice E**

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

ECPPS appreciates the need for all stakeholders to understand the procedures and processes involved in the implementation of the AIG program and associated services. In order to provide the best possible learning environment for the student, teachers, parents and/or guardians need a clear understanding of all program aspects and practices.

A copy of the local AIG plan is available in all schools, central office, and on our website. www.ecpps.k12.nc.us

Each parent of an AIG identified student will receive a handbook that explains:

- * The purpose of the program
- * ECPPS' definition of giftedness
- * Identification and placement standards and procedures
- * Service options and descriptions of each one
- * Annual review procedures
- * Procedures for transfers from other LEAs

This handbook is also be available at each school, the ECPPS Central Office, and on our website.

AIG facilitators conduct annual informational meetings for parents at transitional grades (Elementary to Middle, Middle to High, and High to Early College).

The AIG facilitators communicate with the parents/guardians of each newly identified AIG student to obtain consent regarding identification and placement. Parent and student rights will also be discussed and a written explanation provided. AIG facilitators also communicate with parents/guardians annually to update the Differentiated Education Plan (DEP) and/or the Individual Differentiated Education Plan (IDEP).

*** 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 ECPPS AIG Director and Facilitators have developed a set of required forms that document the referral and identification process and service for each identified student.

A confidential record, utilizing district wide required forms, is kept for each student that documents the screening, referral, and identification processes and the Needs Determination Team (NDT) service decisions.

Facilitators communicate with parents upon identification to develop a Differentiated Education Plan (DEP), which is reviewed annually, or as needed, with parents. The DEP is part of the student's AIG Confidential Record.

Parent Due Process rights booklets are given to parents during the initial meeting.

Records are periodically audited by the AIG Lead Facilitator to ensure consistency and compliance.

All records are self-audited by facilitators at each transition point; elementary to middle school, and middle to high school.

*** Ideas for Strengthening the Standard**

- * Add DEPs to PowerSchool
- * Develop a process for consistent record monitoring across all schools

- * Ensure that brochures are available in English/Spanish in each school office as well as Central Services.
- * Update the process and information for transitional meetings (5th to 6th , 8th to 9th , Early College)

Planned Sources of Evidence

- * Needs Determination Team (NDT) decision forms
- * Student Records
- * Due Process Booklet

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 Parents Right Brochure

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

AIG facilitators collaborate with other specialists such as school counselors, psychologists, social worker, nurses, instructional support staff, instructional specialists, and regular education teachers to best meet the needs of gifted and high ability students.

ECPPS AIG Programs provides an array of services based on student identification and needs.

K-2

Consultative K-2 Services: The AIG Facilitator collaborates with the classroom teacher regarding specific high performing students who may need additional or modified instruction, including but not limited to subject acceleration, clustering advanced students for enrichment/extension opportunities, and curriculum compacting in order to meet student academic needs. The AIG Facilitator collaborates with the classroom teacher in order to identify resources to assist in appropriate differentiation and to assure needs are being met in the classroom.

Non-Identified Talent Development:

ECPPS does not encourage formal identification of students for gifted services until third grade. This does not negate

the need for differentiated instruction in the primary grades. ECPPS supports the teachers in recognizing the gifted characteristics and modifying instructional practices in order to enhance growth in these young students. Facilitator support may also be in the form of a more direct team-teaching approach, or in the form of a pull-out model.

The identification process may be put in place for a K-2 student who performs two or more years above grade level (based on multiple data points from formal and informal assessments) and needs differentiated services beyond that of Talent Development.

3-5

Non-Identified Talent Development: Depending on student needs at a given point in time, these groupings may be within the classroom with consultative AIG Facilitator support or a more direct team-teaching approach, or may also be in the form of a pull-out model.

Academically Gifted Reading (AR)/Academically Gifted Math (AM)/ Academically Gifted (AG): Students are grouped according to identification in reading, math or both and work directly with the AIG facilitator in a small group setting. It is strongly encouraged that these students are also clustered within the regular classroom setting.

Academically and Intellectually Gifted (AI): In addition to other identified services, these students have the opportunity for an independent study under the supervision of a facilitator. Classroom teachers are given support by the AIG facilitator in designing tiered assignments, content acceleration, advanced content, curriculum compacting, independent study, and special projects to meet the needs of AI students within the classroom.

Intellectually Gifted (IG): Students are individually served based on an Individual Differentiated Education Plan (IDEP) created to target that individual's specific strengths and needs.

6-8

Non-Identified Talent Development: Students are clustered within the classroom with AIG facilitator support.

Academically Gifted Reading (AR) / Academically Gifted Math (AM)/ Academically Gifted (AG): Identified students are grouped together for instruction in reading, math, or both to provide an enriched and/or accelerated curriculum; the AIG Facilitator collaborates with teachers in the subject grouped/honors classes to ensure that AIG student needs are met.

Academically and Intellectually Gifted (AI): In addition to other identified services, these students have the

opportunity for an independent study under the supervision of a facilitator. Classroom teachers are given support by the AIG facilitator in designing tiered assignments, content acceleration, advanced content, curriculum compacting, independent study, and special projects to meet the needs of high ability students within the classroom.

