

**Currituck County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2016-2019**

**Approved by local Board of Education on:** 05-MAY-16

**LEA Superintendent's Name:** Mark Stefanik

**LEA AIG Contact Name:** Virginia Arrington

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Currituck County 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 and 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, Currituck County Schools local AIG plan is as follows:***

**Currituck County Schools Vision for local AIG program:** The Currituck County Plan for Academically and/or Intellectually Gifted Education is aligned with the goals and objectives of the Currituck County School System and the State Board of Education's Guidelines for developing local AIG plans.

Currituck County Schools Academically Intellectually or Gifted Program will ensure that academically or intellectually gifted students are provided with a high level of intellectual stimulation and the opportunity to develop their full potential through high expectations, excellence in teaching, and rigorous approach required for success in a globally competitive world and life in the 21st century.

The Currituck County Public Schools' AIG Program utilizes a full Integrative model to meet the needs of AIG students in grades K through 12. This model is one that makes available, through direct and indirect services, the assistance and resources to identify, support and challenge gifted students. This model enables students to develop to their full potential while utilizing the mainstream curriculum.

It is the philosophy of Currituck County Public Schools that it is the QUALITY, not the QUANTITY of programs and services that make the difference. Simply stated, the AIG Program operates on the premise of "Not More, But Different" when meeting the needs of every AIG student.

**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>\$202995.00</b>	<b>\$12732.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## Standard 1: Student Identification

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

### **Practice A**

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:** AIG Consulting teachers will share the identification process with their building level administrators and classroom teachers yearly. The CCS AIG plan is available on our county webpage along with the AIG Parent Handbook both of which contain the identification process. Printed copies will be made available upon request.

### **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:** Specifically CCS is defining Academic and Intellectually Giftedness as students who perform at a substantially high level on both ability and achievement assessments when compared to their peers.

Specifically CCS is defining Intellectual Giftedness as students who perform at a substantially high level on ability assessments when compared to their peers, while under performing on achievement assessments and classroom grades.

Specifically CCS is defining Academic Giftedness as students who perform at a substantially high level on achievement assessments when compared to their peers, while under performing on ability assessments.

Placement decisions will be made by the AIGSC (AIG Services Committee) which is composed of the Building Level AIG Consulting Teacher, an Administrator, & a Classroom Teacher. Those decisions are made based on the criteria below.

After reviewing the identifying criteria of each neighboring county in our region, we decided to use the following multiple criteria in the three pathways for determining AIG student identification for CCS:

1. Ability only - 98% or higher verbal, nonverbal, qualitative or composite.
2. Ability + Achievement - 90% or higher on ability (verbal, nonverbal, qualitative, or composite) and achievement.

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3. Ability + Achievement average score of 90% or higher with a minimum score of 85% on either test. The student must also show consistent above grade level classroom performance including teacher recommendations, observation rating scales, etc. to be considered for identification under pathway 3.

Students whose Ability and Achievement scores average between 85-89% will be placed in a Cluster group for classroom differentiation only with no enrichment pull-out services provided.

Students who score between 95%-97% on Ability assessments, but are underperforming on Achievement assessments and/or in the classroom will need to meet with the AIGSC (including their parent) to determine a plan of action to move them toward academic success. (Intellectually Gifted)

Students who score between 95%-99% on Achievement assessments, but underperformed on Ability assessments will need to meet with the AIGSC (including their parent) to determine a plan of action to meet their specific learning needs in the regular classroom setting. No enrichment pull-out services will be provided. (Academically Gifted)

AIGSC reserves the right to consider individual students who do not meet the established criteria but who exhibit other traits of giftedness.

Other than the universal screening at grade 3, students can be placed in a nomination pool using the following methods: referral by classroom teacher for outstanding performance, parent referral to the AIG committee, or student referral to the AIG committee. Students in the nomination pool are watched closely by teachers as well as the AIG Consulting Teacher. The AIG Consulting Teacher informs the classroom teachers of the nomination pool students each year.

### **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:** In order to attempt to identify under-represented populations who need Gifted services, CCS completes a universal screening at grade 3 and referrals at other grade levels 4-12. Multiple criteria are reviewed to identify students' need of gifted services. These criteria include the following: classroom performance, student work samples, consistent high achievement on achievement measures, achievement records, authentic assessments, anecdotal records of student motivation and achievement, competitions, contests and awards, standardized assessments of ability and achievement, and extracurricular activities. It is important to note that the data reviewed includes objective and subjective measures in an attempt to gather a variety of information. The eligibility process ensures that the student is reviewed with a holistic approach seeking to include those from under-represented populations.

### **Practice D**

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

**District Response:** CCS completes a universal screening in the fall for all 3rd graders. AIG Consulting Teachers will train the classroom teachers to administer the assessments. They will work with their school level test coordinator to ensure that proctors are available. They will send letters home with information for parents about the nature of the test and the process that will follow. They will prepare, dispense, and collect the test materials daily. They will score the assessments and enter the data into the spreadsheet created for analysis of scores.

1. Those that score in the 98%-99% are immediately identified.
2. Those that score between 90%-97% on both the Verbal CogAt score and BOG are immediately placed.
3. Those that show an average score of 90% or higher from a Verbal CogAt score and a BOG % (neither of which can be lower than 85%) are immediately placed.
4. Permission to Test Letters will be sent to the parents of students that score 90%-97% on either the Quantitative or Non-verbal portion of the CogAt. Students whose parents consent to further evaluation will be administered the Math portion of ITBS Level 9 Survey to gather an achievement level score for identification processes.
5. Permission to Test Letters will be sent to the parents of students that score 90%-97% on the Verbal portion of the CogAt, but didn't have a qualifying BOG score. Students whose parents consent to further evaluation will be administered the Reading portion of the ITBS Level 9 Survey to gather achievement level data for identification processes.
6. Those that score a minimum of 85% on the CogAt but didn't meet the other criteria for identification will be monitored throughout the year and their data will be revisited after EOG scores are available.
7. Referrals are made in other grade levels 4-12 through the MTSS process or transfer students using eligibility criteria as shown on the eligibility forms specific for Language Arts and/or Math (This includes a parent's request for testing).

