

**Chapel Hill-Carrboro Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2016-2019**

**Approved by local Board of Education on:** 01-SEP-16

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Chapel Hill-Carrboro Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement 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 and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

***For 2016-2019, Chapel Hill-Carrboro Schools local AIG plan is as follows:***

**Chapel Hill-Carrboro Schools Vision for local AIG program:** Our Vision is for gifted and talented students to acquire the knowledge, skills, behaviors and attitudes to achieve their learning potential. To develop their fullest potential, we will encourage students to embrace diversity, contribute positively to their community, explore possibilities, and aspire to excellence.

Our mission is to promote habits of mind that grow creative problem solvers, passionate leaders, and lifetime learners - "Growing Greatness."

We believe Gifted Learners ...

- \*Need opportunities that challenge and inspire them to grow academically, intellectually, socially and emotionally.
- \*Need adults who perceive their emerging talents and nurture their potential.
- \*Need teachers who are aware of the nature and needs of their gifted students, are resolved to meet those needs, and have expertise in doing so.
- \*Need time during the school day to explore their giftedness.
- \*Need instruction that enables them to achieve at least one year of growth for one year of schooling.
- \*Need advocates who recognize them, value them, and passionately support them.

5/25/2017

**Sources of funding for local AIG program (as of 2016)**

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$631209.00</b>	<b>\$1006132.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

Table of Contents

[Standard 1: Student Identification.....4](#)

[Standard 2: Differentiated Curriculum and Instruction.....17](#)

[Standard 3: Personnel and Professional Development.....29](#)

[Standard 4: Comprehensive Programming within a Total School Community.....36](#)

[Standard 5: Partnerships.....44](#)

[Standard 6: Program Accountability.....48](#)

## 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**

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

**District Response:** Student identification processes are articulated and made available to district constituents. Though in our self-assessment, completed by Gifted Education Specialists (GES g), we rated this practice as "completely evident", we realize that our identification processes and procedures are complex, and communicating them clearly to members of our community remains a challenge.

Making sure district leaders, teachers and families know and understand the policies, processes and procedures of our gifted program is vital to the success of this updated plan. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \*Create quick reference guides and update district brochures (appendix S1A1) for AIG (g) identification and parent/community referrals. The District Coordinator of Gifted Services will distribute these materials to various community locations and share with the CHCCS (g) Registrar to be available with existing New Student Registration Materials. These documents will also be available in translated versions.

- \*Provide identification procedures in different formats, including digital, written, and verbal communication. Technology formats will be used where applicable. This includes Connect-ed calls, Twitter, Facebook, email, school and district websites.

- \*Integrate distribution of program and placement information throughout the year at school-based events and in conjunction with district wide information nights (curriculum nights, ESL (g), EC (g), etc).

- \*Provide FAQ's section on the district website concerning screening, nomination (elementary/middle school [appendix S1A2] and high school [appendix S1A3]) and identification information (appendix S1A4) in English and in translated versions.

- \*Continue translation efforts of AIG public documents to ensure that our program is accessible to all members of our diverse community.

- \*Organize Parent information and/or training sessions for the delivery of information to parents and the community to help with understanding eligibility and the range of AIG services. Diverse populations will be emphasized. (aligns with CHCCS Equity Plan (g) Goal 1 Action Step 3: Strengthen communication between schools and home, increasing cultural capital, by providing key information necessary to positively impact students' educational experiences and academic achievement (g).)

\*Provide consistent district wide AIG Refresher Training for school staff for each school at the beginning of the year to ensure teachers understand the process for screening and identification. This is a face-to-face refresher training. (common training materials will be used)

\*Continue updating our district website to include resources and opportunities.

\*Update Gifted Program Process and Procedures Manual for staff charged with implementing the plan.

\*Plan information meetings with school leadership to familiarize them with program changes and progress.

### **Practice B**

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

**District Response:** In accordance with BOE Policy Code: 3525, CHCCS believes that the educational program should challenge all students to aim for academic excellence. Academically or Intellectually Gifted students are those students who:

- Perform or show the potential to perform at substantially higher levels of accomplishment when compared with others of their age, experience, or environment.
- Exhibit high performance capability in specific academic fields, (or in both intellectual areas and specific academic fields) and
- Require educational services specifically differentiated for academic and intellectual rigor.

In CHCCS, students may be identified according to the following designations and criteria (g):  
Academically Gifted (g): Students who have demonstrated high academic performance in a specific academic field within the regular academic programming. Students can be identified in reading (AR)(g) or math (AM)(g), or both reading and math (AG) (g). These students perform highly on aptitude (g) and achievement assessments.

Intellectually Gifted: Students who have demonstrated high intellectual capacity, but have not yet demonstrated high academic performance (IG). These students demonstrate cognitive processing and reasoning abilities in scholarly areas of study outside of the regular academic programming. These students perform in the superior range on aptitude assessments with little evidence of achievement. This definition recognizes that not all intellectually gifted students are going to display gifted characteristics in an "achievement based" way.

CHCCS uses a variety of traditional and nontraditional research-based measures to identify students for our gifted program options. Using multiple criteria, we gather data to build a body of evidence for a multi-dimensional student profile to assist us with understanding a child's abilities and potential. Recognizing that finite, quantitative measures do not reveal a complete learning profile of students, the revised criteria support more student-centered components like student interviews and portfolios to capture the uniqueness of the student.

We speak of "potential to achieve" in our Nurturing and Enrichment option. Research from The National Association for Gifted Children (NAGC)(g), "Unlocking Emergent Talent: Supporting High Achievement of Low-income, High-Ability Students", (Olszewski-Kubilius & Clarenbach, 2012)(g) cautions against valuing test scores more highly than qualitative data, especially when considering

emergent learners from traditionally underrepresented populations. At K-3, we must emphasize cultivating young learners' potential rather than focusing on identification and labeling of students. Therefore, we will consistently provide enrichment(g)opportunities through the core classroom(g)that foster higher level thinking skills and promote transfer to other content areas.

Even when the formal identification process begins in third grade, we must continue to emphasize talent development. As noted in "Challenges to the Pursuit of Equity in Excellence" (Islas, 2016), we must recognize gifted students exist in disadvantaged and diverse populations. We will use universal screening procedures and multiple criteria to identify students for gifted services. These practices do not water down the talent pool. Instead, they aim to cast the broadest possible net for high-potential students, including those from disadvantaged backgrounds like English language learners and children in poverty, who may not perform strongly on typical measures used for identifying gifted students.

As we move forward in the 2016-2019 Gifted Plan Cycle, we must consider how our identification practices align with district beliefs and long-term goals associated with the Growth Mindset, and we will build more comprehensive student learning profiles, that include our emerging talent students, when determining need for rigorous or accelerated learning opportunities. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- Train staff on the Teacher Observation of Potential Students (TOPS) tool(g) from the USTARS~PLUS program (g) and use it consistently in K-3.
- Investigate the use of gifted rating scales other than GATES (g) to identify students from underrepresented populations.
- Build a body of evidence that demonstrates a pattern of achievement to be considered in making identification decisions, including quantitative and qualitative information.
- Use current and future school based performance assessments as data points to be considered with other criteria.
- Reevaluate the most appropriate grade levels at which to administer whole grade screening. Consider a Cognitive Abilities Test (CogAT) (g) screen at the end of 2nd grade and possibly 5th grade.
- Explore more options concerning aptitude assessments, including those that are not timed and/or nonverbal, and assessments in languages other than English. Incorporate assessments as applicable with guidance from the Office of Testing and Accountability.

#### CHAPEL HILL-CARRBORO CITY SCHOOLS GIFTED IDENTIFICATION AND SERVICE OPTIONS:

The following gifted identification services are available to address the needs of advanced learners (g). Each option described below is detailed further in charts and diagrams that are available on the CHCCS district website. This information is also included in "A Parent's Guide to Gifted Education in Chapel Hill-Carrboro City Schools," (appendix S1B1) and with various other communications created to support the 2016-2019 Plan for the Education of Gifted Students available on district and school websites. Hard copies are available by request to the Office of Gifted Services or the school Gifted Education Specialists.

TALENT DEVELOPMENT services are provided for K- 3 students. Our district recognizes that nurturing students to think and perform at high levels is important for cultivating high potential for advanced learning prior to formal gifted identification at the end of Grade 3. Therefore, it is rare for K-3 students to be formally identified gifted in CHCCS. Across grades K-3, Gifted Education Specialists (GES) will collaborate with classroom teachers to provide rigorous, high level learning experiences to all students. They will conduct a series of instruction and observation cycles, focusing primarily on

5/25/2017

higher order thinking skills. Observation notes will be combined with school assessment data and performance tasks in a nurturing portfolio. For those students who show emerging talent for advanced learning, the portfolio will be used to support formal gifted nomination in 3rd grade. Talent Development is especially important for students who have had fewer experiences or opportunities to develop or demonstrate their potential.

As applicable: A four-year-old who demonstrates uniquely advanced learning needs and meets qualifying criteria may be considered for Early Entrance to Kindergarten. (appendix S1B2) Parents must provide outside aptitude and achievement testing (g) and submit complete test score reports. A student who is granted early admission to kindergarten will be placed on a one-year Temporary Individualized Differentiated Education Plan (T-IDEP). According to the NC State Board Policy of Education, early admission to Kindergarten shall not automatically result in placement of a child in the program for academically gifted students.

Talent Development Identification Criteria:

All students in K-3 are nurtured prior to formal gifted identification at the end of grade 3

GIFTED EDUCATION (AG, AM, AR) services are provided for students who demonstrate achievement in reading and/or math that often exceeds the expected performance of their grade level.

Identified students are provided differentiated instruction and enrichment experiences based on data-driven demonstrated need. Services described in the Differentiated Education Plan (DEP) (g) are provided by the classroom teacher and supported by the GES. Gifted identification applies to elementary, middle and high school students. (Nominations in Grades 3-12)

#### GIFTED IDENTIFICATION CRITERIA

Aptitude\*:

90% or higher NNAT2 (3rd gr) or

90% or higher CogAT\*\* composite (VQN) or subtests V or QN (3rd-7th gr) or

Achieve in top 10% of scores in subgroup (3rd-7th gr)\*\*\*\*

AND

Achievement\*:

95% or higher BOG (3rd Reading only) or

95% or higher most recent EOG (gr 3 current school year; gr 4-7 prior school year) or

95% or higher ITBS or

Achieve in top 10% of scores in subgroup (3rd-7th gr)\*\*\*\*

AND \*\*\*

Gifted Characteristics Checklist or

Portfolio of supporting evidences or

Student interview or

WIDA progress

Some students consistently demonstrate achievement in reading and/or math that exceeds grade level expectations prior to classroom instruction. These highly gifted students are primarily served by classroom teachers supported by the GES in flexible cluster groups (g). They receive specialized services in the area of need as described in the DEP.

#### HIGHLY GIFTED IDENTIFICATION CRITERIA

Aptitude\*:

5/25/2017

97% or higher CogAT \*\* composite (VQN) or subtests V or QN (3rd-7th gr)

AND

Achievement:

97% or higher ITBS (3-7th gr)

AND \*\*\*

Gifted Characteristics Checklist or

Portfolio of supporting evidences or

Student interview or

WIDA progress

A few students demonstrate high intellectual capacity (IG) but have not yet demonstrated high academic achievement. These students demonstrate high cognitive functioning abilities in scholarly areas of study outside of the regular academic programming, but do not necessarily demonstrate high achievement otherwise. Identified students receive services in the area of need as described in the DEP.