Intellectually Gifted (IG): Students are individually served based on an Individual Differentiated Education Plan (IDEP) created to target that individual's specific strengths and needs.

9-12

All Identification Areas: The AIG Facilitator advises and monitors student enrollment/participation in Honors and AP classes, distance learning, North Carolina School of Science and Math (NCSSM), NC Governor's School, Dual Enrollment, and other opportunities for high ability learners.

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*** 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.

Gifted and high ability students are clustered together with teachers who have AIG training to the extent possible.

AIG Facilitators are members of Professional Learning Communities at the school site to assist in the planning and sharing of ideas to meet individual students' needs.

AIG Facilitators collaborate with school counselors and provide joint student services when needed. School counselors serve on the Needs Determination Team (NDT).

Collaboration with school counselors and other student services personnel allows for the development of strategies and processes to support the social and emotional needs of gifted learners. Provide all teachers, specialists, and school counselors with access to any social and emotional goals and service information on student Differentiated Education Plans (DEPs).

AIG Facilitators conference with individual students regularly and/or as needs arise to support students' social-emotional needs.

* **Practice C**

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

Using all available data, students are served in reading, math and/or other core content areas through appropriate learning environments, content differentiation, and special programs. A comprehensive service delivery system is provided for gifted students. Settings and services may include:

- * Regular classroom, resource room, another school within the system, inclusion setting, independent studies
- * Dual enrollment on college campus, online classes
- * Early College
- * Content differentiation (acceleration, enrichment, and extension)

AIG Facilitators:

- * Provide services connected with district goals which extend and enrich the NC Standard Course of Study (NCSCOS).
- * Match a continuum of content processes and products to the skill levels, interests, learning styles, and cultural perspective of students at a pace appropriate to the learners.
- * Collaborate with general education personnel to align and differentiate the NCSCOS to create integrated complex curriculum to match AIG learners' academic and social-emotional needs.
- * Collaborate with instructional departments (grade level teams or content area teams; arts and electives; counselors; media personnel) to ensure AIG services are integrated into the total instructional program.
- * Work with administrative teams to make sure AIG is addressed in improvement plans across the district.
- * Collaborate across the district at least once a month to share materials, resources, strategies and ideas.

AIG Director or Lead Facilitator reports to superintendent and Board of Education relating to policies and program standards.

ECPPS supports having at least a half time facilitator at each elementary school, and two facilitators who divide their week between one middle and one high school each.

* **Practice D**

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

Intentional, flexible grouping practices are implemented throughout the district to facilitate effective instruction and support the growth of AIG and high ability students. Based on the data from common assessments, students may be flexibly grouped within the classroom, across the grade-level team, or across grade levels if appropriate.

Based on student identification area(s) and on-going data, students are grouped for instruction as listed below:

Elementary

- * Cluster grouping for identified and non-identified high ability students within classrooms is encouraged.
- * Resource enrichment/extension groups for AIG identified students in area of identification (AR, AM, AG, AI, and IG) work directly with the AIG Facilitator.
- * Flexible enrichment groups for non-identified talent development students are based on assessment data.

Middle

- * Identified students are subject grouped for higher level differentiated instruction in Reading, Math, and /or other content areas.
- * Designated enrichment time (based on performance data) may also be offered when scheduling allows.

High School

- * Honors and AP Courses, Dual Enrollment, Credit by Demonstrated Mastery
- * NC Governor's School
- * NC School of Science and Math
- * Early College

* **Practice E**

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

The ECPPS District AIG plan is a legal document approved by the ECPPS Board of Education, the NC Board of Education, and the NC Division of Curriculum and Instruction.

The plan is on the district website and at least one hard copy of the plan is in the principal's office at each school.

The ECPPS AIG Director and Facilitators provide information about the six AIG standards and their underlying practices which are encompassed in the AIG law (Article 9b) through staff meetings and Board of Education presentations.

The AIG Director and/or Facilitators:

- * Integrate program standards, regulations, and Article 9b into professional development, administrative meetings, and site meetings.
- * Discuss instructional services and programs during grade level, team, and staff meetings.
- * Maintain an informational district AIG web page.
- * Confer with counselors, teachers, and specialists regarding each student's Differentiated Education Plan (DEP)/Individual Differentiated Education Plan (IDEP).

Provide an AIG Services handbook/brochure to school staff and to parents at initial placement meetings, annual reviews. It is also available on our District AIG website. www.ecpps.k12.nc.us

At the elementary, middle, and high school levels, AIG facilitators meet with classroom teachers to provide information on the identified and talent development students within their classrooms.

* **Practice F**

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

AIG Facilitators maintain an effective practice of communicating student service needs among and between schools at each grade level to best meet the needs of advanced learners.

The AIG Facilitators:

- * Inform teachers across grade levels/schools of students' goals and services; develop/modify DEP/IDEP yearly or as needed.
- * Meet with classroom teachers at the beginning of each year, and as Identification occurs or services change throughout the year, to ensure they are aware of their gifted students and the services they will receive as well as their needs in the regular classroom.
- * Work with building level leadership to design schedules which allow for identification and service delivery.
- * Provide transition visits from feeder schools to middle schools and high schools.
- * Present information meetings for students and parents at transition grades (5th to 6th and 8th to 9th). This is to help ensure a smooth transition into middle school and on to high school.
- * Provide the AIG Director with appropriate documentation to ensure the PowerSchool data system maintains up to date records of all AIG students twice a year (fall and spring).
- * Maintain an AIG record that houses DEP's, testing data, permission to test, permission to serve, surveys, and other

forms as needed on each student.

