

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

**Approved by local Board of Education on:** 03-MAY-16

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**Submitted to NC Department of Public Instruction on:** MAY 10, 2016, 12:26:59

New Hanover 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, New Hanover County Schools local AIG plan is as follows:***

**New Hanover County Schools Vision for local AIG program:** The Academically or Intellectually Gifted program in New Hanover County is structured to ensure that gifted students receive instruction and programming suited to their needs. With the continual evolution of content and skills, rigorous and relevant curriculum is an important component to the growth of advanced learners. It is our duty to create an environment in which our gifted students can flourish. It is also our duty to educate parents, the community, and educators that work directly with gifted learners about their characteristics, social and emotional needs, and the resources available to ensure their success. Through sound identification practices, challenging and differentiated curriculum, professional development, comprehensive and varietal programming, partnerships, and transparent accountability, our district will continue to build a program for AIG students that will not only prepare them for college and career, but create a desire for continual growth and community involvement. New Hanover County recognizes and supports the need for gifted programming and continued advocacy for AIG student rights to an outstanding education.

The purpose of the AIG plan is to ensure services for the academically or intellectually gifted students that perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require

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differentiated education services beyond those ordinarily provided by the regular educational program. Advanced abilities are present in students from all cultural groups, across all economic strata and in all areas of human endeavor.

**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>\$779144.00</b>	<b>\$278184.00</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:** New Hanover County Schools implements county-wide procedures for students nominated for the Academically or Intellectually Gifted (AIG) program, which are articulated to AIG stakeholders through multifaceted processes. Multiple formats of communication are utilized at each school as appropriate and applicable. These may include: Connect 5 calls to homes, social media, flyers, newsletters, district and school webpages. In addition, all schools host an informational meeting for all grade levels about the AIG Program and disseminate brochures to interested families.

All NHCS procedures and policies regarding Academically and Intellectually Gifted students are aligned with NC State Legislature Article 9B.

§ 115C-150.5. Academically or intellectually gifted students. The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

The NHCS gifted program expectations for disseminating information to all AIG stakeholders includes:

#### County Level:

- AIG supervisor provides organized parent information and/or training sessions through regularly scheduled meetings of the county Gifted Advisory Council and its liaisons
- AIG supervisor creates and maintains a Frequently Asked Questions (FAQ) document on identification on the NHCS website as well as on a parent wiki
- AIG supervisor oversees the needed translation and distribution of AIG materials into the native language of students or their families based on the needs of the community

#### School Levels:

- AIG informational meetings to include an overview of the identification process and available service for all families at the elementary, middle, and high school levels
- AIG program websites for each school include information related to the six NC AIG Program Standards and an electronic copy of the plan
- Paper copy of the Local AIG Plan is available at each school site
- Annual Differentiated Education Plan (DEP) review for AIG families to review the document and criteria for identification/service match, overview of curriculum goals, and extra-curricular opportunities
- AIG transition meetings for identified students at the middle and high school levels

### **Other Comments:**

### **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:** Our district employs three criteria for AIG Identification: aptitude, achievement, and artifacts to screen, refer, and identify students for gifted services in grades K-12.

-Aptitude: Aptitude is documented by a standardized, nationally-normed aptitude assessment, such as the Cognitive Abilities Test (CogAT), which could indicate the student has advanced aptitude for reasoning, thinking critically, and problem solving.

-Achievement: Achievement is documented by a standardized, nationally-normed achievement assessment, such as the Iowa Test of Basic Skills (ITBS) or the North Carolina End of Grade/Course assessment score of 95 percentile or above, which would indicate the student has achieved an advanced level of content knowledge.

-Artifacts: Artifacts are documented by a body of evidence which may include: observation checklists (student, parent, teacher); rating scales, such as Renzulli Scale for Rating the Behavioral Characteristics of Superior Students or other Observable Behaviors Checklist ; Student surveys or interviews; End of Grade/Course data; County Benchmark assessments; Student support data; advanced student work samples; AIG work samples.

Using the above criteria students may be identified in the following ways:

- -Academic and Intellectually Gifted (AIG) students perform or show potential to perform at substantially high academic levels and demonstrate the ability to perform at an exceptionally high level in abstract reasoning, logical reasoning, social awareness, and synthesis when compared with others of their age, experiences, or environment.

Identification in this area must include each of the following:

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- Total Composite score 90th percentile or above on an aptitude test
  - 90th percentile or above on a standardized achievement test in Reading and/or Math or 95th percentile or above on Reading and/or Math EOG/EOC.
- Artifacts

- Academically Gifted (AG - Academically Gifted in both Reading and Math, AR - Academically Gifted in Reading, AM - Academically Gifted in Math) students perform or show the potential to perform at substantially high academic levels when compared with others of their age, experiences or environment.

Identification in this area must include each of the following:

- 90th percentile or above on an achievement test in Reading and/or Math or 95th percentile or above on Reading and/or Math EOG/EOC.
- Artifacts that match the area of consideration

An additional pathway for AG includes the following:

- Subtest score of 95 percentile or above on an aptitude test (verbal/reading or quantitative/math)
- Artifacts that match the area of consideration

- Intellectually Gifted (IG - Intellectually Gifted) students demonstrate the ability to perform at an exceptionally high level in abstract reasoning, logical reasoning, social awareness, and synthesis when compared with others of their age, experiences or environment.

Identification in this area must include each of the following:

- Total Composite score 90th percentile or above on an aptitude test
- Artifacts

An additional pathway for IG includes the following:

- Superior rating of 97 percentile or above on an aptitude test total composite score

Identification Processes and Procedures for all levels, K-12

County wide screening occurs in third grade with the administration of an aptitude test, like CogAT

A list of students with qualifying tests scores is generated for the AIG nomination process

AIG nominations from parents, teachers, staff members, community members and students are

solicited. Nominations are accepted at any time, but are specifically solicited for third grade

nominations, and to coincide with county-wide testing windows. Students must be enrolled in NHCS in order to start the nomination process.

Gifted Specialists lead the collection of artifacts and administer achievement testing as needed on nominated students

The school's AIG Match Team which is composed of the Gifted Education Specialist, the principal or designee, and classroom teachers, will review all available data and will determine if gifted services are required and what service the student will access.

Transfer Student AIG Identification:

Any student who transfers with evidence of identification in a program for academically or intellectually gifted students will be reviewed to match identification area and service options.

NHCS will honor AIG placement from other NC districts. It is our goal to appropriately match student services using available data and demonstrated need.

AIG students who transfer from within the LEA or another NC LEA:

1. Data manager notifies gifted specialist of transfer student who has evidence of participation in an AIG program
2. Gifted specialist will review the transfer student's AIG program participation data and share the data with the site's Match Team
3. The site's Match team will review the data and determine appropriate service delivery options
4. Gifted specialist will document the site's Match Team decisions on the appropriate AIG form

Students who transfer with evidence of AIG identification from out of state will be reviewed to ensure identification meets the LEA criteria. If criteria evidence is lacking the nomination process may be started. Services should meet the student's demonstrated needs as decided by the Match Team during the nomination process.

AIG students who transfer from another state:

1. Data manager notifies gifted specialist of transfer student who has evidence of participation in an AIG program
2. The Gifted Specialist will contact the parents/guardian to explain the transfer process
3. Gifted specialist will review the transfer student's AIG program participation data and share the data with the site's Match Team
4. The site's Match Team will review the data and determine if criteria meets NHCS AIG identification guidelines
5. If the criteria meets the NHCS criteria then the site's Match Team will determine the identification area and service delivery options
6. If the out of state transfer student does not meet the NHCS identification criteria guidelines then the nomination process may be started
7. The site's Match Team should make a recommendation for service options during the nomination process based on the student's demonstrated needs
8. Gifted specialist will document the site's Match Team decisions on the appropriate AIG identification forms

Transfer Students from Private Schools:

1. Gifted specialist meets with data manager to generate a list of NHC private school transfer students (preferably at the beginning of the school year)
2. Gifted specialist will collect and review data of transfer students
3. Gifted specialist will take collected data of transfer students who potentially show the needs for AIG services to the site based Match Team.
4. Match team reviews data and decides on either AIG nomination, identification, and/or AIG service needs

**Other Comments:**

**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:** NHCS utilizes AIG practices that respond to traditionally underrepresented populations in gifted programming.

Highly gifted children and adolescents need specific intervention (IQ of 145+ (+/-2) or greater or 99 percentile or above on an aptitude composite test). According to the National Association for Gifted Children, the highly gifted student appears in the population at a ratio of 1 in 1,000. The comprehensive nature of the NHCS AIG screening, referral and identification procedures provides clear standards to identify and respond to the needs of highly gifted students.