#### INTELLECTUALLY GIFTED IDENTIFICATION CRITERIA

Aptitude\*:

CogAT Standard Age Score (SAS)130 or higher [composite (VQN) or subtests V or QN(3-7th gr)]  
(NNAT2 does not qualify)

AND\*\*\*

Gifted Characteristics Checklist

AND\*\*\*

Portfolio of convincing evidence of cognitive processing and reasoning abilities in scholarly areas of study (inside or outside of school)

OR\*\*\*

Student Interview

LEARNING ENVIRONMENT FOR ADVANCED PROGRAMMING (LEAP) services are provided for highly gifted students in grades 4-8 who are consistently exceeding grade level performance expectations, well beyond their age and grade level peers (g). These students present an extreme need for differentiation(g) in all subject areas, particularly reading and math. The unique learning needs are best met in a setting other than the grade-level classroom. LEAP is a district level instructional service provided in district-designated schools. Gifted certified teachers serve these students in self-contained classrooms. (Referrals in grades 3 -7 for placement (g) in the following school year.)

#### LEAP IDENTIFICATION CRITERIA

Aptitude\*:

CogAT V =136, QN = 136 (3rd-7th gr)

AND

Achievement (current school year):

ITBS = scale score associated with the 92%tile above grade level in both reading and math for students who have met the V and QN aptitude requirements

See the LEAP Qualifying Scores Chart 2016-2019 for additional Guaranteed and Considered criteria

Only district administered ITBS accepted – no outside achievement assessments



5/25/2017

\*See district website for "Guidelines for Outside Evaluations

\*\*Otis-Lennon School Achievement Test (V/NonV) available as additional assessment for students who meet Gifted/LEAP achievement levels but do not meet aptitude levels

\*\*\*\*Subgroups include: Ethnically/Culturally Diverse (g), Limited English Proficient, Economically Disadvantaged, Students w/disabilities

### **Practice C**

Ensures AIG screening, referral, and identification procedures respond to traditionally 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.

**District Response:** Screening (g), referral and identification procedures are in place for each of our options for advanced learners.

Our renewed focus on the K-3 Talent Development (g) services for all elementary students, rather than formal identification, seeks to implement an effective thinking skills approach to enhance higher-order thinking processes in children. Our approach is to model lessons that enable children to think on higher levels of complexity and explore the role of the teacher in developing children's thinking across content areas. Resources will include USTARS (g) and PETS (g). Recognizing that students in primary grades enter school with varied experiences, our intentional focus to nurture the potential of all students seeks to address opportunity gaps and encourage all students to aspire to excellence (aligns with CHCCS Equity Plan Goal 2 Action Step #5: Use Revised Bloom's and Costa's Level of Questioning to challenge students on their beliefs, actions, and attitudes, as well as, build students' capacity to handle complex material and develop new skills to close learning gaps).

Small successes have resulted through efforts of a twice-exceptional (2e) work group established in 2012. In spite of leadership changes in CHCCS, the collaborative efforts of EC and AIG reconvened a work group which continues to meet and recently adopted (spring 2016) a definition of 2E aligned with the NCAGT (g) to guide the future identification process and support framework for these students. Twice-exceptional students represent a unique group of learners with diverse programming and emotional needs due to the fact that they may have both gifts and disabilities. According to research, "An Operational Definition of Twice Exceptional Learners: Implications and Applications," (Reis, Baum, & Burke, 2014), "Recommendations that 2E students can be identified for giftedness or disabilities according to guidelines established for students who are not 2E will fail to reflect the nuances associated with this population." The Intellectually Gifted (IG) pathway represents a step towards tapping into this population while the 2E work group continues to network and discuss research, programs, curriculum and new developments for this special area of gifted education.

The Learning Environment for Advanced Programming (LEAP), serves our most profoundly gifted learners, generally 1% of the student population in CHCCS. Close examination of our April 2016 NC DPI AIG Child Count data, which reports the number of district students identified as AIG in both reading and math, math only, reading only and dual exceptionalities by gender and ethnicity (Appendix S1C-1), and our pattern of LEAP program enrollment from 2010-2016 by gender and ethnicity (Appendix S1C-2) reveal that the population of our program does not reflect our disaggregated district membership. The underrepresentation of students across subgroups is also

reflected in the general gifted program. An intentional effort has been made to include students from the varied subgroups represented in CHCCS in the screening and identification processes for 2016-2019. Continued monitoring of demographics and achievement of students within AIG Services will guide us in knowing how to adjust our efforts as needed throughout the three-year plan cycle. The AIG Plan has consistently included student performance based on WIDA (World-Class Instructional Design and Assessment)(g) progress as one of the nomination and identification criteria for ELL (g) students. ELLs need about 2 years to develop social language and 5 to 7 years to develop academic language. Academic language is the type of language found in tests, such as the ITBS (g), CogAT, etc. To be more intentional in applying WIDA progress criteria, we will collaborate with the CHCCS ESL Program to monitor data through ELLevations (g). This new data warehouse will support progress monitoring and communication for individuals and groups of ELL students.

We recognize each of the underrepresented populations defined in program standards is unique, yet there are similar factors that affect the inclusion of these traditionally underrepresented populations in gifted programs. The GES have formed Diversity Teams to investigate research and evidenced based approaches for identifying, serving, and ensuring accountability for supporting subgroups(g). The results of their investigations are integrated throughout this AIG Plan for 2016-2019.

While we have made efforts to address opportunity and excellence gaps in previous plan cycles, the overall responsiveness of our identification procedures to traditionally underrepresented populations remains static. To address the demographic disparities in our gifted program, our LEA response during the 2016-2019 Plan Cycle will include the following:

- \* Revise 2e brochures for both teachers and parents
- \* In collaboration with the District 2E Committee, explore pathways to being identified as 2E in the district
- \* The Lead GES will participate in the development of ideas and structures to support 2E students. This can include supports for transition from middle school to high school and assisting staff in knowing and applying success strategies for 2e students.
- \*Collaborate with EC to embed 2e awareness training in existing exceptional children and gifted trainings including face-to-face and Project Advance modules
- \*Explore the appropriate fit for gifted services in the district MTSS (g) Framework
- \*GES participate on school MTSS teams as applicable to 2E students attending the school
- \*Design a Diversity Handbook based on the work of the GES Diversity Teams that represents research and evidence based approaches for supporting subgroups. This handbook will be available for staff and the public on our district website and in hard copy at each school.
- \*Seek reliable non-traditional alternate assessments for English Language Learners (ELL) (g) and

other underrepresented students. This can include alternate gifted characteristics rating scales such as Renzulli Scales (g), HOPE (g), or a population - specific scale for subgroups

- \*Consider using native language versions of standardized tests (g) where available

- \* Screen World-Class Instructional Design and Assessment (WIDA) test results for patterns of rapid growth and improvement among ELL students, and consult with ELL and Dual Language (DL) (g) teachers regarding high potential ELL students\*Provide teacher training that emphasizes the importance of honoring cultural differences and seeing talents among all gifted students

- \*Explore and collaborate with other programs, including the Director for Equity and the Director for Elementary and Title I, for cultivating potential, particularly in middle school with AVID (g) (aligns with CHCCS Equity Plan Goal 2 Action Step #5: Use Revised Bloom's and Costa's Level of Questioning to challenge students on their beliefs, actions, and attitudes, as well as, build students' capacity to handle complex material and develop new skills to close learning gaps.)

- \*Implement screening, referral, and identification for IG identification. This will also support the identification of 2E students.

- \*Collaborate with the Math Coordinator to include Emerging Talent students in cluster groups for enrichment and accelerated learning opportunities

- \*Communicate with underrepresented populations about screening, referral, and identification procedures

#### **Practice D**

Implements screening, referral, and identification processes consistently within the LEA.

**District Response:** The Coordinator of Gifted Services and Gifted Education Specialists from each elementary and middle school engage in collaborative decision-making to implement the program consistently. While we will continue this model, we realize that our practices and procedures are complex and implementing the program consistently is an ongoing challenge. This is especially true for new specialists. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \*Update and clearly document our internal practices handbook to ensure timeliness and consistency across the district. This information will be compiled electronically for each GES (hard copy as needed)

- \*Formalize and create common materials for Parent Information Nights to ensure messaging is consistent for the public

- \*GES will partner with a "buddy" GES to collaborate on processes and procedures

- \*The Lead GES will mentor new GES

- \*Create a procedure for documenting students in Talent Development who demonstrate high potential

(g) and/or precocious characteristics

\*Update the internal AIG website and CHCCS AIG website

\*Continue regular monthly GES meetings and professional development

\*Create Nomination and Identification Criteria Charts for GES and the public

\*GES update student databases (created by district testing office) twice a year prior to Fall and Spring PowerSchool headcounts (g).

### **Practice E**

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

**District Response:** To facilitate maintenance of AIG processes, we have created documents and processes that are used consistently across the district to communicate critical aspects of AIG Services.

The Differentiated Education Plan (DEP) and the Individual Differentiated Education Plan (IDEP) document a student's AIG placement and services. These documents have been revised for greater clarity for the 2016-19 plan cycle. The documents support consistency throughout the district and allow for diversity (g) specific to schools and students as needed. They are reviewed annually by GES and teachers and should be reviewed with parents in parent-teacher conferences. Continued improvement lies in the more consistent use of the DEP and IDEP as living documents guiding conversations with parents in conferences and Annual Review meetings. (Appendix S1E1: Elementary/MS DEP) (Appendix S1E2: Elementary/MS HG DEP) (Appendix S1E3: HS DEP) (Appendix S1E4 IDEP) (Appendix S1E5: Glossary)

Most students identified for Gifted Education Services are served with a DEP. Highly gifted students who are not in the LEAP setting should be cluster grouped with academic peers in the same classroom. From the National Research Center on the Gifted and Talented (NRC G/T) out of the University of Connecticut, "Research by Kulik and Kulik documents that gifted students benefit from learning together and need to be placed with students of similar ability in their areas of strength. Cluster grouping of gifted students allows them to learn together while avoiding permanent grouping arrangements for children of other ability levels"(Winebenner & Devlin, 1992).

Differentiation is a process through which teachers enhance learning by matching student characteristics to instruction and assessment. Differentiation allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs. The classroom teacher should implement the DEP with the support of the Gifted Education Specialist and other school community members as appropriate. DEP services for an elementary, middle, or high school student will include differentiation in one or more of the following:

\*Differentiated Content in the area of identification(g) and as applicable across content areas. This refers to what the teacher plans to teach and what the students need to learn.

5/25/2017

\*Differentiated Processes relative to student interests and instructional design. This refers to how the students will access the information, and activities in which the students will engage, in order to make sense of or master the content.

\*Differentiated Products relative to student strengths, areas for growth, or student choice. This refers to how the students will demonstrate what they have learned and the manner in which they will demonstrate understanding.

\*Differentiated Environment that provides conditions for optimal learning. This refers to both physical and psychological elements that support flexibility and individual and cooperative opportunities within a safe and supportive learning context.

\*Enrichment, Extra-curricular activities, and middle and high school elective courses may be recommended as part of a DEP or IDEP to address academic, intellectual, and social emotional needs.

A few students have unique needs that are served with an IDEP. Services listed on an IDEP may be modifications of components on the DEP or additional services or interventions for support specific to the needs of the student. The GES coordinates the development of the IDEP with the parent, teacher, and student. The IDEP should be created with specific instructional goals that are discussed with the parent. The classroom teacher, parent and student commit to their specific roles in meeting the goals. The classroom teacher should implement the IDEP with the support of the Gifted Education Specialist and other school community members as appropriate. IDEP services for an elementary, middle, or high school student may include:

- Early Admission to Kindergarten: Specific state requirements can be viewed at: <http://www.ncpublicschools.org/success/kindergartens.html>
- Subject Area or Content Acceleration (g): Out-of-grade placement for a single subject for all or part of a grade level's course of study.
- Whole Grade Acceleration: A student may be moved beyond the next grade level when a body of evidence demonstrates the student has mastered the content of that grade level.
- Dual Enrollment (g): Enrollment at another school, college, university or other approved service provider while still attending the home school.
- Internships, Apprenticeships, Mentorships, and/or Independent Studies.
- Learning Environment for Advanced Programming (LEAP).
- Supports to address the needs of twice-exceptional students
- Student who may be struggling academically and need specific modifications put in place for improvement.