At the district level, regular meetings are held once a month where procedures and process for sharing information are provided.

AIG Facilitators at all levels serve as the voice of gifted education on behalf of gifted learners.

A form is placed in cumulative folders of each student who has been tested for gifted services in order to ensure that teachers and other school professionals are aware that a confidential folder of assessment data exists.

*** 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.

Each school has a Needs Determination Team (NDT) made up of classroom teachers, counselor, an administrator, and the AIG Facilitator. The team is responsible for making placement and service decisions based on the compiled data an array of service and program options provides gifted students with a variety of appropriate enrichment and extension opportunities.

These may include:

- * Early Admission to Kindergarten
- * Subject acceleration
- * Grade acceleration
- * Dual enrollment or early enrollment to a college/university
- * Credit by Demonstrated Mastery
- * Distance learning

Other opportunities such as: independent learning, mentor support, competitions, residential schools, virtual classes, Governor's School and/or other summer programs.

*** 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.

AIG Facilitators:

- * Seek nominations of students from all populations; special attention is given to those who have a cultural or language barrier to look for alternate data. Nominations can be made by parents, teachers, other school personnel, and students.
- * Review data on all students throughout the district to intentionally look for potential in underrepresented populations.
- * Data from all student populations will be analyzed and used to effectively group for differentiated instruction in classrooms.
- * Collaborate with exceptional staff, ELL teachers, and other specialists to provide support for success of under-represented AIG populations.
- * Continue to seek additional resources for supporting traditionally underrepresented AIG populations.

Intentionally target the top 10% at each grade level at our low performing schools.

* **Practice I**

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

Opportunities are made available at all levels K-12 such as, but not limited to, the following:

- * NC Association for Scholastic Activities (NCASA)
- * Independent Studies
- * Community Service Learning
- * Mentoring/Mentee Programs
- * Competitions/Clubs
- * NC Governor's School
- * School of Science and Math
- * Summer Enrichment Academy

Students and parents are kept informed of appropriate opportunities and events in the community and surrounding area.

* **Ideas for Strengthening the Standard**

- * Develop specific criteria and procedures for all acceleration opportunities (ie. Subject, grade acceleration etc.)
- * Review a variety of comprehensive programs to nurture K-2 students.
- * Explore/investigate high school models for gifted education.

Planned Sources of Evidence

* Website

* Meeting Agendas

* Copy of the Plan at each school

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 Early Entry_Kindergarten

Standard 3: Differentiated Curriculum and Instruction

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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.

At ECPPS, individual abilities, interests, learning styles, and multiple intelligences guide curriculum differentiation through an array of services. AIG students are provided curriculum enrichment, extension and acceleration in order to be challenged and reach their potential.

AIG Facilitators:

- * Analyze data to determine needs of our learners.
- * Provide professional development related to differentiation of instruction at each school.
- * Collaborate with regular education teachers, and other support personnel concerning differentiation of curriculum/strategies (such as tiered assignments, compacting, independent study, blended learning) to meet the needs and interests of AIG students.
- * Work with clusters of gifted students within and outside the regular classroom.
- * Provide opportunities for interaction and competition with other gifted students in the school, county, region, and state.
- * Assist in planning and carrying out differentiated curriculum that provides rigor and an extension of the North Carolina Standard Course of Study (NCSCOS).
- * Assist in planning and carrying out differentiated curriculum that nurtures potential AIG students.
- * Secure resources that enable enrichment, extension, and acceleration of curriculum in the various subject areas.
- * Provide ways for students to take exit exams to place out of a course according to Credit by Demonstrated Mastery

(state law).

K-5 Facilitators may serve students in a variety of pull-out groups as well as differentiation within the classrooms.

Middle School Facilitators serve students in subject grouped classes for Language Arts and Math. Middle school AIG Facilitators work with teachers in the subject placed classes (rather than a pull-out model). The middle school level also provides opportunities to enroll in high school classes as needed based on ability and performance level.

At the high school level, Honors, AP, and dual enrollment teachers provide curriculum enrichment, extension, and acceleration in their content areas. The middle/high school AIG Facilitator is available to collaborate with these teachers.

*** 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 Facilitators employ research-based practices and curriculum resources to differentiate the Standard Course of Study for gifted students in collaboration with classroom teachers based on student need.

AIG Facilitators:

- * Assess and review student learning styles and multiple intelligences.
- * Provide instructional resources and collaborate with classroom teachers to enrich, extend, and accelerate curriculum through compacting, technology integration, work contracts for independent projects, and challenge activities based on student abilities, readiness, motivation, interest, and learning profiles.
- * Ensure gifted students are grouped appropriately with students of similar needs and interests.
- * Build and maintain a resource library at each individual school for use by all staff and parents.
- * Provide opportunities for staff to participate in professional development on AIG learners
- * Monitor the progress of high school students 9th-12th grades through a DEP to promote success and development of ability, readiness, and interest.