The AIG staff collaborates with Title One staff to develop and implement various programs to address higher level thinking skills and AIG talent development at priority schools.

Classroom teachers and gifted specialists collaborate during K-3 Nurturing to collect observable data on all students. This allows the classroom teacher and the gifted specialist to provide researched based critical thinking lessons to all students. Often culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice exceptional students will show potential in these lessons while they may not in traditional academic lessons. The K-3 observational data is considered when nominating for AIG and when developing a Talent Pool.

NHCS Credentials Module II provides professional development to expand the understanding of giftedness and address misconceptions. This module also addresses looking at underrepresented populations for identification as well as social and emotional needs of gifted students.

Since all third graders are screened, NHCS AIG program is able to collect aptitude data on all students including underrepresented populations of students who might not traditionally be nominated for AIG. In addition, gifted specialists ensure that by third grade all students have had the opportunity to show advanced thinking skills using researched based critical thinking lessons to collect work samples for nomination consideration.

**Other Comments:**



### **Practice D**

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

**District Response:** Processes and procedures have been created in NHCS to ensure the consistent implementation of AIG identification practices.

To ensure consistency, each school maintains a trained AIG Match Team to review all data to match service options with student needs. The Match Team documents all meetings and decisions on the Match Team Record which is kept in the student's Module II file. In order for a Match Team decision to be reached the following, at a minimum, must be present; Gifted Education Specialist, School Administrator or designee, and grade/content teacher.

Screening:

- County wide third grade screening
- K-3 nurturing data including observational tools and county assessment data
- 4-8 student screening considerations using EOG data, county benchmarks, and classroom formative assessment data
- 9-12 students are screened using EOC, AP, and PLAN data

Referral: Students scoring in the top ten percent or in the 90th percentile or higher on the 3rd grade screening assessments may be considered for AIG nomination. Students with strong observational data or artifacts may also be considered for AIG nomination.

Students show talents in many ways, therefore, AIG nominations for NHCS students may occur at anytime from teachers, parent/guardian, peers, principal, counselor, community members, and self.

Our identification process uses the collection of artifacts that take the whole child into account.

Artifacts may include:

- Observable Behaviors checklists
- T.O.P.S. Tool
- Parent and Teacher Checklists
- Student surveys or interviews
- County benchmark assessments
- Teacher formative assessments
- NC EOGs/EOCs
- Aptitude test
- Achievement test
- Advanced work sample
- participation in contests, competitions, community or service interests

Screening, referral, and identification implementation are monitored at the elementary, middle, and high school levels.

Monitoring Methods:

- Scheduled site based visits with AIG specialist, site administration, and NHCS AIG supervisor to

review how each site follows the screening, referral and identification process detailed in the NHCS AIG gifted plan

- Monthly AIG staff Professional Development focus on teaching or reviewing procedures in the screening, referral and identification of AIG students
- Annual internal site audits of student folders to ensure Match Team Record forms and Differentiation Educational Plans (DEPs) are properly completed and maintained for each student
- On site review of student AIG files and cumulative folders by NHCS AIG Supervisor during scheduled site based visits
- AIG Identification Compliance Check document issued by the NHCS AIG supervisor. AIG Identification Compliance Check document details NHCS AIG plan expectations of AIG identification documentation
- NHCS testing department coordinates AIG identification testing training, testing schedule, testing administration, and scoring procedures to ensure secure, fair and equitable testing practices across the LEA
- NHCS designates multiple testing windows for AIG and also understands that individual needs may arise. Individual cases must be approved by the AIG Supervisor and the Testing and Accountability Department
- NHCS AIG Supervisor assists AIG specialists in creating an AIG identification timeline for their site/school using the testing windows designated by the Testing and Accountability Department
- AIG specialists publish and distribute site AIG identification timeline
- Parents are notified in writing of the screening, referral, and identification processes and procedures, as well as when their child will be tested and the testing results
  
- NHCS AIG Supervisor coordinates the purchase or creation and distribution of AIG identification materials including but not limited to the informational brochure, screening tools, presentation powerpoints and AIG plan forms
- NHCS Gifted Advisory Council (GAC) scheduled site visits monitor the consistent implementation of screening, referral, identification and program service delivery across the LEA
- Experienced AIG specialists mentor novice AIG specialists to facilitate consistent implementation of the screening, referral, identification and program service delivery of AIG students across the LEA
- Review of AIG specialists' websites using AIG Website Review Rubric

### **Other Comments:**

### **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:** NHCS documents the identification process for all nominated students by recording data on the Match Team Record. Service options for individual AIG students are documented on the Differentiated Education Plan, or DEP. Copies of the documentation are provided to parents and the original form is kept in the student's cumulative record. The goal of using these forms is to effectively communicate the AIG identification process with parents and school staff members, indicate the student's area(s) of AIG identification, and identify the AIG services they shall receive. All identification, DEP and service documentation is housed at the school in which the

student is currently enrolled.

High School student documentation includes the Match Team Record that is housed in the Module II of the student's Cumulative File and an Academic Blueprint that is kept in a secure location with the gifted education specialist. Academic Blueprints may be created as early as 7th grade depending on when the student enrolls in their first high school course. Academic Blueprints are high school DEPs.

AIG Nomination for Elementary, Middle, and High School Levels:

- When a student is nominated for AIG his/her parents receive a standard informational letter from the school's gifted education specialist explaining the AIG nomination process and sharing other relevant information.
- Data is collected from the parent/guardian during the nomination process
- The Match Team record documents the criteria met, the area(s) nominated, and provides descriptive feedback for criteria that is lacking. This document will be signed by the Match Team and parent. Match Team records are kept in the student's Module Two cumulative file.

AIG Initially Identified Students:

- A Differentiated Education Plan (DEP) will be developed based on the area of identification, and best service options to meet the student's needs. This plan is shared with the parent, signed, and kept in the Module II cumulative file. (see sample DEP) The DEP is reviewed and signed annually with the student's teachers and parents/guardians.
- All identified students' service options will include strategies for differentiating instruction and grouping strategies. For students whom general education strategies do not support adequate progress, particularly, twice exceptional and Intellectually Gifted students, more intensive targeted service options will be provided. IG, highly gifted, and twice exceptional students may need additional support from school resources and will be documented on an IDEP.
- Providing high-quality instruction and interventions matched to each student's needs is important to meeting the needs of all NHCS AIG students. Gifted specialists will monitor the progress of AIG students to make decisions about changes in instruction or academic goals. Ongoing monitoring might include Benchmark data, Beginning, Middle, and End of year testing, unit pre- and post assessments, as well as observational and formative assessments.

AIG Identified Students:

- Each year the Differentiated Education Plans, or DEP, are updated based on AIG program implementation and individual student need and reviewed with AIG families. This annual DEP review session usually takes place in the fall of each school year. (see sample DEPs, and Academic Blueprints)

### **Other Comments:**

**Ideas for Strengthen the Standard:** Ideas/ Strategies for Strengthening the Standard:

- Create brochures and quick reference guides for parent/community referrals. Consider including quotes from current AIG students about the impact of AIG service.

- Integrate the distribution of program and placement information at events throughout the year
- Administering a nonverbal test for students scoring at 95th percentile or higher on the county wide aptitude screener non-verbal subtest would provide an additional pathway for all students. A nonverbal assessment will provide information about the student's intellect without the verbal language part of a test prohibiting the student from scoring at his/her true ability level.

**Sources of Evidence:** School AIG websites

Site visit monitoring data  
Parent/student survey data  
AIG Nomination Procedures Flow Chart  
AIG ID Flow chart  
School attestations of identification practices  
Triangle ID Graphic  
Match Team records  
NHCS AIG examples of qualifying Artifacts  
Summer Think Lab Program  
Posted presentations on individual school websites  
Review of student files by AIG Supervisor  
Academic Blueprint  
Attestations  
AIG Nomination Procedures Flow Chart  
Triangle ID Graphic  
AIG ID Flow chart  
School attestations of identification practices  
Sample Elementary, Middle, and High School DEPs

## 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:** NHCS students can be identified in the areas of reading, math and/or intellectual ability. Differentiated instruction shall be provided to gifted learners to extend, enrich, and/or accelerate their content. The classroom teacher should provide flexible instructional grouping of students based on their ongoing identified needs and/or interests. Collaboration between the classroom teacher and gifted specialist ensures clarity about what is being taught and why it is important. The key principles of differentiated instruction are:

- Student-centered instructional practices and materials are standards-based and grounded in research
- Instruction has clear objectives with focused activities to reach the objectives
- Assessment results are used to shape future instructional decisions
- Students have multiple avenues to show mastery of essential content and skills, and to demonstrate their learning
- Instructional pacing, depth and complexity are varied

Elementary and Middle School:

-K-3 Nurturing Program - All students will receive instruction in critical thinking skills. Students demonstrating strengths in critical thinking will be targeted for further instruction and learning opportunities.