- Students who may have temporary situations requiring modifications in the DEP (serious illness or injury for example)

## THE ANNUAL REVIEW PROCESS

The state requires an Annual Review for all students identified for Gifted Education.

The Annual Review process allows all identified students in grades K-8 to be monitored annually for change in type of need. A needs assessment is conducted for any student for whom a possible need for change in placement or services is indicated. If the Gifted Program Team determines the need for changes in placement, parents are notified and must provide written approval for any additional testing that may be needed. The following elements may be included in the Annual Review process:

- A DEP portfolio(g) review of performance with a focus on DEP goals for academic growth and learning
- Additional or updated student data as indicated on the identification criteria charts
- Academic performance (While grades may influence a decision to move students to a more effective option, grades may not exclude a student from continued eligibility.)
- A student's twice-exceptionality
- A student's social and emotional needs.
- GES, teacher, counselor, exceptional education teacher, coach, administrator or parent input.

As a result of needs assessments and placement reviews, the Gifted Program Team (GPT) (g) may recommend modifications in the Differentiated Education Plan or a more appropriate placement for identified students in grades K-8. Parents must be invited to discuss the updated needs assessment when a change in placement is recommended.

If a student's performance is found to no longer match the instructional placement and services, then the student will be placed on a temporary Individual Differentiated Education Plan (IDEP) for the remainder of the school year. The purpose of this process is to provide support and continued monitoring for growth and learning. Modified instructional goals must be developed to address the child's specific needs. Special programs, extra-curricular activities, or other opportunities may be recommended on the temporary IDEP.

An updated needs assessment and Annual Review will be conducted by the Gifted Program Team in the spring following the implementation year of the temporary IDEP.

Identified students for whom a need for change of services is established will receive the appropriate DEP and the new placement and service option beginning in the next grading period after identification. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*Serve new-to-district students within their designated schools when presented with documented participation in a gifted program in their previous school district. The student will participate in the

Spring Identification window (g). Continued services will be based on the new assessment results. We anticipate that by implementing more inclusive identification (g) and services, students can be matched with the appropriate level of service.

\* In accordance with DPI, we will not routinely "degift" students. We will have the following processes available to us as needed:

- Nomination and Identification process during spring window
- TIDEP with student, teacher, parent,
- Annual review

\*Create a standard protocol for AIG files to maintain individual student's AIG documentation

\*Create a standard protocol for DEP/IDEP portfolios demonstrating exemplary work samples to document performance and participation in AIG services. Explore digital formats. Consider applicability to elementary, middle, and high school.

\*Coordinator of Gifted Services and Lead GES and will review various data sources and collaborate with high schools to monitor course selections, achievement levels, etc of identified students.

\* Collaborate with Coordinator for Student Services and high school counselors to transition and maintain student AIG records

\*Begin the process of purging student records 3 years after high school graduation

**Ideas to Strengthen the Standard:** 1)Develop and utilize a "standardized presentation" or video (i.e., Power Point, Prezi, other presentation format) outlining the screening, referral, and identification processes EACH year to teachers and other stakeholders across the district. Post on the school and/or district website. Alternatively, consider all relevant audiences, and tailor the presentation for each audience.

2)Explore strategies for improving attendance at Parent Information Sessions

3)Collaborate with the IT Department to provide training for GES to create a webpage that will be linked either to the district page or school webpage.

4)Purchase AIG Program trifold for each GES to use for information meetings, including events GES can not attend. This will support an additional avenue for communication.

5)Collaborate with the IT Department to provide training for GES and LEAP teachers to create student digital portfolios

6)Move towards school wide screening at the end of grade 2 and a large pool of students end of

grade 5/in grade 6. This could potentially impact LEAP placement at grade 4 and grade 6 only.

7)Consider AIG (AI)- for students who demonstrate high academic performance and high intellectual capacity. Currently in CHCCS, AG is the designation for students who perform in both achievement and aptitude. However, AI may be a more precise designation. Then we could consider AG for students who demonstrate high achievement in both reading and math, but do not demonstrate high aptitude.

8)AIG specialists submit yearly plans for their schools. The plans will include goals that reflect a growth mindset and equitable opportunities for appropriate educational services.

9)Consider assessments that are not timed for the identification process.

10) Consider including "reading" identification in Spanish/Mandarin with reading in English for students studying in a Dual Language program

11)Consider using local norms and/or Standard Scores/Standard Age Scores for nomination and identification of students. This could offer more precise achievement and aptitude measures relevant to our student population, and better inform placement in AIG services.

12)Explore features in PowerSchool to document identification criteria (g)met by each student, and consider using the Program Identification Report to generate a DEP

**Sources of Evidence:** 1)Documents: quick reference guides, brochures, manuals, charts, etc

2)Meeting Agendas/notes

3)CHCCS/AIG website: resources and hits

4)Translated documents

5)Training materials

6)Student portfolios

7)Varied rating scales/diverse assessments

8)Lesson plans for model lessons

9)Transition plans and support systems, protocols

10)Diversity Handbook

11)Communication through ELLevations



## **Standard 2: Differentiated Curriculum and Instruction**

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

**District Response:** The North Carolina Common Core and Essential Standards (NC CCES) (g) demand that core curriculum and instruction become more challenging, rigorous (g) and relevant to all learners. In August of 2014, CHCCS began the work of curriculum and instructional planning (K-12) based on the published work of Grant Wiggins and Jay McTighe, *Understanding by Design (UbD)* (1998). This "Backward Design" method emphasizes the transfer of skills and knowledge across content areas. These goals highlight the effective uses of understanding, knowledge, and skill that we want students to be able to do when they confront new challenges, both in and outside of school.

In 2015, CHCCS continued the work of lesson design based on the work of Max Thompson, Learning-Focused Solutions, Inc. Through the Learning-Focused Instructional Framework, teachers purposefully focus on how their students will meet or exceed grade level expectations, how they will increase the use and application of Higher Order Thinking (g), and how to apply research-based and evidence-based strategies and practices that personalize the curriculum for every student.

The Standard Course of Study is an entry point for differentiation. As instructional teacher leaders, Gifted Education Specialists (GES) will continue to support the CHCCS initiatives for unit design and lesson planning using UbD (g) and Learning Focused Lesson Planning (LF) (Connections between UbD and Learning Focused Appendix S2A1). Gifted Education Specialists (GES) must engage in this work alongside colleagues to adapt the NCCES to meet the academic and intellectual needs of our advanced learners. GES participation in collaborative unit development and lesson planning will ensure that learning experiences designed for advanced learners align with and are an integral part of core instructional units.

The shift to serve students more inclusively and coach teachers in best practices for rigorous instruction necessitates a blended service model. The Collaborative and Consultation Framework (Landrum, M.S. 2002) is a combination of direct and indirect service delivery that preserves direct services while shifting more emphasis to indirect services to build capacity. Collaboration and consultation should enhance, rather than diminish, existing school efforts regarding support services for gifted learners. The enhanced services will involve the GES in modeling high level instructional strategies and co-teaching (g) differentiated lessons to support, engage and challenge all learners, particularly advanced learners, in their classrooms. Direct services provided by the GES will also include instruction designed to meet the needs of highly gifted and intellectually gifted students within the classroom and/or in consultation groups. Sharing responsibility for student learning through indirect services, such as coplanning, data analysis that informs instruction, cycles of observation, tiering assignments and curriculum compacting (g), will provide for the varied needs of students,

especially in their identification areas: reading, math, or intellectually gifted. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \*Establish annual GES Curriculum Retreat to develop units and investigations that support/tier core instruction and enrich/extend/compact curriculum based on best practices for advanced learners

- \*GES will participate in district UbD and LF professional development and will collaborate with teachers and content area specialists to design and implement differentiated units of study.

- \*GES will use learning, interest and student readiness profiles to intentionally design differentiated units and lessons that are rich, rigorous and responsive to a wide range of learner needs.

- \*GES will collaborate with Professional Learning Communities (PLCs) (g) and individual teachers on an on-going basis to plan learning opportunities, model high level instructional strategies, to co-teach differentiated lessons, and support core teachers in engaging and challenging all learners, particularly advanced learners, in their classrooms.

- \*GES will plan with all stakeholders (i.e. EC, ESL) using diverse instructional practices to address a range of learning needs (2E - support areas of challenge, learning strategies, assistive technology skills).

- \*GES will employ and adapt lessons from the Department of Public Instruction's Academically and/or Intellectually Gifted Instructional Resources Project (AIG~IRP) (g) to provide common core aligned instructional resources to support teachers' established goals and learning plans.

- \*GES will develop learning opportunities using technology as a delivery platform - eg: flipped classrooms, Google Classroom

- \*GES will be trained in the use of the Iowa Acceleration Scale (IAS) (g) as a tool to assess the need for grade acceleration.

- \*GES at middle schools will support extension(g) and enrichment opportunities through clubs and special events, and through electives that promote executive functioning skills (such as AVID)

- \*The Coordinator for Gifted Services will continue to collaborate with the Math Coordinator to support accelerated pathways in middle and high school, and explore the possibility of acceleration opportunities at the elementary level, including students demonstrating emerging talent. Exploration of virtual classrooms and online learning will be included. Virtual learning and/or blended learning opportunities can be a viable platform for service delivery, considering that our student population demonstrates very high abilities in math. Additionally, with several states adopting common core math standards, students increasingly transfer to our school system having already completed grade level curriculum through subject acceleration. Accelerated pathways in math delivered through a virtual platform could be an effective 21st century (g) option to meet student needs. Although accelerated Math Pathways are not directly linked to AIG identification, most students identified AIG in math are served in a compacted/accelerated math pathway in middle and high school.

- \*Coordinator for Gifted Services will collaborate with Coordinators for ELA, Math, science and social studies to align LEAP curriculum with core instruction goals through curriculum mapping. Acceleration will be provided through evidence based and research based materials, including curriculum

materials designed specifically for advanced students from the College of William and Mary.

### **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.

**District Response:** The DEP calls for enrichment, extension, and acceleration as required to meet the needs of advanced learners. A variety of program and curricular models are available to teachers to address a wide range of learning needs. Gifted Education Specialists in each elementary and middle school are adept at designing differentiated lessons and modeling effective instructional practices that can provide rigor and challenge for advanced learners. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*GES will provide staff development on instructional methods to promote student engagement through rigorous content. This will include modules in Project Advance (g).

\*GES will engage in curriculum and unit writing to ensure that enrichment and extension are an integral part of learning units.

\*Maintain the practice of cluster grouping - converse annually with school leaders to discuss best practices.

\*GES will support the instructional practices for a diverse population of advanced learners. This includes providing accounts, training, and support for teacher and student use of differentiated digital resources - eg might include Kidbiz3000, NEWSELA, Khan Academy, Math Forum etc as monies are available

\*Maintain documentation of K-3 students who exhibit emerging talent as evidenced through Talent Development

\*GES will implement research and evidenced based practices to involve IG students in the exploration of personal talents and interests.

\*Focus on the needs of students in K-3, including Talent Development to increase identification and service for diverse populations. GES will conduct critical thinking skills training with a focus on students in grades K-3. Research supports deliberately teaching thinking strategies with fidelity. For low SES students, it is important that direct instruction takes place early in their educational careers to address the excellence gap.

\*Lead GES will collaborate with counselors and high school administrators, etc to support student transition from middle school to high school. Supports can include transition plan, quarterly seminars that target executive functioning skills, recruiting efforts for honors and AP courses for students and parents in collaboration with the Equal Opportunity Schools initiative (g), etc.