Students that score between 95%-97% on an ability test but have no other qualifying achievement scores or performance data will be identified as Intellectually Gifted (IG).

We currently use the CogAT, WISC IV, and Kuhlmann Anderson tests (elementary level) and a standardized intellectual/cognitive assessment (secondary level) for the ability test scores to complete screenings.

We use BOG, EOG, and/or ITBS to obtain achievement test scores to complete screenings.

The AIG Consulting Teacher reviews the scores, shares them with building level and Central Office Administrators as well as classroom teachers. They will also send a formal letter home explaining the scores and scheduling DEP/IDEP (identified as NC AIG Program Services Plan in PowerSchool) meetings for students who met qualifying criteria. The scores will also be entered in the NC AIG Identification Evidence Summary tab in PowerSchool for each student.

For transfer students identified as AIG at their previous school, AIG Consulting Teachers will acquire the data needed to determine if the student meets CCS criteria for AIG services. They will then communicate with the parents about any data gaps that need to be filled. They will conduct any needed assessments. An AIGSC meeting will be held to communicate those findings to the parents, building level administrators, and classroom teachers. A DEP (identified as NC AIG Program Services Plan in PowerSchool) will be created if eligibility criteria are met.

### **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:** All AIG Consulting Teachers will complete Eligibility Record for Differentiated Services forms, as well as the NC AIG Identification Evidence Summary and NC AIG Program Services Plan in Power School for each qualifying student.

Elementary and Middle School AIG Consulting Teachers will set up AIGSC meetings for the initial placement.

For annual review meetings, the AIG Consulting Teachers will still complete the above mentioned documents, but they will contact all the parents to determine if they want a face-to-face meeting with the AIGSC if the services are remaining the same. For those parents who opt for the paperwork to be sent home, the AIG Consulting Teacher needs to collect details from the classroom teacher(s) about how the classroom differentiation will be carried out for that upcoming school year, so that information can be included with the form packet when it is sent home for signatures. Parents can request a meeting with the AIGSC at any time if they have concerns.

AIG Consulting Teachers will make at least 3 attempts to set up parent contact to review AIG paperwork. If they are still unable to set up a parent meeting, the AIG Consulting Teacher will then set up an AIGSC and the team will complete the paperwork without the parent present. Copies of the documents will be mailed home and the originals kept in the student's AIG student folder.

All the AIG documentation will be maintained in individual files by the AIG Consulting Teacher and sent to other schools as students transfer.

**Ideas for Strengthen the Standard:** Increase the number of CogAt test materials to be able to administer the universal 3rd grade screening simultaneously at all 6 elementary schools. Increase the number of ITBS books available for supplementary achievement testing at 3rd, 4th, and 5th grade across the county.

Create brochures and quick reference guides for parents that include the qualifying criteria and process for the AIG program as well as quotes from current students about the impact of AIG services on them.

Create a video, screencast with PowerPoint, or a Prezi presentation about the AIG identification

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process that can be shared with staff at each school at the beginning of the school year and then posted on the county webpage.

**Sources of Evidence:** Invitation to Conference

Eligibility Record for Differentiated Services

NC AIG Identification Evidence Summary (Includes test results)

NC AIG Program Services Plan

Ramsey Behavior Rating Scale

Permission to test signed documentation

Parent Handbook

District/School Websites



## **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 AIG students in Currituck County follow NC Standard Course of Study. AIG Consulting Teachers will provide support on differentiated instruction by meeting with each grade level PLC as their schedules allow. Classroom teachers plan and provide differentiated lessons according to student needs as evidenced in their lesson plans. The AIG Consulting Teachers meet at least once a quarter with their own PLC to share ideas, resources, and work on plans for their enrichment classes. AIG Consulting Teachers work with the elementary school AIG students through pull-out enrichment classes and/or inclusion scheduled 1 to 2 times/week as described in the DEP (identified as NC AIG Program Services Plan in PowerSchool). All attempts will be made for AIG students not to miss direct classroom instruction where grades are assigned for their AIG enrichment pull-out service time. The middle school AIG school coordinator works with AIG students by collaborating and co-teaching with the regular education teachers. Additional outreach activities are provided that may include, but are not limited to book clubs, and the stock market challenge. The high school AIG school coordinator works with AIG students by reviewing and advocating with them in class schedule choices. They assist guidance with identifying and helping to arrange testing for students interested in Governor's School. They notify students of upcoming contests, field trips, scholarships, as well as other items of interest.

### **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:** Yearly professional development will be provided for all teachers working with AIG students. These sessions will be spread throughout the school year and will focus on identifying criteria, instructional practices like differentiation, using data for effective grouping, social and emotional issues, etc. We will also utilize the AIG Booster Shot professional development modules presented by NCDPI available at <http://ncaig.ncdpi.wikispaces.net/AIG+Booster+Shot+Series>.

Classroom teachers who work with AIG students will explore the units available at <http://ncaigirp.ncdpi.wikispaces.net/home>. They will also share lessons and resources found online for enhancing and extending the NCSCOS as well as creating units and extensions that can be shared. Emphasis will be on Concept Based Units, Project Based Units, Inquiry Activities, STREAM Activities, and 21st Century Skills Development.

Classroom teachers who work with IG students will incorporate activities that may include but are not limited to organizational skills, study skills, and time management. The AIGSC team will develop a plan (IDEP - identified as NC AIG Program Services Plan in PowerSchool) to address the specific needs of each IG student within the regular classroom setting.

All students are provided with opportunities to participate in academic competitions such as Math 24 and Battle of the Books. Other interest based clubs and activities vary depending on location.