-Services for identified 3rd through 8th grade students include:

\*Differentiated curriculum and instruction in language arts and/or mathematics within the general education setting.

\*Cluster and flexible skills grouping, curriculum compacting, and differentiated units match individual student needs for differentiation.

\*The gifted education specialist will extend, enrich, and/or accelerate the standard course of study through co-teaching, push-in, or pull-out resource classes, in addition to consulting with the classroom teacher regarding differentiated curriculum and instruction.

\*Classroom teachers are responsible for the ongoing differentiation of the curriculum to meet the needs of gifted learners. Differentiation should be based on current and ongoing data.

\*Gifted specialists may support classroom teachers through collaboration, team teaching, coaching, providing resources, and professional development, including facilitating the AIG Credentials Modules.

-The gifted education specialist will individualize services for students requiring a higher intensity

level. Highly gifted children and adolescents need specific intervention (IQ of 145(+/-2) or greater or 99 percentile or above on an aptitude composite test). This small percentage (1-2%) of students may require radical acceleration, dual enrollment, early entrance, specialized counseling, long-term mentorships, or participation in a specialized classroom or school for gifted students. (Refer to Standard 1, practice c)

#### High School:

-Because classes are more specialized, students can customize their learning options. Gifted specialists and counselors will guide student course selection to best meet the needs of each individual student. Students may earn Credit by Demonstrated Mastery(CDM) in a course through an assessment and performance based tasks. Classroom teachers are responsible for differentiating the curriculum within the Honors and Advanced Placement courses to meet the needs of gifted learners.

-Gifted students may also select to enroll and/or apply for one of the signature NHCS programs at the high school level:

- \*International Baccalaureate (Hoggard High School)
- \*Isaac Bear Early College High School (UNCW)
- \*Lyceum Academy (New Hanover High School)
- \*Marine Science Academy (Ashley High School)
- \*STEM Program (Laney High School)
- \*Wilmington Early College High School (CFCC)

-Gifted Specialists will support classroom teachers by pulling failure reports of AIG students, counseling and advising students using the Academic Blueprint, and professional development, including facilitating the AIG Credentials Modules.

#### Other Comments:

#### 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:** Gifted Education Specialists and classroom teachers use local, state and national standards to align and expand curriculum and instructional plans. New Hanover County Schools provides a continuum of AIG programming to allow for the diversity of individual needs of AIG students and to implement a variety of evidence-based programming options for acceleration and enrichment.

Instructional services for AIG students will be differentiated based on identification, performance, and data collected through ongoing assessments. In an effort to differentiate and meet the varied needs of gifted learners, students may receive services tailored to their individual needs. ALL identified AIG students will receive services. SOME identified AIG students may receive strategically targeted services in addition to the core instruction to target the student's learning needs. A FEW identified AIG students who demonstrate the greatest intellectual need and have not sufficiently responded to the previous services on the continuum will receive intensive targeted services.

Best practices for ALL AIG students include the following instructional practices:

- Ongoing progress monitoring and attention to affective needs
- Placement in classes where the teachers have knowledge of the characteristics of gifted learners and demonstrated usage of proven strategies (e.g., curriculum compacting, acceleration, and grouping)
- Small differentiated group instruction and challenge activities
- Pre-assessments to prevent repetition and re-teaching of content students have already mastered
- Use of data from pre-assessments that allows students who have demonstrated mastery of the content to move on to a more rigorous level
- Provide opportunities for high ability students to move through the curriculum at a faster pace. Gifted learners can handle content that is deeper, more complex, and more abstract than the regular grade level instruction provides. This requires pre-assessment, curriculum differentiation, and consistent on-going assessment.
- Higher order thinking skills should be embedded for all students, including gifted learners
- Instructional opportunities based on student strengths and interests

Gifted Education Specialists and classroom teachers should utilize current evidence based instructional practices that differentiate content, process, and product for our gifted learners based on their readiness, interests, and learning profiles. These practices may include, but not limited to:

- Active Engagement
- Compacting Curriculum
- Conceptual Discussions
- Extensions
- Flexible Assessments
- Flexible tasks
- Flipped classroom
- Independent Learning Contracts
- Interest inventories that drive content, process, or product choices
- Pre-assessments
- Problem- Based Learning
- RAFT
- Small Group Instruction
- Simulations
- Socratic/Paideia Seminar
- Subject Integration
- Thinking Maps
- Tiered assignments
- Vary Levels of Complexity
- Vary Pacing
- Vary Tasks

Differentiated instructional practices will involve grouping students. Grouping strategies for ALL identified AIG students may include:

- Cluster grouping
- Cooperative learning teams
- Cross-grade classes, cross-age grouping

- Flexible skills grouping
- Ability grouping
- Cooperative learning teams of similar ability
- Regrouping by achievement for subject instruction
- Within class performance grouping

SOME identified AIG students may receive strategic targeted instruction, in addition to the core instruction, so that ceilings are not placed on learning. These options may include but not limited to:

- Ability Grouping
- Abstraction
- Cluster grouping
- Competitions or advanced clubs
- Complexity
- Concept-based programs
- Cooperative learning teams of similar ability
- Curriculum compacting
- Goal setting for college planning
- Honors, Advanced Placement courses
- Method of inquiry
- Pullout Grouping

FEW identified AIG students receive intensive targeted services. These services are provided to gifted learners who demonstrate the greatest intellectual need and have not sufficiently responded to the previous services on the continuum. These services may in some cases replace core instruction. The duration of the targeted services may be extended for a longer period of time and varies based on student assessment and progress monitoring data. These options may include but not limited to:

- Single subject acceleration
- Whole grade skipping
- Early entrance to school
- Curriculum compacting
- Concurrent enrollment
- Honors, Advanced Placement courses
- Mentorships
- Early College admission
- Credit by Demonstrated Mastery (CDM)
- Dual Enrollment Learning
- Extra Curricular Programs
- Special Schools for the Gifted (like NC School of Science and Math)

Gifted education specialists provide professional development and support for classroom teachers through facilitating the NHCS AIG Credentials training. The training modules include:

- Module 1 - Introduction to Gifted Education
- Module 2 - Social and Emotional Needs of Gifted
- Module 3 - Understanding Rigor
- Module 4 - Data Driven Differentiation



(Differentiation strategies defined in the appendix)

**Other Comments:**

**Practice C**

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

**District Response:** The Supervisor of AIG and Gifted Specialists maintain a gifted education resource library for the district and each school site, including books and program manuals that support current research in gifted education. Each school has a resource library with gifted education materials listed on the NHCS AIG Curriculum Framework. These researched based materials help ensure best practices for gifted learners are consistently implemented throughout the county.

Add link for AIG Curriculum Framework document.

Site based research-based resources may include:

Elementary Level:

- K-3 Nurturing Program-Primary Education Thinking Skills, or PETS program
- Grades 3-5 - Jacob's Ladder, Junior Great Books, Word Masters, SAT vocabulary, Problem Solver, Socratic and Paideia Seminar, InterAct Simulations

Middle School Level:

- William and Mary resources, Problem Solver, Content-based choice menus, Socratic and Paideia Seminars, InterAct Simulations

High School Level:

- Honors aligned curriculum, Advanced Placement curriculum, Socratic and Paideia Seminars

**Other Comments:**

**Practice D**

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

**District Response:** NHCS AIG program integrates opportunities to develop 21st Century Skills within a real world context. These skills might include the following:

- Provide professional development for all stakeholders, particularly gifted specialists, classroom

teachers, and administrators

- Provide opportunities for collaboration and curriculum development incorporating 21st Century Skills among gifted specialists and cross-curricular teaching teams

- Promote opportunities to apply learning in real life contexts such as, Odyssey of the Mind, Science Olympiad, and Debate

- Promote 21st Century Skills in the classroom through partnerships with community organizations, by using the following:

- \* real world scenarios

- \* community service projects

- \* mentoring, job shadowing or apprenticeships with local businesses

- Opportunities for students to have critical discussions and dialogue with like-minded peers, such as in student seminars

### **Other Comments:**

### **Practice E**

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

**District Response:** NHCS employs consistent assessment practices with all students. Gifted specialists are responsible for reviewing and analyzing student data. Gifted specialists support classroom teachers based on disaggregated data. On-going assessment data is utilized to drive instructional decisions like flexible groups, small group instruction in the regular classroom. Gifted Specialists collaborate with administration to determine grouping and placement of AIG students.