\*Explore possible pathways for acceleration with the ELA Coordinators and Science Coordinator, beginning with middle school and then considering elementary

\*Continue to use CDM (g) as a means for acceleration for highly gifted students

\*Continue to support the process for nomination and selection to the Governor's School of North Carolina (g) for high school students

### **Practice C**

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

**District Response:** In collaboration with other curriculum and instruction leaders, the Coordinator of Gifted Services will continue to seek and equip GES with high level, researched-based supplemental resources that align with common core standards and district curriculum. GES will continue to stay up to date on best practices for enrichment and extension, and will employ these resources and practices to support classroom teachers in providing high quality instruction. GES will continue to build libraries of common resources across schools that include the use of instructional technology practices. GES will ensure that instructional and supplemental resources are research or evidenced-based and augment the curriculum and instruction that is implemented at the district level. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*Provide a core collection of resources to each school.

\*Create an inventory list of supplemental gifted materials housed at each school in order to facilitate sharing and ensure equitable access to resources.

\*Collaborate with Instructional Technology staff to create a bank of technology based practices to support gifted learners.

\*AIG Coordinator will provide GES with planning time to collaborate with other GES to research, identify and develop resources.

\*GES will attend professional conferences to gather materials and learn about research-based resources and strategies to support gifted programming.

\*GES will support learning for IG students with project based learning resources, interest-based exploration, leadership development, and independent study (g) opportunities: eg - Open-ended, free exploration, divergent thinking, maker-space, etc.

\*GES will provide staff, students, and parents support in the areas of personal/academic organizational skills, social and emotional intelligence, culturally responsive mindset, and equitable access for all subgroups (g) through tangible materials, trainings, websites/blogs, etc

\*Create and maintain a digital resource for GES to share/post research, current articles, strategies,

etc to support gifted students represented across the varied subgroups.

\* Talent Development K-3 will emphasize problem based and inquiry based lessons (g) that tie concepts to real world situations, help diverse learners make connections, and encourage all students to demonstrate excellence. (USTARS/PETS)

#### **Practice D**

Fosters the development of 21st century content and skills an advanced level.

**District Response:** The implementation of common core reinforces the importance of 21st century skills for all learners. Through our blended service model, the Collaborative and Consultation Framework, 21st Century content and skills can be embedded in curriculum and unit writing as GES support the UbD and LF work alongside classroom teachers and coaches. Recognizing that 21st century skills are particularly appropriate for engaging IG students as well as students from underrepresented populations (g) in AIG programs, our GES can share and support best practices within instructional units, coaching opportunities, cycles of observation, flexible grouping (g) and teaching/learning experiences, etc. that encourage real-life applications. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*GES will assist teachers to use digital resources as a means for strengthening core unit designs, compacting curriculum, facilitating communication and collaboration among peers, demonstrating innovative teaching and learning, and connecting with varied audiences.

\*GES will implement learning opportunities that assist students with using digital and other resources to learn at an appropriate pace, communicate and collaborate with varied audiences, create and share innovative ideas, become problem solvers and problem finders, etc.

\*GES will promote instruction for 2E students (g) that seeks to minimize the impact of the disability while maximizing the student's ability to be successful:  
modifications that help the student become more autonomous and independent are optimal.

\*GES will facilitate the collection of student artifacts to serve as exemplars of 21st century skills to support the highest level of accomplishment for curriculum standards. This will support classroom teachers and other instructional leaders in recognizing evidences of rigor in student work that reflects depth and complexity.

\*Promote student experiences that target development of 21st century skills at an advanced level: eg  
- Model UN, service learning projects, Science Olympiad, Battle of the Books, Odyssey of the Mind, Art of Problem Solving, etc

#### **Practice E**

Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and

instruction and inform flexible grouping practices.

**District Response:** Formative and summative assessments are included in core instructional units. This includes cornerstone tasks that require students to synthesize and transfer their learning. Students create authentic products to demonstrate their deep understanding. These products can provide evidence of students' strengths and areas for improvement to guide grouping and instructional practices. The GES and classroom teachers will collaborate to review these products. GES will collaborate with classroom teachers and content specialists to support the use of data driven decisions for providing enrichment, acceleration or extension for students as needed.

As CHCCS moves forward with district-level formative assessments (g) in the core subjects, more data will be available for PLCs to review on a consistent basis to inform instruction and differentiation practices. EVAAS data (g) from 2014-2015 (Appendix S2E1) demonstrates our highest level students are not achieving a year of growth for a year of instruction in many cases, especially reading. Regular formative assessments will provide timely data that informs instructional decisions with gifted students in mind. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \* For IG, ELL (underrepresented populations), consider other assessment tools to measure needs and demonstrate achievement beyond what is provided in the regular classroom. EX: coding, design/build (STEM)
- \*GES will use formative and summative assessments that are embedded in LF lessons to collect data to inform flexible grouping.
- \*Use TOPS Tool or PETS observation tool to identify students with potential for Talent Development
- \*Routinely monitor achievement of students who are identified highly gifted and support best practices designed to meet the needs of these students.
- \*GES will support the work of data analysis and suggest/implement strategies to target the needs of high ability students.
- \*Use pre-assessments on a regular basis to inform curriculum compacting. When students demonstrate mastery prior to receiving instruction, compacted learning opportunities designed by/or in collaboration with the GES can supplant the regular classroom instruction rather than be available "only after" or "in addition to" the regular instruction.

## **Practice F**

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

**District Response:** According to results from the "2015 Chapel Hill-Carrboro City Schools Youth Risk Behavior Survey" for middle and high school students (appendix S2F1), 31% of HS students and 28% of MS students did not feel good about themselves. 42% of HS students and 37% of MS students believe teachers do not care about them and do not give encouragement. Sadly, trends indicate the negative perceptions are on the increase from 2013-2015.

5/25/2017

Gifted students have characteristics that are often more intense than that of their peers and can cause them to engage in behaviors that hinder their ability to achieve at their full potential. As our diverse population of gifted learners is faced with challenges, it is important for teachers and educators to be aware of the particular social and emotional characteristics of these learners. Further, it is important that educators address such sensibilities in the classroom in a manner that supports their students' healthy affective (g) growth as well as academic development. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \*GES support efforts of the CHCCS Second Step Program (g) in providing teachers with resources and strategies to meet the social/emotional needs of gifted students. Elementary and middle school GES will participate in professional learning that aligns with this approach to better support students and families.

- \*Increase awareness among educators and parents of the social and emotional needs of gifted and highly gifted students. GES will use the TOPS tool that addresses non-teacher pleasing behaviors of gifted learners as a training tool for teachers. This is appropriate for grades K-12 and can include preK.

- \*Provide information on social and emotional needs of gifted students in different media forms such as websites and PTA news to all stakeholders. We will make this a more systematic and consistent process - for example: GES will share articles about social/emotional needs of diverse populations during monthly meetings and post on our websites.

- \*Introduce ways to respond to social and emotional needs of these learners while designing differentiated units and lessons. By implementing the LF acceleration plan, we can provide both scaffolding and challenges when appropriate for these students. This can help address areas of strength and areas of weakness.

- \*Build awareness of these needs among counselors in planned professional development sessions and solicit their help in addressing these with students, teachers and parents.

- \*Consider special grouping enrichment/extension opportunities at targeted grades to focus on the social emotional needs of that group of students.

- \*Bring in guest experts for community forums on meeting complex needs of gifted children, as financially feasible. Consider GES could also lead these community forums, as several of them have expertise in this area.

- \*Conduct Parent Night discussions around selected readings.

- \*Provide PD (g)mini-sessions to PLC groups.

- \*Encourage a systematic approach to help with the accountability of diverse populations where GES are involved in MTSS, 504, IEP, and PLC discussions relevant to 2E students at their schools.

- \*Provide time during monthly GES meetings to discuss how GES are meeting the social and emotional needs of gifted students at individual schools. This should also include time and resources to plan productive supports for these students.

\*Create support systems for students from underrepresented populations who often leave the program due to struggles with identity. Explore use of mentors from community for low SES students.

\*Work with special parent groups to share info on social/emotional needs

\*Work with blue ribbon mentors program at the high school level to help support self efficacy in diverse populations.

\*Collaborate with Counselors to offer social groups to deal with envy, criticism, unsuitable classroom values, home responsibilities. These groups can be lead by counselors as well as GES.

\*Provide and encourage bibliotherapy (g) lessons/units for classroom teachers - including LEAP, book club leaders, etc.

\*Examine high school achievement and drop-out data and explore social/emotional supports, including gifted students who attend our alternative high school.

\*Collaborate with the Hospital Principal to explore opportunities to support the needs of this population of students.

### **Practice G**

Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

**District Response:** Students should be consistently exposed to rich, rigorous learning experiences that challenge them to stretch their thinking. These experiences are required, not optional, for high achievers to sustain progress. Exposure is especially important in the early elementary grades as we nurture the potential of developing minds with opportunities to explore, manipulate, create, and make sense of the world.

Our focus in K-3 is nurturing the potential of young students through Talent Development. Through whole class lessons that target thinking skills, coupled with purposeful cycles of observation and data gathering, GES and classroom teachers collaborate to develop the strengths and emerging talents of all students. We aspire to cultivate the potential of all students before beginning formal identification. We want to especially consider under-represented populations of students. Monitoring student potential displayed during learning activities and compiling evidences with artifacts over time can appropriately lead to identification at the end of third grade. The use of the observational components of the USTARS-PLUS and/or PETS observation scales, and other approved observational tools in all K-3 classes will be key to gathering and assessing needed data. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*GES will continue to contribute to district-wide differentiated curriculum and units of study for K-3 that reflect the common core and instructional best practices.

\*GES will collaborate with the content area specialists and teachers to support the use of data-driven decision making for planning.



\*GES will use the TOPS/PETS observational tool and/or other approved observational tools to gather data in K-3 classrooms.

\*Supports in K-3 can include small groups of emerging talent students that work directly with the GES to build critical thinking skills and bridge the TOPS/PETS tool observations

\*Lead GES will explore ways to support PreK teachers in recognizing and supporting potential of primary age students. Providing experiences sooner rather than later will help address the opportunity gaps for students who have limited life experiences and better prepare them for learning at school.

\*GES will support the classroom teacher to meet the needs of highly precocious individuals as needed- eg: advanced resources, tiered assignments (g), consultation, etc.

### **Practice H**

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

**District Response:** While Professional Learning Communities (PLC) have greatly increased the level of teacher collaboration in schools, they do not always allow consistent time for the GES and general education teachers to collaborate as needed. Deliberate and consistent time for co-planning is necessary for differentiating lessons, for ensuring curriculum alignment, for implementing DEP strategies and for collecting appropriate portfolio samples. As the district implements Multi-Tier System of Supports (MTSS)(g), a working knowledge of how to differentiate curriculum and instruction will become more critical for teachers in serving students' varied learning needs. We must intentionally include strategies to address needs of advanced learners as district MTSS implementation progresses. Collaboration among all staff is critical to student success. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*Seek regular time with school leadership for GES, core classroom teachers and other specialists to collaborate, develop, and implement differentiated instruction. GES have expertise in differentiating instruction that can be employed to help students progress on all tiers of the instructional response model. At the elementary level, the PLC structure gives opportunities for collaboration on curriculum, however the degree of collaboration varies widely depending on school culture. At the middle school level, the GES can contribute to content area PLCs, especially when they meet for vertical planning. GES will be proactive in cultivating these relationships by working with their administrators to structure their schedules accordingly.

\*GES will serve on school MTSS teams when gifted students or 2e students, or potential 2e students, are discussed.

\*Collaborate with the Directors of EC, Section 504, DL, and ELL to develop structures in MTSS for 2E and ELL students through the lens of Gifted Services

\*Gifted Coordinator will work with other ISD (g) administrators to examine and address differentiation needs across the district

\*Gifted representation at district discussions for grading practices, core curriculum discussions, MTSS discussions, etc.