Middle school students are offered honors language arts, honors math, Math 1, Spanish I (8th grade), and earth science (8th grade) with a classroom teacher, as well as the opportunity to enroll in NCVPS courses. Socratic Seminar and Paideia Seminar and other differentiated activities are incorporated into lessons. Teachers participate in STEM professional development. High school students can participate in academic competitions and clubs. They can also enroll in honors, AP courses, NCVPS, and take college courses. Socratic Seminar and Paideia Seminar, problem-based learning, and other differentiated activities are incorporated into lessons. Prior to scheduling for the upcoming school year assigned Administrators, counselors, and teachers will review procedures for enrolling students in honors and other upper level courses. AIG Consulting Teachers in middle and high school shall check their AIG identified student schedules to ensure that they are properly placed and coordinate with the school counselors to remedy any scheduling issues that need to be addressed.

Sample of Service Delivery Options and Recommendations:

Elementary & Secondary:

Computer Based Instruction - Scheduled time on a computer with direct instruction from regular education teacher or authorized personnel

Cluster Grouping of High Performing Students - Students whose achievement and ability scores that average between 85%-89% and therefore don't qualify for AIG, Demonstrated/documented performance Reading/Math above grade level, Teacher Recommendations (based on classroom performance data), & AIGSC recommendation

Cluster Grouping of AG & IG Students - AG Students who score 90-97% on Achievement Tests but don't have other qualifying criteria will be cluster grouped to allow for differentiation based on their specific academic strengths & IG Students will be cluster grouped to allow for specific instruction on work habits and skills based on their IDEP (identified as NC AIG Program Services Plan in PowerSchool) goals.

Curriculum Compacting - Mastery of material on teacher made or alternative assessment, Evidence of appropriate independent work skills, Evidence of ability to follow through with plan, & Student interest and motivation as assessed by teacher

Differentiated Accelerated Units - Based on curriculum area of study and student interest and performance

Enrichment AIG Services - Students who qualify for AIG pull-out/inclusion services under pathway 1, 2, 3 & AIGSC recommendation

Flexible Grouping - Discretion of teacher (based on observation, alternative assessment, and other

collected data)

Grade Acceleration - 98/99th percentile on Nationally Normed Individual/Group Aptitude Assessment, Appropriate social development (as assessed by teachers, parents, counselors, and/or psychologist observations), Academic performance and development appropriate for next level, Strong independent reader, & AIGSC recommendation made to principal where final decision is made for placement

Independent Contracts, Independent Instruction, Independent Study - Evidence of appropriate independent work skills, Evidence of ability to follow through with plan, & Student interest and motivation as assessed by teacher

Interdisciplinary Units - Discretion of teacher & Student interest-Subject based

Learning Center - Interest based or performance based at the discretion of the teacher

Subject Acceleration - Demonstrated/Documented performance at 2 grade levels above grade placement, AIGSC recommendation, & Demonstrated/Documented performance through the Credit through Demonstrated Mastery (CDM) process

Tiered Activities - Instructional activities that focus on the essential conceptual understanding and skill development related to a topic but provide a challenge to students of all ability levels through tiers. Each instructional tier provides different levels of complexity, abstractness and open-endedness.  
Secondary:

Advanced Placement Courses / Honors Classes - Past performance in subject area class (recommended A or high B), Teacher recommendation, Student interest/motivation, Students who do not meet above criteria will be expected to sign a contract; student's progress will be reviewed at end of first marking period, Students will complete summer readings, seminars as designed by each teacher, Students are expected to take AP exam at conclusion of course, & EOC / EOG level 4 or level 5

Concurrent Enrollment - Teacher recommendation, Social/Emotional maturity level appropriate, & AIGSC recommendation

Credit by Demonstrated Mastery - Student request, Students must earn level 5 on EOC or 98% on NCFE; then they must complete additional work in that subject that will be scored by a rubric, & Once that process is completed they move on to the next course in the sequence

Curriculum Compacting - Mastery of material (> 90 assessment) & Teacher judgment to pull child back into regular instruction for portions of unit not mastered or student interest

Dual Enrollment - Social/Emotional maturity level appropriate & AIGSC recommendation

Mentorships/Internships - Exceptional interest on part of student, Extensive interviews between parents and students, Must be able to provide own transportation, & Must agree to present or publish information learned through mentorship program to audience of peer and adults (contract)

On-line Learning - Based on student directed research, Some courses scheduled through student registration (computer lab and technology), & Offered through certain courses

Selected Advanced Courses - Student registration

Seminars - Teacher judgment & Student interest

Special Electives - Student registration

### **Practice C**

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

**District Response:** A variety of differentiated resources are available for use by classroom teachers with AIG coordinator support. Those include: NCDPI AIG Wiki resources, Letter Land, Reading Foundations, Reading 3D, Learning styles/interest inventories, use of strategies from the NAGC website, project-based learning, Eric Jensen's brain-based activities, Covey's The Leader in Me, student interest, current events, and problem based learning to offer enrichment and/or independent activities.

### **Practice D**

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

**District Response:** Currituck County Elementary Schools may utilize the following resources to develop 21st century skills in our Gifted population: Kahn Academy, flipped classroom, blended learning, Brainpop, Scootpad, Code.org, Scratch, and the implementation of Chromebooks initiative in 5th Grade. CCS has implemented a Chromebook 1-to-1 initiative in grades 6-12. CCS will increase the enrollment in Advanced Placement courses, NCVPS, and Edgenuity courses online. CCS is also working to increase enrollment in courses for the School of Math and Science and college classes. Students are involved in Student Government, leaders on the morning TV announcements (news broadcasts), representatives on Guidance Advisory committees and PBIS, and student representatives on the Board of Education. They also participate in Future Business Leaders of America (FBLA), Friends of Rachel (FOR Club), ROTC, BETA, Teen Court, and Science Olympiad.

### **Practice E**

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

**District Response:** Teachers will use formative and summative assessment data from a variety of sources that include Read to Achieve data, Reading 3D, SchoolNet, EVAAS, EOG, EOC, Scootpad,

and common grade level assessments to evaluate the needs of the AIG students. Analysis of that data shall be used to determine proper placement for flexible grouping of students for instructional purposes.