*** Practice C**

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

The AIG Director and Facilitators familiarize themselves with and/or deepen their knowledge of research-based curriculum, resources, and instructional strategies to impact instruction.

AIG Facilitators:

- ? Maintain an extensive resource library that is available to teachers.
- ? Supported by ECPPS, attend the North Carolina Association of Gifted and Talented (NCAGT) conference annually in order to stay current on best practices and resources.
- ? Assist staff in differentiating lessons and resources.
- ? Collaborate with the instructional coach on data to appropriately adjust lesson plans to meet the needs of gifted learners.
- ? Utilize K-2 resources that include, but are not limited to: Primary Education Thinking Skills (PETS), Nicoles, Wolfe, Thompson: Recognizing Gifted Potential, Bertie Kingore, Thinking Skills, Sandra Parks; Underrepresented Students in Topology and Algebra Research Symposium (UStars), Mary Ruth Coleman.

Utilize district provided novels and guides (i.e. William and Mary Curriculum Guides) that are designed for gifted students.

*** Practice D**

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

AIG facilitators incorporate future ready skills within our classrooms.

AIG facilitators:

- * Promote the use of future ready skills by assisting with integration of these skills through collaborative planning with teachers.
- * Promote competitions and events in the local community and beyond that focus on future ready skills for gifted learners.
- * Promote leadership opportunities for students.

Embed critical thinking skills within advanced programming options, including, but not limited to, AP courses, robotics, literature studies, and lunch bunch.

*** Practice E**

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

ECPPS Gifted Programs utilize both formal and informal, formative and summative data (pre and post) to maximize learning for gifted students.

AIG Facilitators:

- * Collect and analyze all available assessment data throughout the year such as: mClass, Read to Achieve, i-Ready, TE21 District Benchmarks, and teacher made pretests/posttests to better address the needs of our students.
- * Monitor a variety of existing local and statewide assessment data to determine effectiveness of current grouping practices.
- * Utilize data to form talent development, and flexible enrichment groups.

Analyze data for determining differentiation needs through compacting, tiered assignments, independent projects/studies, or other differentiation strategies.

*** Practice F**

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

AIG Facilitators are trained to identify and address the social and emotional needs of gifted students.

AIG Facilitators:

- * Engage in ongoing research to provide materials, information, and/or professional development regarding the social and emotional needs of gifted students to regular education teachers, counselors, and parents.
- * Facilitate book studies, seminars, and activities which give gifted students the opportunity to read books related to their social and emotional needs.
- * Meet with individual students to assist with specific social and emotional challenges.
- * Conference with parents as needed to discuss a student's social/emotional needs or challenges.
- * Annually provide professional development for our district's counselors in regards to AIG students' social and emotional needs (Duke University's AIG Specialist Duke TIP).

Collaborate with counselors to intentionally provide strategies for students as they deal with common issues such as perfectionism, teasing and bullying, accepting academic challenges, underachievement, twice-exceptional challenges, etc.

*** 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.

Research indicates that young children need to be nurtured at the earliest age possible to develop gifted potential. ECPPS continues to develop our K-3 Talent Development Program.

Provide early intervention and development opportunities to maximize potential by creating classroom environments that elicit a variety of observable behaviors and indicators of students' strengths which allow teachers to:

- * Involve all primary students as a component of talent development efforts
- * Observe student strengths
- * Recognize potential
- * Respond to outstanding potential with intentional differentiated curriculum and instruction

Elementary AIG Facilitators:

- * Collaborate with counselors, and K-3 classroom teachers.
- * Use research-based material with students to provide the opportunity to engage in high level thinking activities, experiences, and processes.
- * Assist K-3 classroom teachers in the use of flexible grouping to nurture clusters of young students who show gifted characteristics and potential.

Involving General Education teachers, Exceptional Education Teachers, AIG personnel and other Instructional Staff in developing differentiated curriculum and instruction to cultivate potential in K-3 learners.

*** 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.

Although regular classroom teachers are ultimately responsible for providing differentiated curriculum and instruction, the role of the Facilitator is integral in this process.

AIG Facilitators:

- * Communicate the academic, social, and emotional needs of gifted students with classroom teachers and other school personnel.
- * Plan/collaborate with classroom teachers/support personnel to create differentiated curriculum, implement challenge and extension activities, and competitions.
- * Plan/collaborate with English Language Learners (ELL) teachers as needed to meet the needs of English language

learners.

* Plan/collaborate with Exceptional Children's (EC) teachers as needed to meet the needs of twice exceptional students.

Provide the opportunity for students to implement independent studies based on interests and subject acceleration.

*** 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.

The AIG Director, AIG Facilitators, and the Needs Determination Team (NDT) work together to document and match services to the identified needs of gifted students.

- * A Differentiated Education Plan (DEP) and/or Individual Differentiated Education Plan (IDEP) is developed with input and support of parents to meet the needs of the student in identified areas.
- * A new DEP/IDEP is developed with parents when a student's needs change.
- * DEP/IDEP clearly shows the area of need(s) of the student learner and provides service recommendations.
- * Student services are reviewed annually with parents and classroom teachers and documented on the DEP/IDEP to ensure effective programming and transitions.
- * The Power School System may be utilized to record and monitor program services information for gifted learners.