### **Other Comments:**

### **Practice F**

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

**District Response:** NHCS AIG program recognizes the importance of meeting the social and emotional needs of gifted students. The district will continue to ensure that the types of curriculum resources we implement address the specific social and emotional needs of advanced learners. Another way NHCS addresses this practice is the inclusion of social and emotional training in the AIG county Credential course for general education teachers.

- This can be evidenced in a variety of ways, some of which include:

- \*Gifted Education Specialists will maintain a 'Social and Emotional' page of resources on their school website

- \*Gifted Information Sessions and Advocacy (GISA)

- \*Collaboration with guidance counselors

**Other Comments:**

**Practice G**

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

**District Response:** The purpose of the NHCS Nurturing program is to provide critical thinking skills to all students in grades K-3, and to provide opportunities to go deeper for students who are mastering skills and content at an accelerated pace.

Elementary Gifted Education Specialists are responsible for:

- Facilitating a school K-3 Nurturing program
- Incorporating Primary Education Thinking Skills ( P.E.T.S.) researched based materials to promote critical thinking skills
- Providing resources and instructional ideas for classroom teachers and/or providing individual and small group instruction to students who exhibit potential
- Using and sharing resources from the NHCS AIG Curriculum Framework
- Working with classroom teachers to document observable behaviors of students showing advanced academic potential
- Flexible Groups may consist of the top ten percent of the school's population who show the potential to perform at advanced levels when compared to grade and age level peers

**Other Comments:**

**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:** NHCS recognizes Gifted students are AIG all day, every day. In order to meet our students' needs, collaboration among all staff is essential when developing appropriate curriculum and instruction.

Gifted Education Specialists ensure collaboration by:

- Attending monthly AIG Professional Development training to learn research based strategies and share at individual sites
- Attending grade level and/or department meetings
- Leading and participating in PLCs

- Email communications
- Data analysis meetings
- Participating in the MTSS process for advanced and AIG identified students
- Collaborating with special education teachers to meet the needs of twice exceptional students
- Planning with teachers and the instructional coach to meet the needs of gifted learners in the regular classroom, particularly when differentiating core instruction and small group instruction

**Other Comments:**

**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:** NHCS recognizes the importance of meeting every student's instructional needs. As elementary and middle school gifted students transition from year to year, the Differentiated Education Plan (DEP) should reflect the services that best align with the students' needs at that time. High school students have a four year DEP plan called an Academic Blueprint.

During annual review meetings the DEP and Academic Blueprints will be updated to reflect the student's needs.

In addition to the DEP in Module II files, NHCS will use the Powerschool DEP and criteria component. This will ensure appropriate and correct documentation for student identification and services, particularly as students transfer from one school to another, and communication with parents.

**Other Comments:**

**Ideas for Strengthen the Standard:** -All DEPs/IDEPs and criteria for identification records documented in PowerSchool

- AIG progress reports that reflect student participation and progress are developed and shared when appropriate
- Develop a tool to monitor content differentiation strategies used to meet gifted learners' needs

**Sources of Evidence:** Site monitoring data

- PD offerings
- Credit by Demonstrated Mastery support documents
- AIG monthly PD agendas
- AIG Credentials Google site
- AIG school websites
- Gifted Specialists schedules

GISA agendas and exit cards  
AIG Curriculum Framework document

## 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:** NHCS recognizes the importance of the AIG program and the need to monitor the implementation and fidelity of the program. The district will maintain this practice by employing a full time, licensed AIG Supervisor.

The Supervisor of the AIG program is responsible for:

- \* Monitoring the implementation of gifted education services through individual site visits, K-12
- \* Proposing and managing a budget and material selection for central library and school AIG resources
- \* Consulting with gifted education specialists, classroom teachers, parents, administrators, and counselors to ensure the implementation of services for advanced learners
- \* Facilitating the NHC Gifted Advisory Council
- \* Collecting district data using site monitoring tools
- \* Collecting, analyzing, and summarizing district AIG performance and demographic data
- \* Reviewing and analyzing data with gifted education specialists at each school
- \* Partnering with Higher Education Institutes, like UNCW Gifted Education Department, for licensure, forums, and staff development for regular classroom teachers
- \* Facilitating Governor's School process, which includes, working with high school gifted education specialists and counselors and overseeing the Governor's School Selection Committee
- \* Disseminating AP/IB updates from DPI to NHCS stakeholders; gifted specialists, administrators, counselors, and testing coordinators
- \* Developing and maintaining district informational tools, such as an AIG district website, form letters, and parent wiki
- \* Facilitating and leading monthly AIG training sessions/PD for all gifted specialists
- \* Meeting and planning with regional Coordinators of Gifted Education and State AIG consultants to stay informed of current issues in gifted education
- \* Mediating parents, gifted specialists, classroom teachers, Match Team members, and administrators in dealing with disagreements concerning all phases of the program
- \* Participating in professional development offered at the district, state, and national levels to promote awareness of current research in gifted education
- \* Facilitating discussions and professional development in decisions for acceleration
- \* Facilitating the development and implementation of local AIG Credentials for classroom teachers
- \* Overseeing the dissemination of DPI information in regards to AIG, AP/IB, and Credit by Demonstrated Mastery

## Other Comments:

### **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:** NHCS recognizes the importance of gifted education and employs a full time gifted specialist at each site; with a half time position at each traditional high school. AIG specialists employed by NHCS must be AIG certified according to NCDPI requirements. Specialists who are not yet certified must follow NCDPI and NHCS guidelines to earn an AIG license.

All Gifted Education Specialists are responsible for:

- \* Demonstrating alignment and implementation of all six standards of the AIG Plan
- \* Organizing and facilitating AIG screening, referral, and identification at their site
- \* Following the documented process of placing transfer students
- \* Maintaining a school AIG website that aligns with the district's website rubric expectations as well as the Gifted Advisory rubric
  - \* Leading professional development at the school site to help classroom teachers with meeting the needs of gifted learners
  - \* Reviewing and analyzing on-going, benchmark, and summative data for all AIG identified students
  - \* Developing curriculum that is aligned with the SCOS and is appropriate for gifted students
  - \* Collaborating with staff members at the school to meet the cognitive, academic, and affective needs of gifted learners
  - \* Responding to the academic, intellectual, and social/emotional needs of gifted students from typically underrepresented populations
  - \* Recruiting and supporting site-based liaisons for the GAC
  - \* Working directly with classroom teachers to develop and provide rigorous differentiation for gifted learners
- \* Facilitating the NHCS AIG Credentials for teachers at the school site
- \* Facilitating annual DEP / IDEP reviews with AIG families
- \* Facilitating parent informational sessions regarding identification processes and criteria
- \* Continuing professional development by participating in NHCS monthly AIG training/PD sessions
- \* Maintaining documentation of the demographic representation of the school's AIG program as it compares to the school's general demographic representation
- \* Ensuring the AIG roster in Powerschool is accurate and assisting the school's data manager in reporting to the district
- \* Promoting and developing extra-curricular opportunities for gifted students, including Intellectually Gifted learners
- \* Advocating for gifted learners in the school; including academically and intellectually gifted students
- \* Facilitating the school's Match Team meetings and providing descriptive feedback via the Match Team record as documentation of decision making
- \* Providing AIG student progress reviews to AIG families
- \* Assisting the school's testing coordinator to facilitate testing for AIG screening and identification
- \* Reflecting on AIG program standards and providing feedback on the quality and effectiveness of the plan

Elementary specialists are also responsible for:

- \* Reviewing and analyzing on-going, benchmark, and summative data for students in grades K-3
- \* Implementing a nurturing program for students in grades K-3 that aligns with the state standards and AIG plan, which includes teaching critical and creative thinking lessons to all K-3 students, and assisting in targeting students who demonstrate strengths in those skills
- \* Supporting student transition from elementary to middle school by sharing relevant documents and data

Middle School specialists are also responsible for:

- \* Assisting high school specialists and counselors in completing an Academic Blueprint for all identified 8th grade gifted students
- \* Advising students and parents to develop alternate course paths as needed like NCVPS, and taking high school courses in middle school
- \* Supporting student transition from middle to high school by sharing relevant documents and data

High School specialists are also responsible for:

- \* Coordinating with middle school specialists and counselors to complete an Academic Blueprint for identified 8th grade gifted student
- \* Supporting student transition from high school by facilitating college and career planning
- \* Purposefully planning with students and parents to communicate alternate course paths like NCVPS, Credit by Demonstrated Mastery, Honors, and AP/IB
- \* Disseminating information about advanced and unique opportunities for AIG students like Governor's School, NCSSM, Duke TIP, and available scholarships, and summer opportunities

### **Other Comments:**

### **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:** NHCS has developed strategic professional development for AIG stakeholders, including gifted education specialists, classroom teachers, administrators, and counselors.