#### **Practice F**

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

**District Response:** AIG Consulting Teachers will collaborate with school based counselors as well as school psychologists to provide professional development on the social/emotional needs of AIG students. AIG Consulting Teachers, school based counselors, and school psychologists will also co-teach lessons to address social/emotional issues. AIG Consulting Teachers will regularly provide student and parent support through phone calls, emails, and conferences.

#### **Practice G**

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

**District Response:** CCS is committed to an early nurturing program to cultivate and enhance the potential of all young children, thereby increasing their chances of being appropriately identified for gifted services and ensuring that their educational needs are optimized. AIG Consulting Teachers will provide professional development on thinking skills, differentiation, and nurturing to focus on higher order thinking skills in K-3. AIG Consulting Teachers also need time in their schedules to work directly with high performing students that have been flexibly grouped based on assessment data and teachers on enhancing reading, math, and critical thinking skills.

In some instances early identification for K-2 students can occur based on the building level AIGSC decision after reviewing all available data.

#### **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:** AIG Consulting Teachers will collaborate with their PLC, EC teachers, and LEP teachers to provide professional development and resources for classroom teachers on differentiation practices. They will also collaborate with school counselors and school psychologists to implement lessons on social topics and to address social/emotional needs. Collaboration and support will also be given to elective teachers and media specialists to further enrich classroom activities.

### **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:** Once a student is determined to be eligible for academically and/or intellectually gifted services, a Differentiated Education Plan (DEP - identified as NC AIG Program Services Plan in PowerSchool) is developed by the Academically and/or Intellectually Gifted Services Committee (AIGSC). This plan outlines the program service option(s) appropriate for the student. The DEP indicates the appropriate learning environment, content modifications, and special programs available to the student. The AIGSC will address individual needs and best practices in the field of gifted education to determine the learning environment, the content modifications, and special programs. The DEP plan is developed in partnership with parents and should be implemented throughout the school day for AIG students as necessary to meet their unique learning needs.

Students who are already identified as AIG, but later their achievement levels fall below qualifying standards must meet with the AIGSC to determine a plan (IDEP - identified as NC AIG Program Services Plan in PowerSchool) of action to move them toward academic success.

**Ideas for Strengthen the Standard:** County AIG Survey results show a need to Increase the number of county AIG Consulting Teachers to also include 1 for GES/JES, 1 for CCMS, and reduce the number of responsibilities of the CCHS Consulting Teacher in order to adequately provide professional development on differentiation practices as well as time to collaborate with PLCs and lastly to serve K-2 and IG student needs.

AIG Consulting Teachers should use a consistent set of guiding questions when meeting with classroom teachers and/or PLCs: (These questions are also incorporated into professional development activities.)

1. Are my gifted students able to accelerate when needed?
2. Do gifted students have regular opportunities to expand upon their areas of interest and strengths?
3. Are gifted students encouraged to extend learning beyond the basic level of understanding?
4. Do my students have an opportunity to NOT succeed with ease in order to develop their talent and potential?

AIG Consulting Teachers working with School Leadership Teams could seek to find or create comprehensive AIG coursework on differentiation as well as other instructional practices, social/emotional needs, etc for classroom teachers that can be used at each building for consistency.

High School AIG Consulting Teachers could develop DEPs that integrate the four-year plan of coursework. That is then reviewed and updated on an annual basis at a parent meeting with the counseling department. AIG Consulting Teachers need to be involved in the registration process.

Investigate the possibility of using the U-STARS curriculum (K-2) and SpringBoard curriculum from

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College Board (6-12) or other options specifically designed to address the needs of AIG students while still adhering to state standards.

Include the county lead Psychologist in a parent session to address and offer suggestions for the social/emotional needs of gifted children.

**Sources of Evidence:** lesson plans

sign in sheets from PLC and professional development sessions

assessment data analysis for grouping purposes

participation in Math 24 & BOB competitions

computer history showing use of a variety of websites listed above for instructional purposes

DEPs (identified as NC AIG Program Services Plan in PowerSchool)

## 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:** CCS has an AIG county coordinator and 7 AIG Consulting Teachers who are responsible for plan implementation. All elementary and middle schools receive direct services from their 5 AIG Consulting Teachers. Both high schools employ AIG Consulting Teachers who provide indirect services at this time.

The District AIG coordinator:

- \* oversees the implementation and accountability of the AIG program
- \* plans and coordinates AIG staff development activities
- \* represents and advocates for the AIG program on committees, in meetings, and at various functions
- \* coordinates AIG screening and identification activities in the schools
- \* supervises the development of differentiated curriculum for the AIG program
- \* communicates with schools, outside agencies, and other regarding AIG program policies, issues, and/or legal questions
- \* shares opportunities for state licensure with the staff at large.

The AIG Consulting Teachers:

- \* oversee the implementation of the AIG program in assigned school(s)
- \* chairs AIGSC (services committee) in assigned schools
- \* Coordinates AIG screening/identification activities in assigned school(s)
- \* Elementary - provides direct support to students in a pull-out or in-class setting / Middle - provides direct support to students in an inclusion setting / High - provides indirect support to students on a consulting basis
- \* Elementary - provides quarterly progress reports for parents
- \* Elementary, Middle, & High- conducts yearly DEP (identified as NC AIG Program Services Plan in PowerSchool) development and contacts parents about updated paperwork and level of service for that school year
- \* participates in program evaluation
- \* provides support to teachers with curriculum compacting, materials development, event planning, unit planning, and DEP (identified as NC AIG Program Services Plan in PowerSchool) development
- \* represents the AIG program on committees, in meetings, and at functions
- \* may conduct workshops and meetings related to gifted education

AIGSC (AIG Consulting Teacher, Cluster Teacher, School Administrator):

- \* collects and reviews student data in order to make appropriate service delivery options recommendations



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- \* ensures communication with parents, cluster teachers, consulting teacher, administrators, and other educational personnel is handled appropriately and confidentially

Cluster Teacher:

- \* works cooperatively with AIG Consulting Teacher to provide differentiated instruction to cluster students (elementary and middle)
- \* may serve on AIGSC (elementary, middle, and high)
- \* prepares differentiated plan for student (elementary and middle)
- \* Elementary - provides quarterly progress reports for parents
- \* Elementary - works with AIG Consulting Teacher to develop year DEPs (identified as NC AIG Program Services Plan in PowerSchool) and participates in the AIGSC meeting about the level of service for that school year
- \* teaches honors/AP classes (high)
- \* prepares differentiated plan for honors/AP students (high)

### **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:** CCS will provide professional development for AIG Consulting Teachers to ensure quality, rigorous, current research-based instruction for AIG students. Survey AIG Consulting Teachers to determine professional development needs. Maintain quarterly professional development days for AIG Consulting teachers. Experienced AIG Consulting Teachers will be paired with new AIG Consulting Teachers for support throughout the first year. CCS will send AIG Consulting Teachers to attend conferences on a rotational cycle that promote best practices as funding allows.