\*GES provide training for classroom teachers on how to use district and state data to support all students. For example, the CogAT results provide a learning profile individualized for each student. The GES is instrumental in interpreting the results of the CogAT and guiding teachers with strategies that target student strengths and shore up weaknesses. This is applicable to classroom practices, MTSS, parent conferences, etc.

\*Work with school administrator, counselor and/or data manager and teacher teams to cluster gifted students and emerging talent students

\*Continue the work of the GES Diversity Teams to explore, document, and share instructional practices that are effective for diverse populations

\*Continue the work of the District 2E Committee in collaboration with AIG, EC, Section 504, and parent representatives. Now that a definition of 2E has been approved, movement toward identification and refining services is needed.

### **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/families to ensure effective programming, provide a continuum of services, and support school transitions.

**District Response:** The district will continue to use the Differentiated Education Plan (DEP) and Individualized Differentiated Education Plan (IDEP)(g) to document differentiated plans for identified students. GES will continue to use the DEP/IDEP to facilitate communication with parents, teachers, and students about how differentiation occurs. The DEP/IDEP is included in the cumulative folder of all fifth and eighth graders as they transition to middle and high school. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*High school DEPs will support a course plan that encourages rigorous and advanced course selections including extracurricular opportunities. Collaboration with counselors in monitoring student progress through PowerSchool, including the Graduation Requirements screen, will provide a formative assessment that encourages us to be proactive if the need for intervention arises.

\*Use Interest Inventories and Learning Styles Inventories as needed to support the DEP, especially for diverse gifted learners such as 2E, IG, ELL, students from underrepresented subgroups, etc. Emphasize strengths rather than disabilities or weaknesses. Consideration should be given to students identified abilities, readiness, and learning profiles to address a range of learning needs at all grade levels.

5/25/2017

\*Offer small group activities or paired work with others to allow diverse groups to work in situations with peers who are most like them. (ie. girls only coding group or math group).

\*Include a glossary of terms with the DEP/IDEP that describes the continuum of service options (g).

NOTE: refer to Standard 1 Practice B and Practice D for detailed descriptions of the DEP/IDEP, Identification criteria and Service Delivery, and Annual Review

**Ideas to Strengthen the Standard:** 1) Explore the use of the MTSS process to determine when and what level of intervention support is appropriate for students, including twice exceptional (2E). Explore how other districts use this school improvement model to address gifted identification and gifted services.

2) Investigate potential for hosting summer enrichment camps, eg - STEM Camp in collaboration with NC State University Science House

3) Consider "project days" for GES to support enrichment

4) Provide an article of the month on district and school websites along with a list of other resources.

5) GES will submit revised yearly plans for their schools. The plans address several goals including the goal to implement identification procedures that are clear, equitable and comprehensive and lead towards appropriate educational services.

6) Offer Independent Study as an elective course at the high school.

7) Partner with CTE in the high schools to promote 21st century skills and STEM/STEAM (g). Consider how this might present itself in honors courses like ELA, the Arts, and other curriculum areas including science and math. Consider the potential impact to increase the number of mentorships, job shadowing, apprenticeships, etc.

8) Investigate how AIG services can support students at the alternative school, Phoenix Academy.

9) Raise awareness among teachers and administrators of the social and emotional factors that may inhibit successful academic performance. Use extensive research done by experts in this area.

10) AIG enrichment/extension classes provided by counselor and/or GES to focus on social/emotional needs in the following areas: Creative Problem Solving for Kids, 5 Traits of Competent Kids, The Gifted Kid Survival Guide, Too Young for This, Too Old for That, Psychology for Kids I and II, 7 Habits of Highly Effective Teens, Doorways to Decision Making, Who Moved My Cheese?

11) Consider ideas for strengthening communication with parents about student progress related to the DEP/IDEP.

**Sources of Evidence:** 1) Agenda notes from District MTSS/2E meetings and GES meetings

- 2)Resources compiled through investigations of practices throughout the nation
- 3)CEUs and Project Advance (g)badges for participation in professional learning
- 4)Core units and lessons
- 5)Notes from coaching sessions and cycles of observation
- 6)Student portfolios and TOPS/PETS tools or other observation tools
- 7)Documented activities of partnerships
- 8)Webpage resources and site counter
- 9)Student performance and assessment data
- 10)Culturally Responsive training
- 11)ELLevations communication
- 12)Parent Night announcements and agenda
- 13)Selected articles used for Parent Night discussions
- 14)Social/emotional needs information shared in other media venues
- 15)Cumulative folders
- 16)Completed DEP with teacher(s), parents and GES signatures
- 17)Dated notes from conferences and or annual reviews

### **Standard 3: Personnel and Professional Development**

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going 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.

**District Response:** The demand for gifted education services in CHCCS is high. A large and complex program serves a diverse group of advanced learners. With 30.96% (April 2016 DPI AIG Child Count) of our student population identified as gifted, it is imperative that the district maintain an AIG-licensed educator to oversee its gifted program.

Our district employs an AIG licensed Coordinator of Gifted Services whose primary role is to guide, plan, develop, implement, revise, and monitor the AIG plan/services for CHCCS. Our LEA response to continue this practice during the 2016-2019 Plan Cycle will include the following responsibilities:

- Maintain procedures of student nomination and identification
- Establish written policies that safeguard the rights of AIG students
- Implement Local Plan (fidelity)
- Ensure the intentional programming for cultivating and developing the potential of young (K-3) students
- Provide professional learning and job support for GES on a regular basis
- Work with other district personnel in accordance with Project Advance to provide professional learning for the district
- Collaborate with GES to develop, implement, and monitor program services and parent and community involvement
- Facilitate testing for students referred for AIG
- Maintain accurate student and program records in accordance with local and state policy
- Actively participate in regional and area coordinator meetings, professional learning, and other statewide initiatives to support gifted programs

### **Practice B**

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

**District Response:** AIG service delivery is a combination of direct and indirect services, primarily through differentiation in the general education classroom. There is currently one full-time Gifted Education Specialist(GES) at each elementary school, and two GES positions shared between the four middle schools. There are no GES positions for high schools, but the Lead GES position, recently staffed in spring 2016, will lend a degree of support for the three high schools.

The Resource Consultation and Collaboration model preserves direct services, but with equal emphasis placed on indirect services. These services are defined and described below:

**DIRECT SERVICES** - Services and provisions developed and implemented by the GES. The GES works directly with students and gifted programs with minimal consultation or collaboration with others.

- \*GES delivers lessons, but co-plans with and follows up with classroom teacher -ex: GES "pulls-out" students for instruction that complements the core - interdisciplinary studies

- \*GES leads parallel lessons with gifted students that focus on higher order and critical thinking skills that students can transfer to and apply in core classroom

- \*GES develops and provides learning centers for regular classroom and monitors progress of gifted students - the GES is responsible for student learning

- \*GES teaches differentiated lessons to students in regular classroom, thereby offering opportunities to all students for extension and enrichment

- \*GES administers the AIG nomination and identification processes

**INDIRECT SERVICES** - Shared responsibility for student learning - Any service that the GES and other teachers or specialists co-plan and/or co-teach. These services include provisions for gifted learners that are prepared and delivered in the general education classroom as well as lessons delivered in a separate setting, outside of the regular classroom.

- \*GES provides information or training to classroom teachers/staff on instructional best practices for gifted learners, identifying gifted characteristics, meeting the social/emotional needs of gifted students

- \*GES models lessons for classroom teachers

- \*GES assists classroom teacher with differentiating instruction for all students - tiered assignments and tiered rubrics(g)

- \*Cycles of observation, co-planning, co-problem solving, and reflection

- \*Co-planning and designing instruction for individual students with unique needs

- \*Gathering and creating instructional resources and materials for classroom teachers for use with gifted students

- \*Collaborative teaching

- \*Assisting teacher with curriculum compacting, independent studies, service learning projects, developing interest-based learning centers, developing learning contracts (g)

- \*Collaborative follow up activities to co-teaching

- \*Gathering, organizing, monitoring student achievement data and designing instructional groups and lessons based on the data- this includes intra- and interclassroom groupings of students for instructional periods by assessing student readiness

- \*Liaison between general educators, parents, educational support staff, administrators, and students

- \*Establishing gifted education scheduling and organizational needs in collaboration with instructional leadership at the school

Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \*Align the GES role with coaching and co-teaching models being implemented in the district.

This will include formal professional training in the Art of Coaching (g) and other professional growth opportunities with ELA and Math Coaches.

- \*Ensure GES have the opportunity to grow within the Project ADVANCE system by providing appropriate professional development to school personnel. This includes GES leading and co-leading PD with Literacy and Math coaches.

- \*Review and revise the job description of a GES in light of the collaborative support emphasis. This aligns with the CHCCS Long Range Plan Goal 1.3 for Instructional Excellence.

- \*Coordinator and GES communicate roles/responsibilities to principals

- \*GES will engage in leadership development through professional reads, book studies, etc

- \*Coordinator will assist school administrators with supporting the GES in the Teacher Leadership Standards

- \*Provide GES and partner teachers with training in co-teaching

- \*Investigate the feasibility of centralizing some components of AIG testing on a weekend morning

\*Coordinator facilitates monthly meetings with GES

\*GES provide a monthly calendar to the Coordinator that represents their schedules. This includes posting to the electronic GES calendar - important events to facilitate communication among all GES team members

\*GES will create a Diversity Handbook that represents research and best practices to support underrepresented groups in gifted education

### **Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

**District Response:** In alignment with the CHCCS Long Range Plan Goal 4, GES and teachers of AIG students need on-going professional development to effectively deliver AIG services and to collaborate with other colleagues. Project Advance (g) encourages professional growth, effort, leadership, and success. Project Advance has been developed by educators and for educators to specifically accomplish this objective.

While professional development for Gifted Learners is not currently required for classroom teachers, it is an expectation that instructional excellence focused on thinking and problem solving will be evident in all classrooms. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*Through collaboration with the Director for Professional Learning and Project Advance, design and deliver professional development modules to include the following topics:

- Recognizing Characteristics of Gifted Students/Emerging Talent

- State and Local Policies for the Education of Gifted Students

- Social Emotional Needs of Gifted Learners

- Understanding the twice-exceptional student

- Adapting Instruction and Curriculum for Gifted Students: Differentiating Content, Process, Product, and Environment

- Promoting Creativity, Cultural understanding, Diversity, and Rigor for Student Engagement (target diverse populations)

- Additional modules can be linked to DPI/AIG Wiki

\*Explore options with Director of Professional Learning for partnerships with local universities



\*GES provide specialists and teachers with additional training on use of the TOPS tool from Project USTARS for identifying high potential in students from a variety of non-traditional backgrounds.

\*Provide teachers with training on portfolio development for K-8 learners

### **Practice D**

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

**District Response:** It is expected that every GES and LEAP teacher have AIG licensure. Each GES provides curriculum support to teachers with gifted clusters. Clusters are in mixed-ability classrooms, however the classroom teachers do not necessarily have licensure. With the high number of gifted students in the district, and our primary service delivery method of differentiated instruction in the regular classroom, the CHCCS professional development priority must be deepening teachers' understanding and use of differentiated instruction and rigor in the classroom.

The district is not currently supporting general education teachers with tuition or other incentives for acquiring AIG licensure, so there are no expectations for great increases in the number of AIG licensed teachers. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\* Deliver PD modules described in Practice C, and strengthen the level of practice as aligned with the district's primary professional development focus of the Long Range Plan Goal 4.

\*Continue to explore partnerships with AIG licensure programs and seek tuition incentives through the Public School Foundation (PSF) (g) or possible grants.

