

Overview: Mission/Vision Statement and Funding

**Bertie County Schools (080) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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Bertie County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Bertie County Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

It is the vision of the Bertie County Academically Intellectually Gifted Program to recognize students who perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment and to provide these students with extended differentiated instruction and opportunities to meet their intellectual, academic and social emotional needs. The education of these students will be enhanced

through an environment that rigorously challenges, nurtures, and promotes self-directed, life-long learning and encourages students to become productive members of society.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 108,324.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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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**

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

Bertie County Schools has established a comprehensive screening and referral process that is open and flexible enough to help identify gifted learners on an ongoing basis. Each school has a School-Based AIG Committee that is responsible for reviewing the referrals and determining if they meet identification requirements. The School-Based AIG Committee includes the administrator, the AIG Coordinator, the teacher of the students being considered for eligibility, and/or the school AIG representative who is a member of the district AIG team. Referral forms are available on the Bertie County Schools website and at each school. Listed below are the steps of the identification process:

**Referral**

Bertie County Schools formally administers a universal screener for possible AIG identification to all 3rd grade students. Referrals for AIG evaluation are also accepted and can be made by classroom teachers, administrators, parents, or other stakeholders at any time for all K-12 students. Students may also refer to themselves. Referrals are based on classroom performance, standardized test scores, and observations. In addition to individual referrals, the AIG Coordinator will work with administrators, testing coordinators, and school counselors to compile a list of students who scored 80% or above on the BOG3/EOG/EOC/iReady BOY in math and reading at the end of each school year. All students, including 3rd graders who had served in the K-2 talent development pool, will automatically be evaluated after parental consent has been obtained. Students who transfer and are already identified as AIG can be considered for AIG services as long as they meet the requirements of our district plan. If the student who transfers does not meet

district requirements, then the student can go through our district screening process. A referral does not always result in AIG identification.

### **Data Collection**

The AIG Coordinator collects data for each student referred for evaluation and creates a profile. The profile may include items such as test results, work samples, grades, teacher observations, and/or parent observations.

### **School-Based AIG Committee Review**

The School-Based AIG Committee meets to review the data collected in each student profile. The committee then determines if there is evidence of eligibility or if further assessment is needed. The committee also makes recommendations for appropriate services.

### **Identification Results**

Once the School-Based AIG Committee makes identification decisions, parents are formally notified of the results by letter. Students who are identified as gifted will also receive a Differentiated Education Plan that outlines the services they will receive.

### **\* Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

When qualifying K-12 students for gifted services, Bertie County Schools utilizes aptitude, achievement, and grades to identify areas of giftedness. These scores are entered into the Multiple Criteria Indicator (MCI) to determine a score. A total composite MCI score for identification is based on an average score of 85 in both aptitude and achievement plus points for grades in core content subject areas. The higher the score in achievement, the lower the score can be for aptitude. The minimum score in either aptitude or achievement is 80 in order for a child to qualify for AIG, AM, or AR gifted services. The following definitions and criteria are used for each area of giftedness:

**Academically and Intellectually Gifted (AG/AIG)** - 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 the 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.

K-12 Criteria for Qualifying as Academically and Intellectually Gifted (AG/AIG) -

Multiple Criteria Index = 348

MCI Total Score = (Aptitude (doubled) + Achievement (math and reading) + Final Grades)

That is an average score of  $(170 + 85 + 85 + 8 = 368)$

Point value for grades: A = 3 and B = 2

Grade points are awarded from the 4 core subject areas: reading, math, science, and social study course work.  
ex. 4 Bs x 2 points each = 8 grade points

**Academically Gifted in Math (AM)** - are students that possess high aptitude and demonstrate outstanding performance in mathematics over the course of the academic year. These students require differentiated learning opportunities beyond the basic standard course of study. Examples include, but are not limited to, subject acceleration, curriculum compacting, and/or clustering in regular education classrooms.