School level and district level administrators may observe our AIG Consulting Teachers to ensure they are engaged in tasks which address the academic, intellectual, social and emotional needs of gifted learners.

### **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:** All personnel included in providing programs and services for AIG students will meet for professional development. The topics of the professional development could include but are not limited to: Instructional best practices, district instructional priorities, 21st Century training, and technology integration, curriculum training and development. AIG Consulting Teachers will work on the AIG curriculum to discuss implementation, revisions, or creating new curriculum in the areas of math and reading.

### **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:** CCS will inform teachers about opportunities to earn AIG licensure through a university program. Teachers who complete an AIG licensure program will receive partial monetary reimbursement. Regular education teachers with their AIG licensure will have first priority to have AIG cluster grouping in their classroom.

All CCS teachers are Highly Qualified and school administrators will cluster AIG students with teachers who have more robust training in characteristics of giftedness. Additionally, AIG Consulting Teachers will provide support for classroom teachers who serve AIG students.

### **Practice E**

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

**District Response:** Our professional development is aimed at addressing the following district initiatives:

1. Every student in NC Public School System graduates from high school prepared for work, further education and citizenship.
2. Every student has a personalized education.
3. Every student, every day has excellent educators.
4. Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
5. Every student is healthy, safe, and responsible.

Program goals for the AIG Plan are supported by the professional development plan of the district.

### **Practice F**

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

**District Response:** AIG Consulting Teachers will continue to consider state and national standards when creating Professional Development Plans (PDP). AIG Consulting Teachers will be evaluated on the North Carolina Professional Teaching Standards Evaluation Rubric based on 21st Century Skills. AIG Consulting Teachers will continue to attend local, state and national AIG-related conferences, as funding allows, keeping up-to-date on state and national standards and best practice. AIG Consulting Teachers will be encouraged to maintain memberships to state or national organizations like NCAGT.

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AIG Consulting Teachers and/or cluster teachers will meet to collaborate. They will also incorporate technology provided by the district into AIG curriculum to promote 21st Century Learning Skills. CCS will utilize the online professional development resources provided on the NCDPI AIG Wiki site at <http://ncaig.ncdpi.wikispaces.net/AIG+Booster+Shot+Series>.

**Ideas for Strengthen the Standard:** Require teachers who serve AIG students to complete a certain coursework track to achieve local endorsement as determined by the AIG PLC. The emphasis will be on characteristics of gifted learners, methods and models for gifted instruction, and social/emotional needs of gifted learners. This could be a course created within a LMS system like Canvas which can be self paced.

Conduct PD on the above topics for all staff as an option on mandatory PD days. The presentations could also be attached to our county webpage for later viewing and to share with parents. Include Kathy Blades in our PD planning sessions to help us incorporate 21st Century Skills and differentiation as well as provide support for teachers at all our schools during their planning periods.

**Sources of Evidence:** professional development sign-in sheets  
professional development curriculum  
professional organization memberships  
Individual Growth Plans (IGP)  
Effective Educator Evaluations

## **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:** Work within our AIG PLC to locate and organize comprehensive resources that meet the academic and social/emotional needs of our students. High School AIG Consulting Teacher will work with School Counselors, Administration, and Regular Education Teachers to ensure proper placement in classes. Then monitor their progress both academically and emotionally throughout the year to provide support as needed. AIG teacher will hold conferences (formal or informal) with students individually to assess academic and/or social/emotional needs.

Many Enrichment/Talent Development opportunities will be available to students. Access to those options will be based on student interest, motivation, teacher recommendation, and the ability of the student to complete required work within the curriculum. Following is a partial list of those options: Beta Club, Congressional Pages, County Arts Festival, Duke TIP, Dual Enrollment, Ethics Bowl, FBLA, Governor's School, Honor Court, Interest Based Electives, Leadership Conference, Math Competition Team, NC Battle of the Books, NC School of Science & Math, NC Writing Contest, Peer Helpers, Science Olympiad, Seminars, Special Interest Clubs, Summer Enrichment Programs, Teen Court, Writing/Arts Contest, & Youth Council

In K-2, AIG Consulting Teachers will provide nurturing support, which includes working with the general education teacher to provide learning centers, enrichment activities, and higher-order thinking skill activities within the classroom.

### **Practice B**

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

**District Response:** Students are identified as Academically Gifted, Intellectually Gifted, or Academically & Intellectually Gifted in Math and/or Reading. DEPs (identified as NC AIG Program Services Plan in PowerSchool) are developed based on their area of needed service. Services include, but are not limited to, consultation, inclusion, pullout, and enrichment opportunities and will be chosen to best serve the needs of the students identified. Their DEPs and areas of identification are shared with cluster teachers and counselors who work with the AIG students. AIG students are properly coded in Power School providing easy identification for staff members who work with them. Elementary and middle school AIG students receive instruction that is aligned with their accelerated level of skill, grade level content, and learning needs. At the high school level, students are offered

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Advanced Placement, Honors, and college courses in a variety of content areas. In addition to identification, other factors that determine participation are: student choice, teacher recommendation, and graduation requirement status.