\*Coordinator of Gifted Services meets annually with administration to discuss cluster grouping

\*Provide research to administration that supports clustering among gifted students

### **Practice E**

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

**District Response:** As the district continues to move forward with the 2013-2018 Long Range Plan and the priority goal of improving the overall quality of instruction in our classrooms, gifted education personnel must continue to be involved in the conversations. It is especially important that the CHCCS mission for students to acquire the knowledge, skills, behaviors, and attitudes to achieve

their learning potential be realized. "Learning potential" conveys what children could achieve if they were given every opportunity to get there. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \*GES establish annual gifted services goals that align with the school improvement plans
- \*Survey school staff on possible in-service training topics. GES can lead and/or coordinate differentiated PD .
- \*Encourage our CHCCS LEAP staff/GES/etc to present at the NCAGT Conference and/or other conferences to promote/share successful strategies in CHCCS

### **Practice F**

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

**District Response:** PLCs and other small group models can provide opportunities for GES and teachers to plan collectively and apply their learning to designing dynamic classroom experiences for students. Regularly designated time for this work is critical, and principals must ensure that such time is allotted. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \*Collaborative planning will occur. GES will consult with their building administrators to schedule regular opportunities within their schedules
- \*Within the Collaboration and Consultation Framework, GES will model best practices
- \*GES teams will provide feedback to fellow GES, classroom teachers, principals, etc concerning "look fors and ask abouts" following classroom walkthroughs, analysis of student work, etc.
- \*Share learning from national/state gifted conferences during GES team meetings and school PLCs
- \* Meet as a district level PLC to plan and/or share curriculum for advanced learners.
- \*Explore virtual meeting opportunities (Google Hangouts, etc) for sharing "nuts and bolts" of AIG procedures, idea sharing, book study, coaching reflections, etc
- \*Publish the Diversity Handbook created by the GES on the CHCCS Vine for staff

**Ideas to Strengthen the Standard:** 1) Specific and focused AIG PD that is designed and implemented by GES

2) Create a plan for PD that satisfies local district initiatives for teachers to teach AIG students (hours/courses)

5/25/2017

3)Make AIG initiatives part of School Improvement Plan

4)Make licensure/local competency requirement/ incentive a part of Project ADVANCE

5)Consider ways to collaborate with and share resources with neighboring school districts. This includes networking to offer professional development to interested teachers like a "confratute" geared toward providing educators with research-based practical strategies for engagement and enrichment learning for all students, as well as meeting the needs of gifted and talented students(g).

**Sources of Evidence:** 1)Human Resource records

2)Project Advance badges/ documentation /training modules

3)GES job description

4)GES Meeting/PD Agendas

## **Standard 4: Comprehensive Programming within a Total School Community**

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

### **Practice A**

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.

**District Response:** In a school district having so many students performing at high levels, differentiation of instruction in the regular classroom must be the primary method for delivery of gifted services. Supported by the GES, teachers must address the needs of their advanced learners by providing differentiated content, instruction, resources, grouping, and assessments.

Gifted services are available to students with advanced learning needs across all grade levels and in all settings. Equitable access is established across schools through consistent application of program processes and procedures. We are attending to equitable access through goals and planned actions in other practices. (See Standard 1, Practices B and C).

Systems for delivery of services are in place. Under the direction of their principals, GES and classroom teachers collaborate regularly to deliver Differentiated Education Plan services. Teachers participate in the development of their students' DEPs and maintain copies of the documents for instructional planning. These should also be provided to counselors, and their support should be solicited in addressing social and emotional needs of advanced learners. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \*Coaching for instructional support; helping teachers with differentiation strategies to enrich, extend, and accelerate as needed. LF Challenge Points provide an entry point for us to have influence on lesson planning.

- \*Develop repertoire of LF lessons to support and extend learning opportunities within the common core curriculum units

- \*Implement Paideia (g) within core instruction and in consultation groups to support students with understanding social/emotional needs

- \*Consulting for affective support:

- \*Parent conferences

- \*Library of resources

- \*TOPS tool PD on non-teacher pleasing behaviors

5/25/2017

\*Collaborate with community leaders to address qualitative characteristics of gifted learning. (This could be equity leadership teams, SIT, school diversity groups)

\*Resource Development: compile resources both in literature and math to support social emotional health. Use Some of My Best Friends are Books (Halsted, 2005) to support bibliotherapy (g). This may also include biographies (ex:mathematicians in history) to understand social/emotional needs. Junior Great Books (g) or book clubs can also provide resources.

### **Practice B**

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

**District Response:** Intentional efforts have been made to align AIG services discussed in this plan with each area of AIG identification, program goals and district resources. DEP and IDEP components are designed to address the wide array of service needs among our gifted student population. Local and state funds support the implementation of our AIG Plan. (Refer to the CHCCS Gifted Identification and Service Options described within Standard 1: Practices B and C and the DEP and IDEP components described in Standard 1: Practice E.)  
Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*Redesign DEP and IDEP to meet the needs of diverse groups of identified students:

- Develop DEP for academically gifted students, including highly gifted and intellectually gifted students (elementary/middle school)
- Develop DEP for high school students
- Develop IDEP to meet unique needs including acceleration, interventions, specialized supports, etc.(elementary, middle school, high school)

\*Create a timeline/year-at-a-glance document to communicate the scope of the work for GES and administrators

### **Practice C**

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

**District Response:** Collaboration is at the core of the work in the CHCCS Instructional Services Division (ISD). As a component of ISD, Gifted Services models the kind of teaming that we expect to see in our schools for student success. The Coordinator of Gifted Services collaborates with other coordinators and directors to integrate district initiatives with curricular and instructional "best practices" that are currently used in the field of gifted education and other content areas. The work of the GES is guided by the district's priority of improving instruction and learning across content areas. As the district moves forward with implementing the curriculum units designed using the UbD and LF frameworks, our LEA response during the 2016-2019 Plan Cycle will include the following:

5/25/2017

\*Engage in opportunities to examine the level of rigor in resources, instruction, assignments, assessments, etc.

\*Ensure AIG program standards, legislation, and local policy are integrated into professional learning opportunities, including Project Advance.

\*Coordinator will collaborate with ISD to make recommendations for new or revised policy that impacts gifted students

\*Provide an AIG handbook for AIG specialists which outlines processes and procedures. The handbook will include NC state legislation, local policies, the CHCCS Long Range Plan, Teacher Leadership Standards, GES job description, and the core competencies of GES in accordance with Project Advance. Links to important documents will also be included - ex: CHCCS Equity Plan, CHCCS Youth Risk Behavior Survey, etc

\*Coordinator will regularly participate in ISD meetings to ensure AIG is represented in decision-making

#### **Practice D**

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.

**District Response:** The Coordinator of Gifted Services supports on-going and open communication with school administrators, collaborative planning and decision making among GES, and consistent implementation of gifted programming across schools. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*Consistent AIG services across the district will be supported through the DEP and communicated annually with school staff. Recognizing that our schools adopt school-specific "non-negotiables" for teaching and learning, the DEP supports autonomy while ensuring enrichment, extension, and acceleration, as required to meet the needs of advanced learners, are supported through a variety of program and curricular models. This requires collaborative efforts of the staff.

\*School principals and other district administrators will be provided a print copy of the AIG plan and/or the AIG Quick Reference Guide to help with frequently asked questions and contact information.

\*GES provide an overview of the AIG plan for classroom teachers/school staff to highlight goals and responsibilities aligned with school improvement goals, the CHCCS Equity Plan, and the CHCCS Long Range Plan.

#### **Practice E**

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

**District Response:** The GES is instrumental in communicating and supporting processes concerning services when students transfer from one grade level to the next and from school to school. For consistency throughout the district and from year to year, it is imperative that processes are delineated and followed consistently. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \*Update GES Processes and Procedures Handbook
- \*Collaborate with Guidance and Student Services to design a system for student transitions, especially between elementary and middle, and middle and high school.
- \*Create a system of data sharing regarding student eligibility, screening and identification, and special concerns between schools to ensure effective continuation of K-12 services. Explore the tools offered through PowerSchool.
- \*GES collaborate with classroom teachers annually to create and implement the DEP.
- \*For AIG students with unique needs, offer transition visits from feeder schools to middle school and high school level, where changes in service are discussed. These meetings should include school counselors, administrators, and GES.
- \*Document gifted identification/service annually in AIG Records
- \*Maintain system level data bases. Explore the possibility with Office of Testing and Accountability for a "data dashboard" for convenient access to data.
- \*Explore quarterly site team meetings to include the Coordinator, Lead GES, school GES, etc to discuss services/AIG procedures within the school

#### **Practice F**

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

**District Response:** The plan provides for high levels of collaboration among many different staff members, but ultimately the success of collaboration is dependent upon school culture and administrative facilitation. Historically collaboration among all personnel has worked best at those schools where principals guide its success. Principals can support and ensure collaboration by seeing that dedicated time is allotted for this work.

As students grow older, it is important to incorporate their voices as we implement supports. We will incorporate strategies outlined in Standard 2: Practice F to meet the social and emotional needs (g) of gifted learners.

Social workers and counselors should be included in these efforts, especially for families that are traditionally underrepresented in AIG. Our LEA response during the 2016-2019 Plan Cycle will

include the following:

- \*Coordinator will use existing district level meetings with other departments to address the social and emotional needs of gifted students. This will include Core Curriculum Departments, Student Services, ESL, 2E, and Exceptional Children.
- \*Support the implementation of MTSS as a means for determining needs and strategies to support social/emotional health
- \* Middle school GES will collaborate with Healthful Living staff as well as teachers, counselors and social workers to address social and emotional needs of advanced middle school learners.
- \*Utilize existing collaborative team structures, like PLCs to share tools and resources that support the social/emotional development of AIG students, with teachers and other staff.

### **Practice G**

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

**District Response:** The district follows state guidelines for Early Entrance to Kindergarten and provides the LEAP program for Highly Gifted students grades 4-8. Process charts posted on our CHCCS website clearly communicate criteria. A wide array of Advanced Placement (g) courses are offered at the high schools. In grades 6-12, students can access Credit by Demonstrated Mastery as a pathway to acceleration. The process for CDM is clearly outlined on our CHCCS website. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \*For students in K-5, use Iowa Acceleration Scale to compile a body of evidence that determines student readiness for acceleration
- \*Coordinator will collaborate with curriculum coordinators to develop criteria and pathways for acceleration. While gifted identification is not required for a student to place into an accelerated pathway, most students who are identified gifted are likely to meet eligible criteria to participate. This can include virtual learning opportunities such as NCVPS, courses delivered through Google Hangout, flipped classrooms, etc.
- \*Explore ideas within district policies and practices that inadvertently hinder acceleration and revise as acceptable
- \*Encourage the use of pre-assessments on a regular basis to inform curriculum compacting. When students demonstrate mastery prior to receiving instruction, compacted learning opportunities designed by/or in collaboration with the GES can supplant the regular classroom instruction rather than be available "only after" or "in addition to" the regular instruction.



### **Practice H**

Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

**District Response:** This continues to be a great need in our district. GES work with ESL/EC and classroom teachers to extend services to high performing/high potential students regardless of identification. However, as we work to better identify our underrepresented students, we must also ensure that we serve them appropriately in a manner that will nurture their high potential and ability. Our goal is comprehensive, effective programming for all our students. We will continue researching better methods for identification, and we will seek best practices and alternative instructional strategies for serving diverse populations. We will do this in conjunction with the district focus on improving instruction and as described in detail in Standard 1: Practices A, B, and C, Standard 2, and Standard 3: Practice C. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \*Through Talent Development, use the observational components of the USTARS-PLUS and/or PETS observation scales, and other approved observational tools in all K-3 classes to gather and assess data to support identification.
- \*Develop a Diversity Handbook that includes research, strategies and best practices, learning activities, and other materials for serving varied populations.
- \*Apply learning from experts in the field to design opportunities that nurture (g) and build on the strengths of these targeted subgroups
- \*Collaborate with Math Coordinator to identify and cluster elementary students (grade 5) who exhibit "emerging talent." Through regular experiences with complex math tasks, these students will be scaffolded up and better prepared to demonstrate potential for possible placement in compacted math pathways (g) in middle school.