AIG Facilitators may be included in Individualized Education Plan (IEP) meetings for twice exceptional students.

*** Ideas for Strengthening the Standard**

- * K-2: Develop processes and strategies specifically for seeking students with gifted potential from the K-2 population (Kingore, PETS, UStars)
- * 9-12: Develop specific curriculum for identified students at each grade level (ie. Selecting coursework for colleges/universities, writing college applications and essays, completing financial aid forms, personal finances)
- * Create a curriculum binder by and for the AIG Facilitators

Planned Sources of Evidence

* Rosters of students served (identified and non-identified)

* Student Performance Data

* Student DEP/IDEP

* Documentation of collaborative planning

* Teacher differentiated lesson plans

Documents

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

Standard 4: Personnel and Professional Development

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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.

ECPPS employs a licensed AIG Director and Lead Facilitator who are responsible for:

- * Working with school facilitators and other stakeholders to plan, implement, revise, and monitor the AIG plan.
- * Serve as a member of the Central Office staff, reporting to the superintendent and Board of Education and partnering with all directors and areas.
- * Acting as a liaison between the ECPPS, the Department of Public Instruction, as well as the Northeast Region Coordinators/Directors.
- * Providing on-going staff development activities related to AIG and ECPPS professional development needs.
- * Collaborating with school principals and encouraging school personnel to address the needs of gifted in the School Improvement Plan.
- * Guiding and supporting the facilitators in screening, testing, identifying, and serving AIG students.
- * Collaborating and communicating with parents and community groups.
- * Managing testing schedules and materials.
- * Maintaining the state and local AIG budgets.
- * Serving on community boards.
- * Mentoring new facilitators.
- * Conducting monthly meetings with facilitators.
- * Monitoring records for accuracy and visiting schools.
- * Serving as Due Process administrator.

- * Completing facilitator observations in collaboration with school principals.
- * Placing AIG facilitators in schools (based on staffing needs).

* **Practice B**

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

AIG licensed Facilitators serve elementary, middle, and high schools to meet the academic and social-emotional needs of gifted students. At each school, AIG Facilitators:

- * Plan and collaborate with classroom teachers of identified gifted students for differentiated content, process, and product related to data on skill levels, interests, learning styles, and other profile information.
- * Provide informal professional development and resources for classroom teachers.
- * Collaborate/coordinate with support personnel, including school counselors.
- * Contribute to the appropriate placement of students for service delivery based on their Differentiated Education Plan (DEP) and/or Individual Differentiated Education Plan (IDEP) and on-going formal and informal assessments.
- * Use data to assess learning progress and plan accordingly with classroom teachers.
- * Engage in frequent communication with parents.
- * House a library of books relating to the academic and social/emotional needs of gifted students.
- * Create and maintain all AIG documentation including referral, testing, placement decisions, and differentiated education plans.

Facilitators collaborate with principals to ensure they serve fully as contributing members of their school(s).

AIG Director and/or Lead Facilitator meets monthly with facilitators for AIG planning and Professional Learning Communities (PLCs).

* **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 Director and Facilitators all hold NC/ AIG licensure. Other personnel, including administrators, classroom teachers, media specialists, and counselors are encouraged to seek certification.

The AIG Director and/or Facilitators:

- * Collaborate with central office and building administrators to offer professional development in gifted education during district-wide professional development days.
- * Participate in special population “pops” days or informational meetings with staff K-12 to provide information relating to best practices for serving gifted learners.
- * Meet periodically with grade level/subject teams to plan and provide information and “mini staff development” sessions.

Provide staff development on specific topics related to gifted education as needed or requested.

*** 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.

Principals and AIG Facilitators work together to place AIG students in classes with AIG certified teachers or teachers who have participated in AIG professional development when possible.

Grade Levels

K-5: Identified students are clustered within the classroom for instruction.

6-8: Subject grouped classes for reading and math and when possible, other content areas as well.

9-12: Students are encouraged to take AP/Honors classes each semester.

- * Develop a process or system to monitor the effective assignment of students to appropriately licensed or prepared personnel throughout the year. Share this data with principals, district leadership, and local board of education as appropriate.
- * Cluster AIG students across the K-12 continuum with AIG-licensed classroom teachers or with those who have met the LEA certification requirements according to the AIG plan.
- * Additional teachers are encouraged to seek AIG licensure to assist in meeting the needs of gifted students in the regular classroom.
- * Provide recognition at the local level (board meeting, for example) for completing AIG add-on licensure or completing local requirements.

*** Practice E**

Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse

backgrounds.

AIG Director and/or Facilitators:

- ? Collaborate with directors and central office personnel to ensure that initiatives and professional development address the needs of teachers who work with the AIG students (such as: characteristics of gifted, strategies for differentiation, social/emotional needs of gifted, etc.).
- ? Consider a teacher commitment to continue to serve the district after earning an AIG add-on license.
- ? Work with Human Resources to support hiring practices for teachers with an AIG add-on license.
- ? Use the district's application system to filter for candidates who have AIG Licensure or Gifted Certification from outside NC.
- ? Embedding questions in the interview process related to meeting the needs of gifted and advanced learners.
- ? Analyze staff needs among the schools in the district to strategize during the hiring process.