**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:** AIG Consulting Teachers may attend leadership team, grade level PLC, and MTSS meetings to collaborate with administration and regular education teachers to discuss how to meet the needs of gifted students as their schedules allow.

AIG Consulting Teachers shall meet with building level administrators and school counselors to ensure proper placement of Gifted Students.

CCS offers a wide range of service delivery options to AIG students as they follow the NCSCOS. As appropriate, AIG students are offered honors courses, advanced placement, and dual enrollment. CCS will ensure that rigor, higher order thinking skills, and differentiation is present in all classes. Teachers will implement flexible grouping, clustering, inclusion, and/or activities, etc.

**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:** AIG Consulting Teachers will disseminate information about the AIG program at faculty meetings, PLC meetings, conferences, and parent information sessions. Progress reports will be provided quarterly to inform parents of student progress both in cluster classes and the enrichment pull-out services at the elementary school level. The CCS AIG plan will be linked and available on the webpage. The website will contain links for parent, teacher, and student information. The AIG county coordinator will provide a copy of the Currituck County Schools AIG plan to each AIG Consulting Teacher and building level administrator. Printed copies will also be made available for parents and staff upon request. Flyers will be sent to the AIG Consulting Teachers at each school to send home to parents notifying them of upcoming AIG events.

**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:** AIG Consulting Teachers will communicate with parents, classroom teachers, and administrators during a student's annual review process at the beginning of each school year.

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This will ensure that vital information is consistently provided and/or implemented in all educational settings throughout AIG file & PowerSchool. Administrators and Counselors within the school buildings will work directly with AIG staff to ensure appropriate scheduling based on the student needs. During AIG PLC meetings, Elementary School AIG Consulting Teachers will work with Middle School AIG Consulting Teacher to ensure smooth transitions at each of their schools. During AIG PLC meetings Middle AIG Consulting Teachers and High School AIG Consulting Teachers will also work together to ensure a smooth transition at each of their schools. The High School AIG Consulting Teachers will meet with the counselors to ensure that course scheduling is properly handled for AIG students. It is recommended that at the end of each school year there will be an AIG Records Exchange that includes AIG Consulting Teachers at each of the K-12 schools and other appropriate personnel.

**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:** CCS' AIG Consulting Teachers shall collaborate with school counselors, school psychologists, and classroom teachers to discuss the social/emotional needs of AIG students. Elementary level school counselors shall provide in-class instruction for all students that address the social/emotional needs of all students and address the diversity of different learners. Our school counselors shall work closely with school AIG Consulting Teachers in transitioning students from school to school. When scheduling students, AIG Consulting Teachers shall work closely with school administrators and counselors in placing AIG students with teachers who are able to meet not only their academic needs but also their social/emotional needs. Counselors, teachers and other stakeholders shall continue to work with students with giftedness to provide rigorous and emotionally responsive instruction.

**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:** In selecting the appropriate service delivery option, the AIG school coordinator reviews data with parents, teachers, administrators, and the student. The data reviewed includes teacher input, student input, parent input, grades, observations, EOG/EOC scores, and other standardized measures. One service delivery option available to AIG students is accelerated instruction and placement. The following guidelines are recommended when making this type of placement decision:

Grade Acceleration:

- \* 98/99th percentile on Nationally Normed Individual/Group Aptitude Assessment
- \* Appropriate social development (as assessed by teachers, parents, counselors, and/or psychologist observations)

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- \* Academic performance and development appropriate for next level
- \* Strong independent reader
- \* AIGSC recommendation made to principal where final decision is made for placement

Subject Acceleration:

- \* Demonstrated/Documented performance at 2 grade levels above grade placement
- \* AIGSC recommendation
- \* Demonstrated/Documented performance through the Credit through Demonstrated Mastery (CDM) process

Students may work with teachers and students outside of their grade level in areas of strength at the elementary level. Middle and high school students may take online NCVPS courses to accelerate their work. At the middle and high school students may participate in Credit by Demonstrated Mastery.

### **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:** Currently CCS has 49% female and 51% male representation in the AIG program. This breakdown is statistically similar to the overall student population with the exception of the African American percentage. Therefore we will take the steps below to ensure that we are identifying all students who are in need of gifted services in CCS.

The ethnic breakdown is:

- \* Asian 1%
- \* African American 1.5%
- \* Hispanic 2%
- \* Multi-racial 8%
- \* Pacific Islander .5%
- \* Caucasian 87%

CCS attempts to identify all students in need of AIG service. Students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional may be gifted and must be represented appropriately. The AIG Consulting Teachers shall -work closely with classroom teachers, Exceptional Children's teachers, LEP teachers, and administrators to ensure students are screened and are provided AIG service delivery options regardless of their race or economic status. The service delivery options are reviewed in conjunction with the available data before selecting the most appropriate services. Students with exceptional needs may have an IEP in place to address their areas of need and a DEP (identified as NC AIG Program Services Plan in PowerSchool) in place to address their areas of giftedness.

### **Practice I**

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

**District Response:** CCS will not limit participation in extra-curricular activities and programs. AIG identified students participate in field-trips and extra-curricular activities via club participation and class programs. In elementary school, students may participate in Author's Club, Math 24, Battle of the Books, and other school based clubs. In middle school students may participate in Future Business Leaders of America, Battle of the Books, math competitions, Science Olympiad, and other school based clubs. In addition, students can be enrolled in honors courses, Math I, Spanish I, and/or Earth Science for high school credit, North Carolina Virtual Public Schools, and Edgenuity courses. In high school students can participate in academic competitions, attend fieldtrips, create specific interest clubs, as well as take honors and AP courses. In addition, students can be dual-enrolled in community college or take high school or college classes online.

### **Practice J**

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

**District Response:** AIGSC will monitor a variety of existing assessment data to determine the most effective way to intentionally place AIG student in regular education classes.