### **Practice I**

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

**District Response:** The district and school staff will continue to encourage student participation in extracurricular programs, and will inform parents of opportunities. Enrichment, extra-curricular activities, and middle and high school elective courses may be recommended as part of a DEP or IDEP to address academic, intellectual, and social emotional needs.

Optional activities are offered at many of our schools, however the district does not currently offer a district-wide extra-curricular program. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \*Explore parent and community partnerships to encourage extra-curricular events after school and

during the summer

\*Develop a resource guide of opportunities within our community and our state to communicate with parents and students about programs. This resource can include descriptions, digital links to additional information, etc.

### **Practice J**

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

**District Response:** Research from the National Research Center on the Gifted and Talented (NRC G/T) out of the University of Connecticut documents that gifted students benefit from learning together and need to be placed with students of similar ability in their areas of strength. Cluster grouping of gifted students allows them to learn together while avoiding permanent grouping arrangements for children of other ability levels (Winebenner & Devlin, 1992). Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*Students who consistently demonstrate achievement in reading and/or math that exceeds grade level expectations prior to classroom instruction and meet qualifying criteria are considered highly gifted. These students are primarily served by classroom teachers supported by the GES in flexible cluster groups and small consultation groups with the GES. They receive specialized services in the area of need as described in the DEP.

\*Collaborate with the Math Coordinator to include Emerging Talent students in cluster groups for enrichment and accelerated learning opportunities

\*Work with school administrator, counselor and/or data manager and teacher teams to cluster gifted students and emerging talent students

\*Coordinator of Gifted Services meets annually with administration to discuss cluster grouping

\*Provide research to administration that supports clustering among gifted students

\*GES will support teachers with understanding CogAT results and student profiles (other assessments as applicable) to support flexible cluster groups for instruction

\*GES will support teachers with understanding formative assessments and pre-test data to support flexible cluster groups for instruction

**Ideas to Strengthen the Standard:** 1) Design visuals and other materials to show the alignment of Gifted Education with Article 9B, AIG Program Standards, and district initiatives and program areas. Display the visuals on website, etc to communicate the work of Gifted Education.

5/25/2017

2) Explore summer enrichment opportunities that could be offered in collaboration with CHCCS and community partners to enhance learning for AIG students

**Sources of Evidence:** 1) District meeting agendas where AIG topics are included: ISD, MTSS, GES, etc

2) Joint documents produced in collaborative work

3) DEP/IDEP

4) Parent handbook and GES Procedures Manual

5) Revised Policy and Procedures

6) Minutes/Plans from transition meetings

7) Data reporting system/protocols

## Standard 5: Partnerships

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

### Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- ☐ academic and intellectual
- ☐ social and emotional.

**District Response:** District schools partner with the community through various avenues. To build and maintain meaningful partnerships, our LEA response during the 2016-2019 Plan Cycle will include the following:

\*Our Gifted Program Advisory Council (GPAC) (g) and other school personnel will work with GES at the school level to identify leaders from business and industry, other community agencies, and parent networks who may be willing to partner with the district in supporting programming options and services for gifted students and whole school enrichment.

\*Our District level GPAC meets quarterly to discuss the needs of gifted learners. Explore forming a GPAC subcommittee on parent/community outreach that could coordinate district-wide events, similar to cultural enrichment programs run by the PTA. Possibly seek PTA grant funds for support.

\*GES will explore ways to support family involvement with community events, school based curriculum nights and enrichment activities to increase partnerships with families.

\*Collaborate with the Director of Equity to explore partnerships with local universities, churches, and other community organizations to bring in mentors (g) to support underrepresented populations

\*Explore partnerships to support social/emotional needs, and to support a GES library of books and resources for students and families. This will facilitate GES communication with PTA, SIT and other parent groups about the social and emotional needs of gifted students.

\*GES participate in MTSS meetings as appropriate for potential gifted/2E students to assist parents and staff with examining gifted characteristics/behaviors when evaluating these students

\*Explore partnership with the CHCCS Public School Foundation to provide tuition support for teachers seeking AIG add-on licensure

\*GPAC establish a database of local businesses who would provide mentorship, apprenticeships or internships

### **Practice B**

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

**District Response:** Information is communicated via parent meetings at each school, school and district web sites, newsletters, phone and email communication, conferences on request, GPAC and written correspondence with parents. Communications will continue through current and new technologies. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \*Collaborate with IT to investigate a digital tool that allows ongoing parent feedback/input concerning the AIG Plan.

- \*GES will provide feedback to the district on the effectiveness of the AIG plan and our communications to parents.

- \*Identify key pieces of information that should be shared in a consistent way by all GES in the district (i.e. deadlines, definitions, etc.) and develop district materials to support the communication. This will facilitate translating documents for equal access.

- \*

- GES will share ideas/ways in which they are working with grade level PLCs to serve gifted students and communicate with parents.

- \* Consider hosting joint parent information nights between schools to encourage consistency of information being shared with families

- \*Coordinator hosts annual LEAP information session for 3rd grade parents and others who are interested

### **Practice C**

Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.

**District Response:** The Gifted Program Advisory Council (GPAC) represents families from each school in our district. Representation on the council is diverse, and we continue to encourage parents from varied cultural backgrounds to serve on behalf of our students. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \*Continue to explore other ways to recruit representatives from underserved/ diverse populations and getting community members involved.

- \*Consider ideas for including student representatives as appropriate on the GPAC

\*Seek to include support staff on the GPAC - ex: school psychologist, counselor, etc

#### **Practice D**

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

**District Response:** GPAC parents are eager to improve communication with our families and community concerning opportunities available for students with potential, AIG students, and their families. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*Solicit GPAC members to organize and share information about community resources. This could include a wiki or segment on the gifted services website.

\*Continue to expand the availability of translated documents

\*Collaborate with IT to include a "suggestion box" on the website through which parents can send information to GPAC and have their suggestions/concerns discussed during regular meetings

\*Collaborate with IT to include "did you know?" section on the website where parents, school and community members could post items, including events of interest to the community.

\*Collaborate with ESL Department to have translators available during Gifted Education parent nights, DEP meetings, etc

\*Collaborate with Title I to prepare and present materials to families through Parent University. The Coordinator and GES will present information relative to academics, social/emotional wellness, and transitions, etc.

\*Collaborate with Title I to provide information to families during "Back to School" festival hosted in the community

#### **Practice E**

Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

**District Response:** There are many outreach and partnership opportunities available in this community. Our surrounding institutions of higher education, where many of our parents work, can provide varied authentic learning experiences for students. Parent volunteers and community sponsors will be vital to making such enrichment experiences available. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*Parent volunteers to support programs like Math Superstars, Jr. Great Books, Science Olympiad, or

## Odyssey of the Mind

- \* Establish and maintain a parent resource e-library
- \*Explore partnerships to expand STEM opportunities during the school day and/or after school.
- \*Coordinator will collaborate with Director of Professional Learning and Human Resources to explore partnership opportunities with institutions of higher education to enhance and gain support for AIG programs and services.

**Ideas to Strengthen the Standard:** 1)Consider providing childcare for meetings to encourage participation.

**Sources of Evidence:** 1)Improved website with suggested features and links

2)GPAC meeting notes

3)Enrollment data

4)AIG databases

5)NC DPI AIG Child Count

6)District AIG documents and distribution timeline

7)List of important dates in gifted education

8)Planning notes from joint parent meetings

## **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 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 LEA's school board and sent to SBE/DPI for review and comment.

**District Response:** A comprehensive AIG Plan in compliance with state legislation and policy will be updated and approved by the CHCCS Board of Education. This plan will guide the work throughout the three-year cycle and will lay the groundwork for substantial program revision and implementation. The plan will be submitted to SBE/DPI upon approval by the CHCCS BOE. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \*Create a team to lead development of the local AIG Plan
- \*Gather input from stakeholders (g) to inform the process and development of the plan. Complete program self-assessment
- \*Develop AIG Plan and policies based on program self-assessment and in consideration of our local context
- \*Describe implementation of each practice. Ensure language is clear and effective.
- \*Attend regional/area meetings and technical assistance webinars with DPI to support plan development

### **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.

**District Response:** Monitoring and guiding implementation of the plan is the role of the Coordinator of Gifted Services. The GPAC along with GES and other stakeholders support the implementation of the plan. Our LEA response during the 2016-2019 Plan Cycle will include the following:

- \*At the the beginning of 2016-2019 plan year, Gifted Education Specialists and GPAC will prioritize planned actions for the work to be accomplished during the plan cycle.
- \*GES will review implementation of standards and meet as focused work groups to implement planned actions. GPAC will review the outcomes of the focused work groups.



\*The Coordinator will conduct a stakeholder survey in year 2 of the plan cycle to gather feedback for the next plan cycle 2020-2023.

\*Collect formal and informal data to identify areas of program improvement. Each standard and practice will be considered. This analysis will ensure service delivery is equitable and consistent across schools.

\*Complete interim reports to NCDPI to assess progress towards program implementation and effectiveness. Feedback from individual schools, district level staff, and other key stakeholders will be considered. Report progress to GPAC, BOE, and other district leadership.

\*GES form expert groups to focus on selected Standards and Practices. This consistent monitoring and reflection will support implementation of the plan with fidelity and alignment.

### **Practice C**

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

**District Response:** State funds allotted for AIG programming continue to be used appropriately. CHCCS supplements its state allocation with local funds that exceed the state allotment. The majority of local dollars are slated for GES and/or LEAP teacher salaries. Fund expenditures are managed by the Coordinator of Gifted Services and monitored by the district's Departments of Finance and Human Resources. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*Prioritize people, resources, and professional development based on program needs and value added.

\* Annually review funding with district Finance Officer and discuss alignment of plan with budgeted resources.

\*Consider advocating for other funding sources such as grants and partnerships to meet needs of AIG learners

### **Practice D**

Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

**District Response:** Student performance/growth data is made available through the Office of Testing and Accountability. It is becoming increasingly evident that we should use the data to inform instruction. This is particularly important for addressing opportunity gaps and excellence gaps. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*Collaborate with Director of Testing throughout the year to review growth for AIG Students and plan ways to address needs of AIG students. Data analysis can include EOC (g), EOG (g), AP, ACT, PLAN, EVAAS, etc

\*Include this data in discussions of student growth among administrators, teachers and specialists across the district and use this data to inform instruction for AIG students and students from underrepresented populations.

\*Collaborate with Office of Testing and Accountability to determine what and how data will be shared on the district website ([www.chccs.k12.nc.us/Gifted](http://www.chccs.k12.nc.us/Gifted)).

\*District Coordinator will review AIG data that is extracted and monitored to look for annual drop-out rate. Consider how to follow up with parents and/or students to find out why these students left school. This information can inform action plans to prevent this path for future students.

\*Gifted testing results will be shared with teachers and at PLC and MTSS meetings to inform instruction. A process will be put in place to facilitate and guide these meetings.

\*Review school-based data to monitor/track AIG student progress.

\*Train GES on interpretation of EVAAS (g) data for AIG students.

\*Collect other indicators of student performance that speak to the "success" of AIG students. This may include: number of internships or mentorships, college acceptance information, scholarship information, successful AP completion rates, etc. Intentionally review data concerning underrepresented populations.

\*Monitor achievement data of elementary and middle school students identified highly gifted who are not served in LEAP. Use the data to inform instructional decisions for these students.