Participate in and provide professional development related to AIG program goals, both in the district and outside of the district.

*** Practice F**

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

AIG Facilitators:

- * Work with other school personnel to ensure that professional development goals and initiatives are being met.
- * Participate in district, regional, and state meetings.
- * Annually attend the North Carolina Association of Gifted and Talented (NCAGT) conference.
- * Facilitate best practice sharing sessions after PD experiences among AIG staff and general education teachers, as well as other instructional support staff in collaborative settings.

For example:

- * Early Release Days
- * District-wide Professional Development Days
- * Weekly/Monthly school-wide and district-wide PLC meetings
- * Use technology to share new ideas and grade appropriate resource materials from professional development learning experiences

*** 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.

AIG Director/Facilitators will partner with the district’s Curriculum and Instruction Department to collaborate on gifted learning professional development.

- * Serving on other district committees when strategic vision, mission, and priorities are being set to ensure AIG needs are being heard and considered.
- * Collaborate with District Instructional Support Staff and School-Level Instructional Staff to integrate best practices for gifted learners across professional development settings and topics.
- * Promote opportunities for professional development outside of the district to support best practices and state/national standards.
- * Build time for coaching/supporting teachers, implementation and reflection based on professional development experiences to support participant understanding and program improvement.
- * The AIG Director/Facilitators will work directly with school and district MTSS teams to provide explanations of AIG Program goals, to align with school and district MTSS goals.

*** Ideas for Strengthening the Standard**

- * Advocate for full time facilitators at the elementary, middle, and high schools.
- * Develop intentional annual professional development opportunities for educators at each level (K-2, 3-5, 6-8, 9-12)
- * Explore the possibility of including professional development sessions during each district-wide PD days for teachers/support staff/administrators working with AIG students
- * Share resources on site and digitally with school level personnel that will help with differentiation.
- * Develop and present PD for administrators

Planned Sources of Evidence

- * AIG Personnel licensure records
- * Documentation of collaborative meetings and/or staff development
- * AIG Director /coordinator job description and qualifications

* Agendas/notes from state, regional, and local conferences and meetings

* CEU Records

Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	 District Meeting Agenda

Standard 5: Partnerships

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 5: Partnerships

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

* Practice A

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

- academic and intellectual
- social and emotional.

The AIG Director and Facilitators understand the importance of partnerships with parents and families of our gifted students.

Therefore we:

- * Prepare and make available written documents such as: the AIG Plan and service grid, NC AIG Standards, Due Process Guide, Parent handbook, newsletters, flyers about services and opportunities for students, parents, and the community.
- * Inform parents/families about opportunities to become involved with AIG student activities, clubs, and competitions.
- * Utilize technology to share information such as: ECPPS web page (www.ecpps.k12.nc.us), email, ParentSquare (online communication platform), Channel 8 (ECPPS channel), virtual parent meetings, ECPPS Facebook/Twitter/Instagram.
- * Schedule yearly parent informational meetings, Differentiated Education Plan (DEP), Individual Differentiated Education Plan (IDEP) meetings, annual reviews.
- * Share articles related to gifted academic and social/emotional needs.

Hold intentional meetings for students and parents at transition years (5th to 6th, 8th to 9th) to review options available to students at the middle and high school levels and strategies for success.

*** 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.

AIG Director and Facilitators collaborate with local businesses and organizations to create and/or enhance units of study. This includes but is not limited to:

- * Arts of the Albemarle
- * Dismal Swamp State Park
- * Elizabeth City State University
- * College of the Albemarle
- * Mid Atlantic Christian University
- * Merchants Mill Pond
- * Museum of the Albemarle
- * Port Discover
- * Local Businesses

AIG Facilitators continue to seek stakeholder support in providing opportunities for gifted students through activities such as: field trips, presentations, guest speakers, mini-classes, competitions, summer programs and mentorships for interested students.

*** 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.

ECPPS has established an Advisory Board for gifted education, which meets at least twice yearly (virtually and/or face-to-face).

The Advisory Board is representative of a variety of stakeholders, including community members, local businesses and organizations, administrators, teachers, parents, and school board members.

Advisory Group representatives included, but are not limited to:

- * Parents/Guardians (K-12)
- * Teachers/Support Staff/Administrators
- * EL & EC Support Staff
- * Local Business Representatives
- * Community Arts/Music organizations
- * Local Colleges & Universities
- * ECPPS Minister's Council
- * Education Foundation of Elizabeth City-Pasquotank Public Schools
- * NAACP

*** 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.

The AIG Director and Facilitators informs parents, families, and community of opportunities available to AIG students to encourage and increase participation:

- * Flyers
- * Newsletters
- * ParentSquare (District Online Communication Platform)
- * Channel 8 (Local ECPPS TV Channel)
- * ECPPS/AIG webpage
- * ECPPS Facebook, Twitter, Instagram
- * Virtual/Face-to-Face Meetings

Translation to native languages as needed, through our ECPPS EL Department.