**Academically Gifted in Reading (AR)** - are students that possess high aptitude and demonstrate outstanding performance in reading over the course of the academic year. These students require differentiated learning opportunities beyond the basic standard course of study. Examples include, but are not limited to, subject acceleration, curriculum compacting, and/or clustering in regular education classrooms.

K-12 Criteria for Qualifying as Academically Gifted in Math (AM) or Reading (AR).



Multiple Criteria Index = 173

MCI Total Score = (Aptitude + Achievement (math OR reading) + Grades)

That is an average score of  $(85 + 85 + 3 = 173)$

Point value for grades: A = 3 and B = 2

Grade points are used from the subject area in which the student is being considered for qualification (math or reading).

**Intellectually Gifted (IG)** - Intellectual giftedness is having ability significantly higher than his/her same age peers as denoted by a score of 90% or higher in one or more areas of a nationally normed aptitude test, yet failing to demonstrate advanced academic achievement.

K-12 Criteria for Qualifying as Intellectually Gifted (IG)

- Very Strong - 90% total composite on Aptitude testing = (90 points or higher on MCI)
- Strong - (MCI Total Score = Aptitude score (90%) based on any of the 3 subtest (verbal, non verbal, or quantitative) score using the CogAT test - OR - other comparable subscores of an aptitude test

**Alternative Pathway** AIG Teachers will utilize a body of evidence to focus on students' extracurricular activities, academic portfolio and demonstrated leadership. The school based AIG team will meet to review the body of evidence and add any additional points to the original MCI score. The evidence will be included in the student's green AIG folder.

**Developing Potential** Bertie County Schools recognizes the need to develop and nurture student potential. These students may or may not be performing well academically. However, through a body of evidence, these students warrant opportunities outside of the academic classroom to develop their gifted potential through inquiry based learning that magnifies the social behaviors of giftedness. The goal of this type of service is to draw out and nurture the students' intellectual and/or academic potential.

Criteria for Receiving Talent Development Enrichment

- K - 3: Criterion based on DIBELS 8th Edition Benchmark Goals

*Kindergarten Eligibility*

- First semester service- must score 332 or above at the beginning of the year assessment
- Second Semester service- must score 393 or above on mid-year assessment

*1st Grade Eligibility*

- First semester service- must score 354 or above at the beginning of the year assessment
- Second Semester service- must score 424 or above on mid-year assessment

*2nd Grade Eligibility*

- First semester service- must score 361 or above at the beginning of the year assessment
- Second Semester service- must score 423 or above on mid-year assessment

*3rd Grade Eligibility*

- First Semester Service- must score 365 or above at the beginning of the year assessment
- Second Semester Service- must score 427 or above on mid-year assessment

*Grades 4-8:*

Students with an 80% on Math and/or Reading Achievement Test will be added to the watch list. These students are documented on the watchlist sheet and may receive academic enrichment services based on demonstrated content mastery. Services provided for enrichment and acceleration in these cases are a school based decision.

Students demonstrating math and/or reading content mastery in an identified math or reading target area may receive academic enrichment services. Services provided for enrichment and acceleration are a school-based

decision.

### **Talent Development**

- Recognize students with outstanding potential who may be overlooked in the current AIG ID Criteria. These students may work with the classroom teacher to receive high-quality inquiry based instruction, based on student interest, as a platform to recognize and respond to their intellectual and/or academic potential.

- \* Bertie County Schools will provide up to 2 aptitude tests for students. Usually these tests take place in one of the following methods:

1. All 3rd grade students are given the CogAT test.
2. At any time after the student's 3rd grade year, a request can be made for aptitude testing through the school's AIG Team. Based on a body of evidence that supports and demonstrates that a student may be gifted, a second test may be administered. The NNAT3 will be administered to grades 6-8 to identify students at the middle school level.