District offerings:

- \* Monthly AIG half-day training/PD sessions for all gifted education specialists. This training includes PD that GES shares with individual school sites
- \* NHCS AIG Credentials for classroom teachers
- \* Collaboration with Title I to provide a summer enrichment program, 'Think Lab,' for Kindergarten students, curriculum development, and training for program teacher



- \* Collaboration with counselors by GES and/or AIG Supervisor attend counselor meetings and PD for purposeful course planning and affective curriculum
- \* AIG offerings at the annual NHCS Summer Institute

Out of district offerings:

- \* Virtual workshops, such as the NC School of Science and Math webinars
- \* Conferences, such as ECU Fall AIG conference, annual NC Association of Gifted and Talented State Conference, NAGC, UNCW Spring AIG conference

**Other Comments:**

**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:** NHCS has fully implemented AIG Credentials for K-8 classroom teachers. High School Credentials for AIG have been developed and will be implemented in 2016 -2017 school year. The Credentials are updated as state and county policies change as well as when new research is pertinent.

Each school will offer the NHCS AIG Credentials course, facilitated by the Gifted Education Specialist, to all classroom teachers. Site visits by the AIG Supervisor will document if the credential courses were offered at each school.

All AIG students in elementary and middle school will be placed with teachers who have earned their NHCS AIG Credentials and have proven effective when working with advanced learners, as evidenced by EVAAS data.

K-12 teachers who successfully complete the AIG Credential course or have attained state licensure for AIG will be listed on the school website. When it is not possible to place an identified AIG student with a teacher who has received the appropriate training, the teacher will participate in the training that school year.

NHCS AIG Credentials course is a combination of face to face workshops and independent assignments offered in four modules:

Module 1- Introduction to Gifted Education

Module 2- Understanding the Social and Emotional Needs of Gifted Learners

Module 3- Understanding Rigor

Module 4- Data Driven Differentiation with Tiered Assignments

**Other Comments:**

### **Practice E**

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

**District Response:** NHCS Instructional Services Department sets county-wide goals and strategies for success. The AIG Supervisor, in collaboration with the Instructional Services Department, will create goals and strategies for PD to meet the district's goals and AIG state legislated standards.

Gifted specialists meet monthly for half-day training sessions and when appropriate or required, specialists return to individual schools to train staff.

The AIG Supervisor and gifted specialists create tools, such as walk through observation tools and planning frameworks, to assist teachers and administrators in implementing best practices for gifted education.

### **Other Comments:**

### **Practice F**

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

**District Response:** Our AIG staff meets monthly for half-day training sessions, which allows for professional development, collaboration, and curriculum and program design. In addition, the Framework for Gifted Services calls for collaboration between the classroom teachers and gifted specialists. These two practices have greatly impacted the level of differentiation in the regular classroom.

At monthly training sessions gifted specialists have the opportunity to share ideas, increase pedagogical training, and participate in open discussions of successes and challenges that take place. Gifted specialists also provide evidence of team teaching, collaboration in planning, and providing resources to assist teachers in applying what they have learned. Gifted specialists use the monthly training topics and ideas to provide professional development to meet the needs of individual teachers and schools. GES also use the monthly training to collaborate with all teachers, provide resources, create units and lesson plans, and review and analyze data.

Gifted specialists are trained to facilitate the AIG Credentials course for classroom teachers. During the credential courses gifted specialists meet individually with participants to discuss best practices being implemented in gifted education in regards to the course assignments.

### **Other Comments:**

**Ideas for Strengthen the Standard:** Practice B: It is our goal to have at full time Gifted Education Specialist at each high school. This is a recommendation of the Gifted Advisory Council and would have a positive impact on student achievement by implementing or facilitating innovative programs such as:

- \* AP Capstone
- \* Independent Studies
- \* Seminars (topics may include: HS resumes, college essays, career exploration, Graduation topic selection, volunteerism, leadership, college planning, internships, etc.)
- \* Field Trips (Interdisciplinary, real world, hands-on learning to include college visits and possible study abroad)
- \* Honors Service Learning Course

Additionally, a full time Gifted Education Specialist at the high school level would be able to successfully perform the following duties: (Data Analysis [i.e. EOC test scores, AP Exam Scores, AP Potential, PLAN scores, PSAT scores] and Professional Development on Gifted Education)

Practice C: Establish specific professional development opportunities for each of the following groups involved in AIG programs:

school counselors  
special education teachers  
ESL personnel  
administration  
other specialists

Provide targeted professional development, in addition to local endorsement, in a variety of formats to help all personnel understand the needs of gifted learners and the local AIG program. (ex: NCDPI Booster Shots, TED Talk- "Designing to the Edges")

Provide professional development opportunities for teachers to update their local endorsement.

Provide an annual needs assessment survey to certified staff and principals to determine the direction for staff development with AIG emphasis.

Practice D: Increase funding to offer gifted specialists and regular classroom teachers more professional development opportunities in gifted education.

**Sources of Evidence:** Gifted Specialists schedules

Websites

Rosters

District and school websites

AIG Credentials Facilitator's Guide

"Gifted Specialists Success Manual"

Site monitoring data

AIG Curriculum Framework

## **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:** AIG programing and services in New Hanover County Schools are aligned with the North Carolina Academically or Intellectually Gifted Program Standards. AIG programming consists of a continuum of services that address the needs of gifted students in all settings and across all grade levels. Gifted education specialists support regular education teachers and other school and district wide instructional staff to meet the needs of gifted learners across all classroom environments, grade levels, and settings. These efforts may include:

- \* consulting for affective support
- \* teaching and co-teaching
- \* resource development

Gifted education specialists and regular education teachers collaborate to implement a variety of evidence-based programming to enhance gifted students' performance in cognitive and affective areas and to assist them in identifying future career goals. Options may include:

- \* acceleration, extension, and enrichment
- \* varied grouping arrangements (cluster grouping, resource rooms, special classes)
- \* individual learning options (independent study, mentorships, online courses, internships)

When implementing AIG services, gifted specialists, regular education teachers, special education programs, and related professional services collaborate with one another and parents/guardians and community members to ensure that gifted students' diverse learning needs are met. Information gathered during the AIG identification process is used to determine which particular differentiated services are needed.

Differentiated Education Plans (DEPs) are created for all identified gifted students which outline differentiated services and options to meet the needs of gifted students. Regular education teachers, gifted education specialists, administrators, and parents/guardian sign the DEPs. A gifted student's DEP is housed in the module two of the cumulative folder for access by teachers, specialists, and school counselors.

K-12 Services for Gifted Students:

### **K-3 Nurturing Program:**

The New Hanover County Schools' K-3 nurturing program was developed to explore ability among all students. The nurturing program is an interdisciplinary program in math and language arts designed to promote both academic achievement and thinking skills for all students. As potential ability is

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discovered, the program creates a learning environment that allows gifts and talents to emerge and nurtures these special abilities. Programs may include but are not limited to:

- \* Primary Education Thinking Skills (PETS)
- \* Junior Great Books
- \* The Problem Solver
- \* Tin Man Press educational materials
- \* Critical Thinking Tasks
- \* Jacob's Ladder
- \* Star Vocabulary

The gifted education specialist will teach lessons to all students in K-3 and create focused lessons for students demonstrating high potential.

Each gifted specialist will facilitate a minimum of 15 nurturing lessons to each K-2 classroom

All third grade students participate in nurturing lessons until formal AIG identification of students who meet the identification criteria takes place.

Additional opportunities for support will be provided for high potential K-3 students.

#### Elementary Grades 3-5

AIG service options for gifted identified students in grades 3-5 include:

- \* Differentiated curriculum designed to meet the academic and intellectual needs of gifted students in all core subject areas within the general education setting
- \* Flexible grouping options (cluster, ability, subject)
- \* Pull-out resource class
- \* Push in to classrooms with whole class lessons, team teaching or facilitate small group instruction

#### Middle School Grades 6-8

\* Services for gifted identified 6th, 7th and 8th grade students include:

- \* Differentiated curriculum designed to meet the academic and intellectual needs of gifted students in all core subject areas within the general education setting
- \* Formulation of Academic Blueprints to help students navigate a course of study that best matches their strengths and abilities
- \* Guidance in organization, time management, and decision making skills
- \* Flexible grouping options (cluster, ability, subject)
- \* Push-in to classrooms with whole class lessons, team teaching or facilitate small group instruction

#### High School Grades 9-12

Services for gifted identified 9th, 10th, 11th, and 12th grade students include:

- \* Differentiated curriculum designed to meet the academic and intellectual needs of gifted students in all core subject areas within the general education setting
- \* Formulation of Academic Blueprints to help students navigate a course of study that best matches their strengths and abilities
- \* Appropriate placement in classes and consideration of honors classes, Advanced Placement. International Baccalaureate and early entrance to college programs
- \* Guidance in organization, time management, and decision making skills
- \* Opportunities for extracurricular activities, shadowing, internships, and volunteerism
- \* Opportunities to participate in seminars or workshops that address the social and emotional needs of gifted students

\* Facilitation of student ownership in career planning

**Other Comments:**

**Practice B**

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

**District Response:** AIG students in New Hanover County Schools develop their potential through comprehensive, aligned programming and services. AIG programming and services promote student achievement and enhanced performance in cognitive and affective areas by providing a continuum of services designed to appropriately differentiate, extend, enrich, and accelerate the core curriculum for gifted learners.