*** Ideas for Strengthening the Standard**

- * Develop an intentional process for sharing information with Advisory Board Stakeholders
- * Use technology tools for student production allowing parents to view and participate
- * Consider a video or digital presentation communicating the program plan and policies to be posted on the ECPPS/AIG website, ECPPS Facebook/Twitter/Instagram
- * Work towards creating/continuing partnerships to promote/enhance extracurricular activities
- * Consider compiling a community contacts database

Planned Sources of Evidence

- * Agendas, documentation and rosters of informational meetings, speakers and activities
- * AIG plan at each school
- * Documentations of surveys
- * Collaborative projects within community
- * Local Newspaper articles/Channel 8/ All district print media outlets/AIG webpage/Samples of newsletters, flyers, etc.

Documents

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	 Community Partnerships

Standard 6: Program Accountability

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 6: Program Accountability

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

*** Practice A**

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

ECPPS has a written plan in accordance with NC legislation and policy, NC Department of Public Instruction, and NC AIG State Standards, which has been approved by the local Board of Education. The plan is reviewed annually and revised each three years for continued improvement.

- * The plan is comprehensive and includes all components required by, and based on, NC AIG legislation and standards.
- * Screening, identification, and placement processes and forms are in accordance with NC AIG legislation and standards; are comprehensive; and meet the needs of the Local Education Agency (LEA).
- * The AIG Talent Development component enables facilitators to support differentiation for non-identified students who demonstrate advanced potential.
- * Social and emotional support is an integral part of the AIG program and services.
- * Research based curriculum and instruction practices are consistent throughout the LEA.
- * AIG Facilitator responsibilities are consistent across the district.
- * The AIG Plan aligns with district goals.
- * Parent and community involvement is addressed in the plan and continues to be a priority.

An AIG Advisory Board consisting of stakeholders (Parents, community and staff) has been put in place to assist and give input on the program's strengths and needs.

*** 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.

The AIG Plan is monitored continually through:

- * AIG Director/Facilitators will provide annual stakeholder with surveys that will give feedback on successes and challenges
- * Formal and informal data will be collected and analyzed as needed
- * Formal and informal meetings with school staff, administrators, and parents/families to share successes and challenges
- * AIG Director/Facilitators meet monthly to build capacity and monitor program improvement.
- * AIG Director/Facilitators conduct an annual self-assessment.
- * Reports are made to the Advisory Board to ensure that stakeholders are well informed.

*** 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 LEA has, and continues to, use all state allocated as well as supplemental local funding to provide services to meet the needs of identified gifted students as well as those demonstrating high potential for giftedness.

The AIG Director:

- * Maintains a record of expenditures and ensures funds are used for AIG Plan implementation and students.
- * Reviews funding with the finance director to determine needs and appropriately allocate AIG funds.

Prioritizes people, resources, and professional development based on available funding and program needs.

*** 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.

AIG Director and/or AIG Facilitators:

- * Collect and analyze student data for their schools each quarter or semester to drive instruction.
- * Analyze data to examine district trends to determine program and student needs; to include academic, social/emotional, and underserved populations and share with appropriate stakeholders.
- * Meet with principals and appropriate personnel to analyze and share AIG growth and achievement data.

Drop out data is cross referenced with AIG headcount on a yearly basis.

*** 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 Team continues to:

- * Collaborate with Instructional Coaches to examine school wide data.
- * Examine subgroup representation in referrals, identified, and students who are served.
- * Research and discuss how to better cultivate potential in all subgroups.
- * Examine referral and identification procedures to look for disproportionality issues.

Provide resources to classroom teachers to better understand and recognize giftedness in underserved populations.

Collaboration between the AIG Department and the School-Level and District-Level MTSS teams to gather, analyze, and act on multiple data sources regarding referral, identification, services, and retention of students within the AIG program. Using this data will allow the team to identify:

- * A variety of demographic groups that have been equitably identified for intervention within the MTSS process
- * Ensuring that the MTSS interventions in place for AIG students effective Provide information on how students from underrepresented populations are being referred, identified, served and retained to identify disproportionality issues, which will explain the trends in referrals, identifications, and services.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	<5%	---	---	---	7.18%
Male	---	<5%	---	---	---	---	8.36%
Total	---	<5%	<5%	---	<5%	---	7.78%

Percent of Total AIG Students Identified as Dual Exceptionality

*** 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.

Because the most effective educational instruction for AIG students is provided by teachers who are knowledgeable in gifted education:

- * ECPPS maintains data on personnel credentials and encourages AIG professional development and/or licensure.
- * The Human Resources Department and AIG Director keep a record of teachers who are licensed or working on licensure in gifted education.

AIG students are placed with AIG certified teachers when possible to ensure effective learning environments are established.

*** Practice G**

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

To maintain an effective and high-quality AIG Program and services, and to promote continued growth and improvement, the AIG Director and/or AIG Facilitators:

- * Create and distribute annual questionnaire/survey to key stakeholders (teachers, administrators, students, and parents) to collect data to review the quality and effectiveness of AIG services.
- * Elicit feedback from stakeholders formally and informally (surveys, interviews, meetings, conferences, etc.).