AIG Consulting Teachers will meet with Administrators, MTSS, and grade level PLCs to provide guidance on:

- \* data analysis
- \* grouping practices for growth of students
- \* effective instructional strategies for groups of advanced learners

**Ideas for Strengthen the Standard:** In order to provide comprehensive programming within the total school community as stated in this standard, CCS needs to increase the number of county AIG Consulting Teachers to also include 1 for GES/JES, 1 for CCMS, and reduce the number of responsibilities of the CCHS Consulting Teacher in order to be physically available for every Open House, Educational Resource Fair, Mandatory Conference Dates, etc. As well as be available for planning sessions with PLCs and helping with data analysis for flexible grouping. Lastly this will also allow us to be able to assist with extracurricular clubs, competitions, etc.

Prepare a presentation toolkit for each AIG Consulting Teacher to use to present at faculty meetings to broaden communication about programs, services, and regulations surrounding gifted education.

Continue to provide common materials/resources and training opportunities to ensure consistency across the district.

Find or create AIG resources and put them in Google Drive folders for classroom teachers to use for instruction.



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High School AIG Consulting Teachers will track AIG students (courses and academic performance), as well as meet with them periodically to have "check in" sessions to monitor how each student is doing.

Organize information sessions for parents of students transitioning from elementary school to middle school and from middle school to high school.

Prepare an AIG Handbook for AIG Consulting Teachers with policies and procedures related to the AIG Plan implementation to ensure fidelity in the program.

Prepare an AIG Handbook for Classroom Teachers to assist them in understanding the essentials of the AIG plan and their responsibilities in its implementation.

**Sources of Evidence:** AIG resources

Student participation in Clubs and other enrichment activities

DEPs (identified as NC AIG Program Services Plan in PowerSchool)

Lesson plans showing the wide range of service delivery options

Sign-in sheets from faculty and PLC meetings

Data (common classroom assessments, SchoolNet Assessments, Benchmark Assessments, Reading 3D data, RTA data, EOGs)

## 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:** CCS's AIG Consulting Teachers shall hold a district-wide parent night at least once during the school year (1-elementary & 1-secondary). They will also meet (either face-to-face or by phone) with parents and other stakeholders at least one time a year to collaborate on developing the student's DEP (identified as NC AIG Program Services Plan in PowerSchool). Elementary AIG Consulting Teachers will send progress reports home quarterly. Information and updates will be available on the county website. When appropriate the school system will share news and accomplishments about the AIG program with news media.

### **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:** AIG Consulting Teachers will share information about the AIG plan with parents, teachers, and LEA representatives through DEP meeting participation. AIG Consulting Teachers will share the AIG Plan components through newsletters, AIG school websites, regular email correspondence, PLC meetings, staff development, and staff meetings. At least one hard copy of the plan will be provided at each school.

### **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:** CCS will organize an advisory group to meet at least twice a year. Every effort will be made to schedule those meetings on Mandatory Teacher Workdays, Early Release Days, or Parent/Teacher Conference Day.

This group will consist of:

-District Level Representation

-Building based representation: AIG Consulting Teachers, classroom teachers, AIG parents, AIG students, counselors, and administrators

All School administrators, regular education teachers who serve AIG students, AIG parents, and AIG students will be invited to participate in the plan development through survey feedback.

#### **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:** Through the use of technology and other media, families of children with giftedness will be provided with information regarding the AIG process and AIG activities to support their children's academic and social needs in their native language as needed.

#### **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:** CCS will partner with community leaders and businesses to provide enrichment opportunities for AIG students that explore areas of interest. In addition, student services will partner with local colleges to provide academic and extra-curricular opportunities and dual enrollment for AIG students.

**Ideas for Strengthen the Standard:** Increase the number of county AIG Consulting Teachers to also include 1 for GES/JES, 1 for CCMS, and reduce the number of responsibilities of the CCHS Consulting Teacher in order to be physically available for every Open House, Educational Resource Fair, Mandatory Conference Dates, etc. This will also allow us to actively seek out community opportunities for our AIG students. It will also allow us to build networks to gain support for AIG programs and services.

**Sources of Evidence:** Parent, teacher, and student survey results  
Agenda notes from advisory meetings  
School/district AIG websites  
Alert Now call log

## **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:** CCS created a team to lead the development of the local AIG plan. The team gathered feedback from all stakeholders through surveys and interviews to guide the process of plan development. The team also completed a program self-assessment to further guide the plan development process. The team used that data to develop a written AIG plan describing our district responses to the state AIG standards. Central Office Coordinator and several AIG Consulting Teachers presented the plan to the Currituck County School Board at the May meeting and submitted it to DPI for approval by June 1, 2016.

### **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:** Each year the AIG PLC will meet to complete a self assessment about plan implementation. We will also use yearly survey results, EVAAS score analysis, other data sources to evaluate the plan's effectiveness. Building level School Improvement Teams need to also conduct a self assessment about AIG plan implementation. Furthermore AIG Consulting Teachers will meet with their building level administrators during their evaluation process to determine strengths and areas of improvement needed with regards to AIG program implementation. Assessment data will be shared out through PLC meetings, updates on webpage, alert calls, and school newsletters.

### **Practice C**

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

**District Response:** The Central Office AIG Coordinator along with the AIG Consulting Teachers at each school will keep track of expenditures and ensure funds are used for AIG plan implementation and students. Funds will be utilized for AIG professional development, student programs, projects, supplies, and materials that align with NCSCOS and AIG plan.

### **Practice D**

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

**District Response:** Central Office AIG Coordinator shall work with High School AIG Consulting Teachers, administrators, and school counselors to collect and analyze state and local data as well as annual drop-out data for AIG students. School counselors will collect data on internships, college acceptances, and scholarships. There is already a process in place in which administrators counsel students and meet with parents to try to prevent drop-outs from occurring.

Central Office AIG Coordinator shall work with Middle and Elementary School AIG Consulting Teachers to collect and analyze state growth data for our AIG student population. That information will then be shared with school administrators and classroom teachers when appropriate.

AIG Consulting Teachers shall meet with PLCs to examine data outcomes and make adjustments to student schedules and program implementation.