Refer to Standard 2, practice b: NHCS AIG Service Delivery

**Other Comments:**

**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 Program Supervisor:

The AIG supervisor currently serves on leadership teams in the district to assist in decision making in regards to impact on AIG students.

The AIG Supervisor participates on the district's Professional Development Implementation Team in addition to being included in Instructional Services Department meetings. District goals for programming, data analysis, professional development, and strategic goal setting are developed by these teams. Gifted Education is an integral part of the district's instructional and comprehensive programming discussions.

The AIG Supervisor actively monitors the implementation of all six state standards through regular site visits and use of a monitoring tool.

A curriculum framework, developed by AIG Supervisor and gifted education specialists, aligns county curriculum resources with the LEA instructional program.

NHCS seeks out opportunities to partner with other existing LEA programs, such as Regional Plan Writing Retreats and Professional Development Conferences. The AIG Supervisor attends monthly regional meetings for AIG coordinators.

Elementary, Middle, and High Schools:

New Hanover County allocates a full time gifted education specialist for every elementary and middle school to ensure that the diverse needs of gifted learners are met. Currently, there are two gifted specialists who serve the four traditional high schools.

All specialists meet monthly to participate in professional development, which creates a unified focus and common language.

Gifted Education Specialists and classroom teachers utilize the AIG Continuum of Services that consist of evidence-based instructional practices, to implement consistent and comprehensive programming.

Fidelity and consistency across schools is monitored by the AIG Supervisor through regular site visits and use of the site monitoring tool.

School sites provide evidences to demonstrate alignment with all AIG state standards and the local AIG plan.

Policy Review:

- \* AIG Supervisor presents the three-year plan to Senior Leadership and the Board of Education
- \* The GAC provides an annual report to the Board of Education with suggestions for strengthening gifted programming.

### **Other Comments:**

### **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:** Gifted specialists advocate for their gifted students by informing all AIG stakeholders of the state law that defines AIG, Article 9B, and of the AIG services the school is providing to identified gifted students. Gifted staff at the school and district level communicate readily through email, websites, and face-to-face sessions.

AIG LEA Supervisor:

- \* Creates and distributes an AIG staff handbook to support gifted specialist
- \* Provides training to gifted education specialist at monthly staff development sessions
- \* Creates and maintains AIG pages on LEA website
- \* Coordinates LEA PD offerings to integrate AIG services and programs
- \* Attends and provides training and disseminates AIG information to school principals and other district administrators at monthly principal meetings

Elementary, Middle, and High School Levels:

- \* Gifted education specialist will provide a link to the LEA AIG plan on their school AIG websites
- \* A paper copy of the LEA AIG plan will be given to and housed at each school
- \* AIG Services are clearly defined on school AIG website
- \* Gifted specialists meet with stakeholders who work with gifted learners to inform them of Article 9B and appropriate services for these students, as it pertains to their area of content
- \* Provide annual Match Team training for staff
- \* Gifted rosters are shared with teachers, administrators, and counselors who work with gifted students
- \* Article 9B is posted on school AIG websites
- \* Completed and signed DEPs are stored in a student's Module II folders and can be accessed by appropriate stakeholders
- \* Provide yearly notification of services to teachers and schools

Elementary and Middle School Levels:

- \* Parent, classroom teachers (in area identified), gifted specialist, and an administrator sign and date student DEPs

High School Level:

- \* Student, parent, administrator and/or counselor, and gifted specialist sign and date student DEPs/Academic Blueprint
- \* Planning guides and extra-curricular opportunities are posted on school AIG websites

**Other Comments:**

**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:** Transition Processes

Elementary Specialists will:

- \* Complete transition documents for Middle School Specialists
- \* Document current roster with identification area and pertinent information that may impact the student's academic and intellectual success
- \* Transfer individual student nomination folders/data to middle school specialists

Middle School Specialists will:

- \* Visit feeder elementary schools as requested
- \* Host a rising 6th grade informational session to inform parents of the program and identification



practices

- \* Complete transition documents for High School Specialists
- \* Maintain a current roster with identification area and pertinent information that may impact student academic and intellectual success
- \* Assist High School Specialist with the creation of the Academic Blueprint for 8th grade AIG students

High School Specialists will:

- \* Visit feeder middle schools as requested
- \* Host rising 9th grade informational session(s) to inform parents of the program and identification practices
- \* Create an Academic Blueprint for rising 9th grade AIG students with assistance from the Middle School Gifted Specialist and counselors

**Other Comments:**

**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 gifted education staff will:

- \* Attend professional development to promote comprehensive support for social and emotional needs of gifted students
- \* Research and review books, articles, websites, and wikis that support social and emotional needs of gifted students, targeted for a variety of stakeholders (students, parents, teachers), to create a resource library for each school. Titles are included on Gifted Specialists website
- \* Utilize the Multi-Tiered System of Support (MTSS) team at the school for social and emotional issues of gifted students as needed.
- \* Gifted Specialist will present Module II (Social and Emotional Needs of Gifted Students) of the AIG Credentials Professional Development, PD
- \* Collaborate with the curriculum and instruction team, student services team and or the exceptional childrens department to problem solve issues
- \* Invite key stakeholders (teachers, counselors, elective teachers, instructional support staff, and administrators) to DEP meetings
- \* Use research based resources such as Best Practices in Gifted Education, and resources listed on the NCAGT websit

**Other Comments:**

### **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:** Acceleration Guidelines

The AIG Continuum of Services contains a research-supported menu of accelerative practices that result in substantial academic achievement gains for students. Acceleration options are listed in Standard 2 and defined in the glossary.

The 1997 General Assembly passed legislation allowing a child who has reached his/her fourth birthday by April 16 to enter kindergarten if he or she demonstrates an extraordinary level of academic ability and maturity.

Early entrance to kindergarten: NHCS follows the state guidelines, as outlined in state policy.  
Policy ID Number: GCS-J-001 Policy Title: 16 NCAC 6E.0105 Policy delineating the standards for early admission to kindergarten  
Current Policy Date: 07/09/1998  
Other Historical Information: Statutory Reference: Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6E .0105 . .0105

EARLY ADMISSION TO KINDERGARTEN - NHCS Student Support Services oversees this process.  
(a) To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:

1. Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.
2. Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.
3. Performance. The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete an informal reading assessment of the child.
4. Observable Student Behavior/Student Interest. The child shall demonstrate social and

developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.

5. Motivation/Student Interest. The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

(b) The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information.

The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days notice before exiting the child from school so the parent may arrange childcare, if needed.

(c) LEAs may require parents to supply information in addition to that required by this Rule. LEAs may also require specific tests or other measures to provide information relating to the factors listed in (a) of this Rule.

(d) Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated education plan for the child.

Currently, the district utilizes the Iowa Acceleration Scale for whole grade acceleration consideration and the NHCS Subject Acceleration Checklist for subject acceleration consideration. These research-based tools provide clear and data driven guidelines to assist schools in making acceleration decisions for individual students.

1. Whole Grade Acceleration (grade skipping) for elementary, middle, and high school levels Schools will use the Iowa Acceleration Scale, which is available from the Supervisor of AIG, to collect data on students being considered for whole grade acceleration. The scale totals will be used to guide the decision making of the Match Team. If acceleration is recommended, the planning guide will assist the team in creating an acceleration plan for the student. A review of placement will take place 4-6 weeks after implementation. Additional follow meetings may be needed.

2. Subject Acceleration (subject skipping) for elementary, middle, and high school levels Schools will use the NHCS Subject Acceleration Scale, which is available on the AIG website, to collect data and a body of evidence for students being considered for acceleration. The scale will be used by the Match Team to make decisions. If acceleration is recommended, a review of placement will take place 4-6 weeks after implementation.

Additional information on acceleration can be found in Standard two.