*** 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.

Prior to, and during, the plan revision process:

- * Data from surveys, interviews, meetings, and conferences, were reviewed and analyzed to inform the revision process.

Student achievement data is reviewed to target and address areas for program improvement.

*** Practice I**

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

In order to garner continued support and to increase program quality, transparency and communication must be a focus. Yearly data from surveys, interviews, meetings, and conferences are analyzed and made available to stakeholders in a summary format.

*** 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.

The ECPPS AIG Team maintains concisely written policies and Due Process. The process includes four steps which are detailed in A Due Process Rights Brochure.

- I. Parent/guardian requests a conference with the AIG Facilitator and AIG Needs Determination Team (NDT).

- II. The parent/guardian appeals to the Principal and AIG Coordinator.
- III. The parent/guardian appeals to the Assistant Superintendent of Elizabeth City-Pasquotank Schools.
- IV. The parent/guardian follows NC State level grievance procedure.

The Due Process Rights brochure is provided to parents prior to initial testing and is available at Differentiated Education Plan (DEP)/Individual Differentiated Education Plan (IDEP) meetings, annual review meetings, and upon request.

Established forms are used to obtain written informed consent for testing, identification, and services.

- * Review policies that other districts/schools in the same region have regarding transfers from other LEAs.
- * Honoring the interstate compact on educational opportunities for military children.
- * NCDPI strongly discourages the practice of “de-gifting” children. Instead, evaluate student data and determine appropriate placement and services within the local context.

All written policies, procedures, and service options concerning AIG are available on the district AIG webpage and in print upon request.

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Process	Procedure
Informed consent for identification	<p>* Parent/guardian requests a conference with the AIG Facilitator and AIG Needs Determination Team (NDT).</p> <p>The AIG facilitators communicate with the parents/guardians of each newly identified AIG student to obtain consent regarding identification and placement. Parent and student rights will also be discussed and a written explanation provided. AIG facilitators also communicate with parents/guardians annually to update the Differentiated Education Plan (DEP) and/or the Individual Differentiated Education Plan (IDEP).</p>

<p>Informed consent for placement</p>	<p>* A confidential record, utilizing district wide required forms, is kept for each student that documents the screening, referral, and identification processes and the Needs Determination Team (NDT) service decisions.</p> <p>Facilitators communicate with parents upon identification to develop a Differentiated Education Plan (DEP), which is reviewed annually, or as needed, with parents. The DEP is part of the student's AIG Confidential Record.</p> <p>Parent Due Process rights booklets are given to parents during the initial meeting.</p>
<p>Transfer procedures</p>	<p>* When an identified (AM, AR, AG, AI, or IG) student transfers within the district, his/her identification and services shall continue uninterrupted at the receiving school. Transfers from outside the district are not automatically eligible for AIG services, although provisional placement may be warranted. Active Military family transfer students who received AIG services at their last school, are not automatically eligible for AIG services, although provisional placement may be warranted. Records are reviewed and appropriate steps will be taken to determine identification and appropriate services. If data does not meet ECPPS criteria, parent permission for testing will be secured and appropriate testing administered.</p>
<p>Reassessment procedures</p>	<p>* Parent/guardian request reassessment and AIG Facilitator team reassesses the student.</p>
<p>Procedures to resolve disagreement</p>	<p>* The parent/guardian appeals to the Principal and AIG Coordinator. The parent/guardian appeals to the Assistant Superintendent of Elizabeth City-Pasquotank Schools. The parent/guardian follows NC State level grievance procedure.</p>

*** Ideas for Strengthening the Standard**

- * Compile outstanding student achievement data, such as NC Governor's School, NCSSM attendees, Duke Tip enrollment, competition winners, etc. and share with all stakeholders
- * Improve process for administering surveys and also include interviews and focus group to collect additional data for program improvement
- * After surveys have been completed follow up with interviews with 5-10% of the respondents for more detailed data

Planned Sources of Evidence

- * Roster of AIG Licensed Teachers
- * Due process handbook/brochure
- * Data: survey, PDP's, Assessments and Observation, BOG3/ EOG/EOC, Benchmarks, Common Exams, Dropout data
- * Agendas/minutes from Facilitator meetings /stakeholders' meetings/parent meetings
- * Documentation of screening, referral and identification

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 Headcount Roster  Parents Right Brochure

Local Board of Education Approval

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

* Approved by local Board of Education on:

06/29/2022 

Original Application Submission Date: 07/15/2022

Revision Submission Date: 04/05/2023

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>PSU700_LocalBoardofEducationApprovalDocument</u>

AIG Related Documents

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Required Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 PSU700_LocalBoardofEducationApprovalDocument

Optional Documents

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 PSU700_AIG_Glossary
AIG Standard 1 Additional Resources	N/A	 Parents Right Brochure
AIG Standard 2 Additional Resources	N/A	 Early Entry_Kindergarten
AIG Standard 3 Additional Resources	N/A	 Differentiation
AIG Standard 4 Additional Resources	N/A	 District Meeting Agenda
AIG Standard 5 Additional Resources	N/A	 Community Partnerships
AIG Standard 6 Additional Resources	N/A	 Headcount Roster

Glossary

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Phrase	Definition

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