### **Reconsideration for Aptitude Testing**

1. Any student can be given a second aptitude test if a body of evidence is presented to the AIG team that demonstrates potential giftedness.
    - o The student's scores on the NC EOG/Achievement tests for Reading AND/OR Mathematics are 80% or higher
- AND
- o A recommendation, through a body of evidence, that documents advanced performance. Examples of Body of Evidence:

1. Grades
2. Work Samples
3. Achievement (refer to the Math and Read table below)



- 4. Critical Thinking
- 5. Teacher Recommendation

**Math**

For Math the iReady Diagnostic Scale scores to help us identify for Talent Development. The following I Ready Scores are the 90th Percentile numbers for each grade at each point in the year.

Grade	BOY	MOY	EOY
K	371+	389+	406+
1	404+	426+	441+
2	435+	450+	463+
3	456+	471+	514+
4	483+	496+	514+
5	503+	513+	525+

**Reading**

The following is a chart for Reading Lexile at the 90th percentile per grade for each point in the year.

Grade	BOY	MOY	EOY
K	BR40L	55L	150L
1	435 L	505L	570L
2	675L	735L	795L
3	885L	935L	985L
4	1060L	1110L	1160L
5	1210L	1235L	1260L

The principal or principal designee will document those students who meet the above criteria and submit this information on the "request for testing" form.

\*At any time and at the parent's expense, additional testing can be done in the private sector using most nationally normed aptitude or achievement tests. Those results can be presented to the school's AIG Team and used to determine a student's eligibility of gifted services.

If a student enrolls in Bertie County Schools and does not have an aptitude test, the School-Level AIG Team may consider this child for aptitude testing based on the same body of evidence used to determine if a second aptitude test is needed as outlined above. Once the testing has been administered, the aptitude score with the student's most current achievement scores (within one year) will be inputted into the MCI to determine if the student qualifies for gifted services. The School-Level AIG Team will reconvene once the testing is complete to determine the need for differentiated service and document the recommendation.



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**\* Practice C**

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Bertie County is located in northeast North Carolina. Perdue Farms and the school system are the largest employers. The average income is \$35,527.00. The poverty rate is 23.2%. The population is 19.4 thousand (2020 census): African American (non Hispanic) make up 61.1%, White (non Hispanic) 34.6 %, Mixed race (non Hispanic) 0.0805%, Hispanics 0.789% and Asians 0.0779%. Language, race, or exceptionality must not be barriers in identifying gifted students. Close attention will be given to all potentially gifted students from culturally diverse, economically disadvantaged, twice-exceptional, highly gifted, or disabled populations. All students must have equal opportunities to demonstrate giftedness. Thus, the following measures will be taken:

\*Together, the AIG Coordinator, school administrators, regular classroom teachers, ELL teacher, EC teachers, and other stakeholders will purposefully look to recognize gifted characteristics in underrepresented populations.

\*Subgroup data will be analyzed at each school to better understand the school's demographics and to meet the needs of each subgroup.

\*Administration of testing will follow all IEP and 504 modifications.

\*Administration of testing will be in the student's native language and administered by or with a person fluent in the language if possible.

\*When further information is needed, system level psychologists may administer tests that the AIG Coordinator is not licensed to administer.

\*Students may retest if there is a documented need for further evaluation.

\*The test that best meets the student's needs will be used for identification. The Naglieri Nonverbal Test of Abilities (NNAT) is recommended for individual administration for culturally/linguistically diverse and/or economically disadvantaged students and students with disabilities. Additional tests may be used as long as there are national norms and the test is being used for the purpose for which it was developed.

\*The Cognitive Abilities Test (CogAT) may be administered when a group test is needed. Partial composite scores from the verbal and quantitative subtests are used in the identification process. The nonverbal sub score and composite score may be used as additional information to develop a better understanding of the whole child.