Credit By Demonstrated Mastery (CDM) is the process in which the LEA uses a body of evidence to award student credit in a particular high school level course without requiring the student to complete classroom instruction for a certain amount of seat time. NHCS follows the state guidelines, as outlined in state policy : State Board of Education Policy SBE GCS-M-001, Section 13

The procedure to determine eligibility for CDM is a two phase process that includes:

Phase One:

- \* Student Application
- \* State or LEA designed test (The student must meet the score determined by the state board policy to qualify for phase II)

Phase Two:

- \* Student artifact to demonstrate deep understanding of the content

The District Evaluation Team meets annually to review policy and make changes when appropriate. CDM timelines and NHCS current procedures can be found on the AIG district website.

### **Other Comments:**

### **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:** NHCS provide a local budget for AIG that affords the program a full time specialist at every elementary and middle school, as well as two half time specialists to serve the four traditional high schools.

This allows the gifted specialists to:

- \* Respond to the culture and demographics of their individual sites
- \* Focus on intentional programming for students who are traditionally underrepresented in gifted programs
- \* Collaborate with ELL, LEP, EC, Instructional Coaches and other teachers for effective programming

NHCS currently offers:

- \* Nurturing programs
- \* Flexible grouping
- \* Nontraditional academic opportunities to advanced learners
- \* Title 1 Summer Enrichment opportunities open to rising Kindergarten and 6th graders.

### **Other Comments:**

### **Practice I**

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

**District Response:** NHCS currently offers:

- \* Summer Enrichment opportunities, including AIG camps facilitated by gifted specialists
- \* A variety of academic and intellectual extra-curricular opportunities, both during the school day and after school hours
- \* Services opportunities unique to each school
- \* Opportunities for students to demonstrate and explore interests during the school year (NHCS Science Fair, Science Olympiad, Best Foot Forward, Battle of the Books, All County Chorus, etc.)

These opportunities are advertised on the school's AIG website, in addition to newsletters, social media, and flyers.

**Other Comments:**

### **Practice J**

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

**District Response:** LEA AIG Supervisor:

- \* Provides training to gifted specialists on data analysis and best practices for AIG in monthly staff development sessions
- \* Reviews disaggregated data with gifted specialist and administrators at scheduled school site visits
- \* Includes grouping strategies as intentional support in the AIG Plan

Elementary, Middle, and High School Level:

- \* Review of testing and other data to determine effectiveness of grouping practices
- \* Gifted education specialist monitors the grouping of AIG students in their school and maintains data on how the grouping is affecting their growth

Elementary and Middle School Levels:

- \* Use data to intentionally cluster group or place students in content area or regular education classes with AIG trained teachers
- \* Schedule and attend collaborative planning sessions with teachers to review data and consider the growth of AIG students

Grouping practices may include but not be limited to:

- \* a small group with a specialist
- \* a specialized program delivered by the classroom teacher or specialist
- \* special classes to meet the individualized academic and/or intellectual needs of gifted students based on interest or academic performance
- \* cluster grouping of at least four to eight AIG and/or high ability students in the same grade level in one class with a teacher who has shown success with gifted learners, is trained to work with them and will devote proportional class time to differentiating for them
- \* cooperative learning teams to promote equal accountability and positive interdependence. May be like or mixed ability groups
- \* cross-graded classes, cross-age grouping grouping children by their achievement level in a subject area rather than by grade or age level which can also known as multi-age classrooms
- \* flexible skills grouping where students are matched to skills by virtue of readiness where movement among groups is common and based on readiness on a given skill and growth in that skill
- \* ability grouping where children of high ability or with high achievement levels are put into a group for differentiating their instruction
- \* like-ability cooperative learning that organizes groups of learners in three to four member teams of like ability and adjusts the group task accordingly
- \* regrouping by subject achievement for subject instruction is a form of grouping that delivers appropriately differentiated curriculum to students at a specific ability or achievement level
- \* within class performance grouping is the sorting of students, topic by topic or subject by subject, within one classroom for the provision of differentiated learning for each group

### **Other Comments:**

**Ideas for Strengthen the Standard:** Practice A- Develop a DEP that allows for parents to assist in goal setting and student progress reviews.

Practice E- Develop rigorous middle school programming and programs during the summer transition between 8th and 9th grade to prepare students for increased levels of challenge, especially where AP & IB programs are a significant portion of high school service delivery model.

Practice H- Provide intentional PD to recognize and provide services that respond to the traditionally underrepresented populations.

Practice I- Develop a resource guide for extracurricular programs within the LEA, community, and or state, and communicate with parents, teachers and students about these opportunities. Incorporate descriptions, timelines, and other pertinent information in communication.

Practice J - Future training and implementation of school-wide cluster grouping model

**Sources of Evidence:** Site monitoring data  
District PD Implementation Agendas  
District Instructional Services Department meeting notes  
Transition documents

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Site monitoring data  
Differentiated Education Plan (DEP)  
Academic Blueprint (High School DEP)  
NHCS AIG Credentials Module II  
Student acceleration files  
Match Team records  
District and School websites  
District and School newsletters  
Brochures and Flyers

## **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:**

1. Continue to create systems to support communication between schools and AIG families. This is an area where we continuously evolve with new technologies and our growing population.
2. Continue to develop the Gifted Information Sessions and Advocacy or GISA to all grade levels, K-12. At the district level, AIG staff partner with UNCW to offer Gifted Information Sessions and Advocacy to the community at large. These interactive sessions offer AIG families the opportunity to learn more about their gifted children and ways to support their continual growth. Feedback from AIG families is collected through exit surveys.
3. At the school level, gifted education specialists maintain an AIG website that aligns with the NHCS AIG website rubric, outlining information for each standard, including Identification, Differentiated Curriculum, Professional Development, Comprehensive Programming, Partnerships, and Accountability. All websites have specific information to address the social and emotional needs of gifted learners. The website is monitored by the AIG Supervisor, GAC, and Gifted Specialists.
4. The Gifted Advisory Council (GAC) is an advocacy group of parents, community members, and educators who meet to advocate for gifted education. At the end of the year the GAC submits an annual report to the New Hanover School Board with recommendations.
5. Gifted Specialists communicate program initiatives through annual information meetings, email listservs, social media and written communication, such as newsletters.
6. Gifted Specialists create and facilitate AIG summer camps that are unique to gifted learners interests and meet their academic, intellectual, as well as social and emotional needs.

### **Other Comments:**

### **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:**

There are multiple avenues for which we supply information to the AIG stakeholders about the local plan and program.

Communications about the AIG program K-12, plan, and policies are available through the following:

- \* District and school AIG websites
- \* District AIG Parent wikispace
- \* Gifted Advisory Council (GAC)
- \* Gifted Informational Sessions and Advocacy (GISA)
- \* Alert Now system emails and phone calls
- \* School-based newsletters
- \* Annual, school-based informational meetings
- \* Utilization of county translators for parent meetings and literature
- \* Principal meetings
- \* District Brochures
- \* Utilization of local media and social media to share "good news" about student accomplishments and other pertinent information
- \* Universal communication expectations templates

**Other Comments:**

**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 Advisory Council offers interactive sessions to all AIG families and provides them the opportunity to learn more about how to support the growth of their gifted child at school, at home and in the community.

Council Membership:

The membership of the Council is comprised of up to ten (10) persons. Members shall be approved by the Board of Education. Memberships shall be representative of the diversity (gender, race, geography) of the community.

The Council:

- \* monitors the timely and accurate implementation of all components of AIG
- \* advocates, communicates and liaises with business and community at large with respect to AIG
- \* advises and makes recommendations the New Hanover County Board of Education with respect to the improvement of Gifted Education
- \* observes the implementation of services at schools across the county and compiles data
- \* provides guidance to parents as students promote to higher grades
- \* informs families of educational opportunities available to students and provide expert speakers

during the interactive sessions

GAC is utilized as a Community Stakeholder to assist with the development of the local AIG program and plan. GAC monitors the implementation and effectiveness of the AIG program and plan.

**Other Comments:**

**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:** NHCS AIG program upholds high expectations for communicating with AIG families and the community at large. All levels, K-12, are expected to use county provided translators and translated documents to communicate:

- \* information provided on the AIG school-based website
- \* annual DEP review
- \* annual AIG informational meetings held for all families interested in learning more about the program
- \* AIG curriculum and student progress through newsletters, emails, progress reports, and report cards
- \* communications in regards to screening, referral, and identification are provided in Spanish

**Other Comments:**

**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:** The University of North Carolina at Wilmington has served as a longtime partner with NHCS. The college and school system collaborate to offer the following:

- \* professional development to teachers through the annual AIG mini-conference
- \* GISA sessions
- \* STEM opportunities

AIG parents are encouraged to maintain representation on the School Improvement Team at each school. This team makes decisions regarding the implementation of the AIG plan at the school.