#### **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:** CCS strives to continue with policies and procedures in place to ensure no population is under-represented. Therefore, all third grade students are tested using the CogAt in order to make baseline referrals and determine eligibility for AIG services. This ensures that all demographics have equal opportunity to qualify for gifted services.

Students in grades 4-12 can also be referred through the MTSS process.

The AIG County Coordinator shall monitor the demographics of our AIG student population in relation to our whole school population to look for trends. The Central Office AIG Coordinator shall share that data with the AIG PLC to look for under-represented populations of students.

#### **Practice F**

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

**District Response:** All teachers in Currituck County are highly qualified. Staff development will be conducted in differentiation, problem-based learning, and technology integration with CEU credit for teachers serving AIG students. Current AIG Consulting Teachers will have the opportunity to attend AIG specific staff development as funding allows. AIG certification opportunities will continue to be shared with all staff and partial monetary stipends will be implemented.

### **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:** CCS shall send yearly surveys to AIG parents, AIG students, administrators, and classroom teachers of AIG identified students. Anecdotal data will also be collected through Leadership, grade level PLC, and Advisory meetings. Those results will then used to evaluate the effectiveness of the AIG Plan implementation and to make improvements to our AIG services.

### **Practice H**

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

**District Response:** CCS will take data received from EVAAS, surveys, Schoolnet Benchmarks, ACT, PLAN, AP, etc. and reviews that annually to evaluate the effectiveness of the AIG Plan implementation and to make improvements to our AIG services.

### **Practice I**

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

**District Response:** CCS shares test data of individual students with their parents via school handouts and report card conferences. This includes the testing information of our AIG identified students. In addition, each school's report card is sent home to parents and posted on the NCDPI website. The local AIG plan is shared with the AIG Advisory committee, posted on the county's web page, and a hard copy is available at each school.

### **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:** Current procedures and practices are in place within the AIG Plan. District policies exist that protect all students and their rights.

In the event of a disagreement of AIG identification and/or services between parents and CCS, parents have access to a step- by- step Resolution of Disagreements procedure. When parents fail to agree with a decision of the Academically and/or Intellectually Gifted Services Committee (AIGSC) regarding placement or services, the following procedures may be used for dispute resolution. These procedures are:

Step 1 – Parent submits a written request for a conference with the AIGSC at the local school level.

The AIGSC will meet with the parent to discuss the data and CCS AIG Identification criteria. The AIG Consulting Teacher or Administrator will communicate, in writing, final outcome of meeting with parents, team members, and AIG County Coordinator. If no resolution occurs at the school level, the parent may proceed to step 2.

Step 2 - Parent may appeal in writing to AIG County Coordinator. The AIG County Coordinator will conduct a meeting and respond in writing to the parent concerning the outcome of the review. The written response will also be shared with the building level AIGSC and superintendent. If no resolution occurs, the parent may proceed to step 3.

Step 3 – Parent may appeal, in writing, to the superintendent or his/her designee. The superintendent or designee will review the grievance, collect data, and conduct a meeting. A written response will be given to the parents concerning the outcome of the meeting. The written response will also be shared with AIG County Coordinator, the building level administrator, and the Administrative Assistant to the Superintendent (for School Board access as needed). If no resolution occurs administratively, parent may proceed to step 4.

Step 4 – Parent may appeal, in writing, to the Currituck Board of Education. The Board will review all data and provide a final written decision to the parent. The written response will also be shared with the superintendent.

At any point in the hierarchy of procedures, the school system can recommend mediation with an impartial facilitator. When disputes are not settled at the local school system level, parents may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes.

**Ideas for Strengthen the Standard:** Parent rights will be translated in the the parent's native language as needed.

**Sources of Evidence:** Parent, teacher, student survey data  
AIG parent handbook  
DEPs (identified as NC AIG Program Services Plan in PowerSchool)  
Student growth data  
EVAAS  
Local Benchmark Data  
AP, ACT, and PLAN Data

**Glossary (optional):**

**Appendix (optional):**

AIG Testing Results Letter DNQ.pdf (*Appendix - Standard 1*)  
AIGReferralProcedures (1).pdf (*Appendix - Standard 1*)  
CogAt testing letter (2).pdf (*Appendix - Standard 1*)  
CogAt testing results letter DNQ Above Avg.pdf (*Appendix - Standard 1*)  
CogAt testing results letter DNQ Below Avg.pdf (*Appendix - Standard 1*)  
CogAt testing results letter DNQ Yet 90-97 percentiles M (1).pdf (*Appendix - Standard 1*)  
CogAt testing results letter DNQ Yet 90-97 percentiles RDG.pdf (*Appendix - Standard 1*)  
CogAt testing results letter Qualifying - DEP invite.pdf (*Appendix - Standard 1*)  
CogAts Spreadsheet - Blank (1).pdf (*Appendix - Standard 1*)  
Eligibility Record for Differentiated Services - Mathematics updated 06072016.pdf (*Appendix - Standard 1*)  
Eligibility Record for Differentiated Services ELA updated 06072016.pdf (*Appendix - Standard 1*)  
Evaluation permission (1).pdf (*Appendix - Standard 1*)  
ITBS testing results letter DNQ Above Avg.pdf (*Appendix - Standard 1*)  
ITBS testing results letter Qualifying - DEP invite.pdf (*Appendix - Standard 1*)  
Ramsey Screening Instrument.pdf (*Appendix - Standard 1*)  
Request for Services (1) (2).pdf (*Appendix - Standard 1*)  
AIG brochure (1).pdf (*Appendix - Standard 1:2*)  
AIGIGAGServicesProvidedChart.pdf (*Appendix - Standard 1:2*)  
AIGSCMeetingSummaryForm (1).pdf (*Appendix - Standard 1:2*)  
GlossaryParentHandbook.pdf (*Appendix - Standard 1:2*)  
AIG Parent Handbook 2016-2019 Plan Cycle (2).pdf (*Appendix - Standard 1:6*)  
AIGBOYMeetingRecord.pdf (*Appendix - Standard 2:6*)  
AIGCommunicationLog (1).pdf (*Appendix - Standard 6*)