### **Practice E**

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

**District Response:** We remain committed to closely monitoring the inclusion of underrepresented populations in AIG. The details described in Standard 1: Practices C and E, Standard 2: Practices A, B, E, G; and Standard 3: Practice C represent our intentional efforts towards inclusive measures. Additionally, our LEA response during the 2016-2019 Plan Cycle will include the following:

\*Provide a roster of all AIG students to 504 coordinators, program facilitators, principals, school counselors, ESL teachers.

\*Review data quarterly to progress monitor student performance and ensure that scaffolds are in place to support growth and retention for culturally diverse students.

\*The work of a district 2E task force will support the needs of 2E students, including how to identify and serve these students, how to support parents, and how to train teachers.

- Explore data on AIG identified students for HS graduation, GPA and # of AP courses
- Collect data for AIG student population demographics. Revive the practice of monitoring school demographic data to discern how AIG processes and procedure are impacting trends.

### **Practice F**

Maintains current data regarding the credentials of personnel serving AIG students.

**District Response:** Key personnel serving AIG students are classroom teachers and GES. AIG Licensure is required for GES and teachers in the LEAP option. Currently, Human Resources reports that there are 54 personnel in CHCCS who have AIG licensure. Twenty of these are GES and LEAP teachers, three are school administrators, and four are in leadership at Lincoln Center. Of these twenty seven individuals, all but three of them have ten or more years of experience in education. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*Utilize HR to identify personnel who currently have AIG licensure. Collaborate with district leaders to encourage teachers to become licensed in AIG and/or participate in professional learning through Project Advance to earn badges that may be recognized as credentials for teaching clusters of gifted students.

\*Ensure that PD is provided by the district for personnel to receive a badge in AIG. GES can be instrumental in creating modules for this purpose (Refer to Standard 3: Practice C).

\*Establish and maintain partnerships with local universities to enable personnel to receive AIG licensure. Seek sources of funding to provide tuition assistance.

### **Practice G**

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

**District Response:** We value the input from our families and community. The GPAC and school based Gifted Program Teams provide a structure for parents to receive and offer information about AIG services. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*The Coordinator will conduct a stakeholder survey during year 2 of the plan cycle to evaluate perceptions and effectiveness. Participants include parents of AIG students, parents of non-identified students, students, teachers, and community members.

\*Explore the preferred format GPAC prefers for targeting the work of the council: 1) return to a task group format where full membership meetings are alternated with small groups who are focusing on a particular work around a particular plan goal; 2) Full membership meetings each quarter; 3) other ideas as discussed and documented in GPAC agenda notes.

### **Practice H**

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

**District Response:** As the Office of Testing and Program Evaluation moves closer to launching a data dashboard for the district, multiple sources of data will become increasingly accessible. This will facilitate Gifted Services making informed, data-driven decisions to meet the needs of gifted and emerging talent students. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*The district will develop and administer stakeholder surveys during the 2nd year of the plan. Use this data to inform a full program review in anticipation of the next plan cycle.

\*Use quantitative and qualitative data from Identification testing, EOGs, and other district assessments to analyze the effectiveness of the instructional practices of the AIG program (growth).

\*Consider data from Teacher Working Conditions surveys as a source of information to inform AIG practices.

\*Collaborate with IT to investigate placing a "suggestion box" on the website to gain additional feedback from stakeholders.

### **Practice I**

Disseminates all data from evaluation of the local AIG program to the public.

**District Response:** In keeping with our goal of clear and concise communication of all program information, our AIG Plan and feedback data will be published on the gifted page of the CHCCS district website, [www.chccs.k12.nc.us/Gifted](http://www.chccs.k12.nc.us/Gifted). Printed copies of public record documents will be made available as needed. Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*Communication concerning data is carried out through GPAC, school GPT, SIT, Administrative teams, and presentations at school based Parent Nights.

\*Publish program evaluation data in a variety of media (examples: websites, newsletters, Program guide, FAQ, fact sheet, etc).

\*Develop communications based on various audiences.

### **Practice J**

Safeguards the rights of all AIG students and their parents and families 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.

**District Response:** Written policies for safeguarding AIG student rights are in place (Refer to Standard 1: Practice E for more details). Our LEA response during the 2016-2019 Plan Cycle will include the following:

\*Require parent permission prior to administering standardized assessments to determine student eligibility for gifted services. Documentation of parent consent is obtained through our nomination/referral (g) forms and Permission to Test forms.

\*Students transfer (g) to CHCCS from other districts having been identified for gifted programming with criteria that does not meet our requirements. While nominations/referrals are ongoing, the identification window for all students is in early Spring. We will serve new-to-district students within their designated schools when presented with documented participation in a gifted program in their previous school district until formally participating in the January-March Identification window. We anticipate that by implementing more inclusive identification and services, students can be matched with the appropriate level of service.

\*For LEAP appeals, clarify type of evidences parents should bring to LEAP appeal conferences. Each denial letter should include a statement of appeal rights and/or provide parents with details of LEAP due process procedures.

#### Procedures to Resolve Disagreements

The CHCCS plan establishes procedures for resolving disagreements aligned with Article 9B to include the following:

§ 115C-150.7 (b)(7) A procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the academically or intellectually gifted student.

If parents have a dispute with the Gifted Education Services within the classroom, the following steps may be taken:

1) Meet with the classroom teacher and Gifted Education Specialist to seek a resolution. A plan of action including proposed interventions at school and home, length of implementation period of the intervention plan and check-points for progress should be established.

2) If this meeting and intervention plan does not lead to resolution, parents should document their concern and perspective of the situation in a letter to the principal requesting a review of the intervention plan. The principal will determine the need for a meeting to revise the intervention plan.

3)

If a resolution is not reached at the school site level, parents should contact Central Office personnel in the following succeeding order:

- Coordinator of Gifted Services
- Superintendent/designee
- Board of Education

4) In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. (see below: § 115C-150.8. Review of Disagreements) Attorney's fees are not available to parents.

If parents have a dispute with the application of the district's Gifted Education Program identification criteria, process or procedure as it applies to their child, parents may take the following steps:

1) Meet with the school Gifted Education Specialist and/or the Gifted Program Team to seek further information and understanding.

2) If this meeting does not lead to resolution, parents should document their concern and perspective of the situation in a letter to the Coordinator of Gifted Services and request a review of the child's case. If the parents' concern is not resolved by the response from the Coordinator of Gifted Services, parents may contact Central Office personnel in the following succeeding order:

- Superintendent/designee
- Board of Education

3) In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. (see below: § 115C-150.8. Review of Disagreements) Attorney's fees are not available to parents.

Procedures for LEAP Appeals: No-placement Decision

The District Gifted Identification Committee (DGIC)(g) only hears appeals when student scores are within the range for "consideration." Scores below the considered range do not qualify for an appeal with the DGIC.

5/25/2017

If a student meets the considered criteria for LEAP, but is not identified for the LEAP level of service, the parent/guardian may appeal the decision through the following steps:

- 1) The parent may submit a letter to the District Gifted Identification Committee (DGIC) within 7 business days\* following receipt of the placement decision to request a conference with the DGIC. During this meeting, the parent presents additional evidence of academic and intellectual need for LEAP. The student will also be invited for conversation with committee members for a portion of the meeting. Following the conference, the DGIC will make the final recommendation and send the decision to the parent/guardian within two business days of the meeting.
- 2) If the DGIC declines to recommend the student for LEAP placement, the parent/guardian may appeal in writing within 10 business days to the Superintendent. At this level of appeal, the parent is not presenting new information, additional evidence, additional testing/assessments, etc.
- 3) The Superintendent may appoint a designee to review appeals. The review by the Superintendent/designee will be limited to the information presented to the DGIC. The Superintendent will not review new information, additional evidence, additional assessments, etc. The Superintendent/designee may have additional discussions with staff or parents if determined to be necessary. The Superintendent/designee may:

- affirm the decision made by the DGIC. The Superintendent/designee will respond in writing to the parent/guardian within 10 business days of the receipt of the appeal.

OR

- direct the DGIC to reconsider the decision. The DGIC will review the information and evidence presented during the initial appeal and make a final decision. The DGIC will respond in writing to the parent/guardian within 10 business days of the receipt of the appeal from the Superintendent/designee.

- 4) If the parent/guardian does not agree with the response of the Superintendent/designee to affirm the "no placement decision" of the DGIC (a), or does not agree with the response of the DGIC to uphold the "no placement decision" (b), the parent/guardian may make an appeal within 10 business days to the Board of Education. The Board Chairperson will contact the parent/guardian within 10 business days of the receipt of the appeal to establish the next steps. Decisions by the Board of Education conclude the appeal process at the local level.

- 5) In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes (see below: § 115C-150.8. Review of Disagreements) Attorney's fees are not available to parents.

§ 115C-150.8. Review of Disagreements. In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law.

Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

(\*The term "business days" refers to every day except Saturday and Sunday.)

\*These rights will be included in various documents including AIG Parent Handbook, GES Process and Procedures Handbook, and in formal written responses to parents submitting LEAP appeals.

**Ideas to Strengthen the Standard:** 1)Provide GES with month by month procedures

2)Annually conduct a Plus/Delta evaluation of the gifted plan with GPAC and GES

3)Coordinator of Gifted Services will work with the counseling division to respond to drop-out data more intentionally.

4)Explore options for using Powerschool to access and monitor AIG data. Particularly, investigate setting up LEAP as a designated "special program" in PowerSchool and flag our students. This could provide a structure for monitoring this population from grades 3 through high school.

**Sources of Evidence:** 1)Annual review of AIG fund account activity

2)CHCCS/AIG annual budget report

3)Data including mClass (g), ELLevations, etc to monitor/track AIG student progress

4)Gifted Program Team and full GPAC meeting agenda and notes

5)Task Group reports

6)GPAC Membership Roster



**Glossary (optional):**

**Appendix (optional):**

S1A1 Gifted Program Flyer 2016-2017 - English (Trifold) S1A1.docx (*Appendix - Standard 1*)  
S1A2 Gifted\_ID Process Flow Chart elem-ms 2016-2019 S1A2.docx (*Appendix - Standard 1*)  
S1A3 Gifted\_ID Process Flow Chart High School 2016-2019 .docx (*Appendix - Standard 1*)  
S1A4 Gifted-Nomintation-Identification-Chart-Grades-3-8-CHCCS-Parent-Community.docx  
(*Appendix - Standard 1*)  
S1B1 Parent Guide to AIG Programs 2016-2019 .docx (*Appendix - Standard 1*)  
S1B2 Parent Checklist for Standards for Early Admission to Kindergarten.pdf (*Appendix - Standard 1*)  
S1C1 April 2016 NCDPI Child Count.csv (*Appendix - Standard 1*)  
S1C2 LEAP Composition by Gender-Race-Ethnicity.xlsx (*Appendix - Standard 1*)  
S1E1 Elem-MS Gifted DEP 2016-17\_ FINAL.docx (*Appendix - Standard 1*)  
S1E2 Elem-MS Highly Gifted-IG DEP 2016-17 FINAL.docx (*Appendix - Standard 1*)  
S1E3 9-12 High School DEP 2016-17 FINAL.docx (*Appendix - Standard 1*)  
S1E4 Individual Differentiated Education Plan (IDEP).docx (*Appendix - Standard 1*)  
S2A1 Connections Between Learning-Focused and Ubd - Curriculum Management Team .docx  
(*Appendix - Standard 2*)  
S2E1 EVAAS Data from CHCCS 14-15 Accountability Report.docx (*Appendix - Standard 2*)  
S2F1 2015 CHCCS YRBS\_DRAFTv10.pdf (*Appendix - Standard 2*)  
1-BoardAgendaAbstractLEAPGenderGapReport201612-1-16 v4 (1).docx (*Local Board Approval Document*)  
1-BoardAgendaAbstractLEAPGenderGapReport201612-15-16 v1.docx (*Local Board Approval Document*)  
S1E5 Glossary of Acronyms and Terms FINAL.docx (*Other Forms*)