The AIG staff partners with neighboring and regional districts for professional development, discussion of state initiatives, and resource sharing.

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**Other Comments:****Ideas for Strengthen the Standard:** Additional Ideas for Section A.

Explore partnerships with the Cape Fear Museum, Children's Museum, Aquarium, and other UNCW departments. Possible sponsorships from businesses to support mini-summer camps and programs like GE Engineering for girls.

## Additional Ideas for Section E.

Work with community partners to create opportunities that enrich and extend learning opportunities for gifted students; like mentorships, job shadowing and internships. Seek community sponsors to increase academic competition opportunities and field experiences.

**Sources of Evidence:** District and School AIG Websites

Site Monitoring Data

Website Rubric

District AIG Parent Wikispace

Gifted Advisory Council bylaws, meetings and agendas

Connect 5 District Phone Communications

School-based newsletters

School-based Informational Meetings

Differentiated Education Plans (DEP)

Gifted Informational Sessions and Advocacy (GISA) agendas

UNCW AIG mini-conference flyers and agendas

AIG district and school informational PowerPoints

## **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:** NHCS AIG Supervisor coordinates the writing and implementation of a gifted plan based on the NC AIG standards. The written plan is reviewed by stakeholders and revised as needed. The plan is also presented to the LEA school board for review and approval. Once the school board approves the plan, it is submitted to SBE/DPI for review and comment.

The AIG Supervisor elicits feedback from stakeholders as part of program evaluation, including but not limited to parents, GAC, administrators, gifted specialists, and teachers.

NHCS AIG program embraces continual improvement. As part of this effort, the AIG staff regularly evaluates the effectiveness of the AIG plan and gifted programs by:

- \* completing an annual reflection and needs assessment of the AIG plan and program
- \* Continuously reviewing and monitoring the implementation of the AIG plan in Standard based groups

### **Other Comments:**

### **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:** The district has developed structures and processes for monitoring the implementation of the local AIG program and plan. By employing a full time AIG Supervisor to oversee these processes, the district ensures that there will be a high level of fidelity in gifted services.

The AIG Supervisor will conduct regular site visits to review the evidences of the implementation of AIG state program standards. An AIG Site Monitoring Tool will be used to reflect on the level of implementation for each state standard. To ensure fidelity and consistency in AIG programs, this data will be used at the school level to set improvement targets and at the district level to inform the need for professional development and/or resources. The site visit reviews will be shared with the school,

the Director of Instructional Services, the Assistant Superintendent of Instruction and Accountability, and the Superintendent of New Hanover County Schools.

The Gifted Advisory Council (GAC) schedules school visits to support the consistent implementation of the local AIG plan. The GAC writes an annual report with recommendations for strengthening the AIG program. The AIG Supervisor presents the GAC annual report to the LEA Board of Education.

**Other Comments:**

**Practice C**

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

**District Response:** State funds allotted for the local AIG programming, along with the local funds provided by the district, will be monitored by the AIG Supervisor. The AIG Supervisor will maintain budget records for certified salaries, student programs, staff development, and teacher resources. Budget decisions about professional development, resources, and equipment will be driven by the AIG needs assessment and county data. Documentation of the budget will be reviewed annually by the district's Finance Director. The AIG Supervisor also maintains these records for required state audits.

**Other Comments:**

**Practice D**

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

**District Response:** The AIG Supervisor and gifted specialists collect and analyze AIG student performance growth data. AIG growth data will be reported through the NC Schools Report Cards, in schools that have an AIG subgroup as defined by the state.

Elementary, Middle and High Schools:

All gifted specialists, in collaboration with their administration and data team, will use EVAAS to analyze AIG student performance growth at the school level. The AIG Supervisor will analyze this data at the district level to assist in creating professional development and improvement targets.

High School Specialists and the AIG Supervisor collect AIG student drop-out data beginning with the class of 2016.

Data is shared with appropriate stakeholders:  
(administration, Instructional Team, Senior staff, etc.)

**Other Comments:**

**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:** The district monitors access to AIG programming by collecting school-based AIG population data. In addition, the AIG Supervisor will maintain data representing the demographics of the district AIG program.

\* Gifted Specialists will maintain demographic data of their schools' AIG programs. This will be reported to the district annually.

\* The AIG Supervisor will collect district AIG program demographic data and conduct comparison analyses to the state demographics as well as to districts that have a similar make-up to our total population.

**Other Comments:**

**Practice F**

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

**District Response:** The Human Resource Department in conjunction with the AIG Supervisor will monitor the certification of gifted education specialists to ensure that licensed high quality and trained personnel are serving AIG students. The AIG Supervisor will maintain certification data that lists the county's gifted education specialists' training levels including; degrees earned, AIG licensure data, and national board certification.

Gifted specialists and the AIG Supervisor will also monitor the teachers at each school who have completed training to work with gifted students or the New Hanover County AIG Credentials for teachers. These rosters will be communicated to administrators for gifted student placement options and will be posted on each AIG specialist's school website.

**Other Comments:**

**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:**

Starting in 2016 NHCS will send annual surveys to students, parents/families, teachers and/or other stakeholders to assess the effectiveness of our AIG program as well as at individual sites.

The specialist at each school will share the survey data with stakeholders as well as with the AIG Supervisor. Survey data will be used as an ongoing reflection tool and for program assessment.

**Other Comments:**

**Practice H**

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

**District Response:** New Hanover County will utilize multiple sources of data to review and revise our AIG program and plan.

Sources include, but are not limited to:

- \* Site visits from the AIG Supervisor
- \* Demographic Data
- \* Staff feedback from monthly training sessions and Needs Assessment data
- \* Stakeholder surveys
- \* Gifted Advisory Council (GAC)/ Liaison input
- \* Gifted Informational Sessions and Advocacy (GISA) presentation exit tickets from parents and stakeholders

**Other Comments:**

**Practice I**

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

**District Response:** Evaluation data is shared through multiple outlets including, but not limited to:

- \* NHCS Website
- \* Gifted Advisory Council meetings
- \* Supervisor shares survey results with stakeholders during GAC meetings, local Board of Education meetings, with LEA Senior Staff as appropriate, and on the county AIG website

**Other Comments:**

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**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:** Parents sign the Match Team Record and the student DEP/IDEP as part of consent for identification and services.

In accordance with Article 9B, NHCS has a procedure for resolving disagreements between parents and the school system when a child is not identified for the AIG program or concerning the appropriateness of the service options offered to an identified AIG student. These procedures relate to the processes of student referral, evaluation, identification, and the availability of approved service options.

**Procedures to Resolve Disagreement with Gifted Placement Options Or Identification:**

If a parent has a disagreement with the gifted services within a classroom or with determination of giftedness, the following steps should be taken:

1. The parent/guardian should meet with the classroom teacher and/or AIG teacher to seek a resolution.
2. If this meeting does not resolve the issue, the parent/guardian should document the concerns in a letter, outlining the parent's perspective of the situation, to the school principal requesting a written response within ten working days.
3. If a resolution is not reached, the school-based AIG Match Team should schedule a meeting to review the problem and conference with school administration.
4. If a resolution is not reached at the school level, parents should contact the following Central Office staff to seek a resolution in the order listed:
  - a. NHCS Supervisor of Academically or Intellectually Gifted Services
  - b. NHCS Director of Instruction
  - c. Assistant Superintendent of Instruction and Academic Accountability
  - d. Superintendent
5. After these opportunities, if the grievance is not resolved through the Superintendent's review, the parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of NC General Statutes.

The scope of the review shall be limited to:

(i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student, or

(ii) whether the local plan developed has been implemented appropriately with regard to the child.

Following a hearing under Article 3 of Chapter 150B of the General Statutes, the administrative law judge shall make a decision that contains findings of fact and conclusion 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.



Attorney's fees are not available to parents/guardians in the event they decide on due process.

**Other Comments:**

**Ideas for Strengthen the Standard:** Implement a cross-county AIG Plan Review team where New Hanover County Schools and other like-sized districts exchange plans and provide feedback to one another.

Develop an AIG Parent Handbook that includes a clear outline of AIG student rights, identification, and appropriate services offered in the district.

**Sources of Evidence:** Monthly AIG training agendas

Self assessments of program and plan data

Annual state demographic data

Site monitoring data

School and district websites

School PD records for AIG Credentials

AIG program surveys

EVAAS reports

Purchase orders

Professional Development rosters

GAC agendas

GAC site visits

Sample Match Team Records/DEPs/IDEPs

Article 9B

Procedures for Disagreements

**Glossary (optional):**

**Appendix (optional):**

GLOSSARY of GIFTED EDUCATION TERMS.docx (*Appendix*)

Differentiation practices.docx (*Appendix - Standard 2*)