Specific levels of the CogAT should be administered to specific grade levels:

Grade K/1 - Level 5 / 6

Grade 2 - Level 7

Grade 3 - Level 8

Grade 4 - Level 9

Grade 5 - Level 10

Grade 6 - Level 11

Grade 7 - Level 12

Grade 8 - Level 13/14

Grade 9/10 - Level 15/16

Grade 11/12 - Level 17/18

Approved Achievement Tests include the following:

- American College Testing Program
- California Achievement Test
- Iowa Test of Basic Skills
- Iowa Tests of Achievement and Proficiency
- Iowa Test of Educational Development
- Kaufman Test of Educational Achievement (KTEA & KTEA II)
- Metropolitan Achievement Test
- NC End of Grade/End of Course Tests
- SRA Achievement Series
- Scholastic Assessment test
- Stanford Achievement Test
- Stanford Test of Academic Skills
- Terra Nova Test of Achievement & Proficiency
- Wechsler Individual Achievement Test
- Woodcock-Johnson Psycho-Educational (W-J Revised & WJIII)

**\* Practice D**

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

Teachers and parents are able to make a referral for AIG screening by submitting a written request using the district's referral form. The district will use CogAT with a percentile rank of 85% or above and End of Grade (EOG) score of percentile rank of 85% or above. Additional data that will be used is parent input, teacher input, report cards, district benchmark assessment scores, and use data from DIBELS benchmarks. This process is traditionally done annually but referrals can be made at any time throughout the year. As new students enroll in the district, records are reviewed for AIG services from the student's previous school district.

The screening, referral and identification process takes place throughout the school year as needed at each individual school. Referral forms are located on the school website and are available at each school. In addition, working with principals, testing coordinators and counselors, the AIG Coordinator will compile a list of students who performed at the 80% or above on the BOG3/EOG/EOC in math and reading/English assessments at the end of each testing period.

These students, along with 3rd graders who received services in the K-2 talent development, will automatically be evaluated, after parent permission has been obtained. Students who transfer from another school system can be considered for the AIG program after going through the screening process. The AIG Coordinator will collect data for each referred student for the evaluation process and will share the data with the School-Based AIG Committee. The School-based AIG Committee will include at least the principal or designee, the AIG Coordinator, the teacher of the student being considered for eligibility and/or the school AIG representative who is a member of the district AIG team. This committee will review student eligibility, determine if further assessment is needed, and make recommendations for appropriate services.

All AIG records on students evaluated, whether they were identified or not, will be kept at the district level by the AIG Coordinator and will be available for internal auditing by district leaders. The internal auditing process will include a bi-annual meeting with the district AIG team to review the eligibility criteria, the alignment of identified students for AIG with the eligibility criteria, and the selection of services for the identified students.

**\* Practice E**

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



In order to effectively articulate and disseminate information about the procedures for AIG screening, referral, and identification to all stakeholders, the following activities shall be considered and accomplished when appropriate:

-The AIG plan, which contains all procedures, shall be made public on the Bertie County Schools website. All administrators and other designated instructional support staff shall be given a hard copy of the AIG plan. The AIG Coordinator shall also maintain copies of the AIG plan and provide to stakeholders upon request.

-Brochures will be disseminated to parents, community members, and other stakeholders for a quick reference guide. When a student is screened for AIG, a copy of criteria qualifications will be given to parents of AIG students, as well as those who do not qualify.

-The AIG Coordinator or designee will annually participate in each school's open house to provide and discuss information about the AIG program and the screening, referral, and identification process.

-The AIG Coordinator or designee will meet annually with staff to review the referral, screening, and identification process. In addition, The AIG Coordinator will meet with stakeholders, at least annually, to develop a Differentiated Education Plan (DEP) for each student or group of students.

-The call alert system will be used when necessary to disseminate information to parents about AIG events.

**\* Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

All students who are identified for services will have an individual folder with critical aspects of the district's identification process. The referral forms and all paperwork associated with the AIG student, students in grades K-2, and High Flyers will be housed at the district office. The necessary information that needs to be uploaded into PowerSchool will take place. A hard copy will be given to parents and a copy will also be placed in the student's file at the district office.

Bertie County Schools will develop relationships with parents to ensure that they are confident in the services provided. Copies of all documentation will be given to parents at the DEP meeting with all necessary signatures.

AIG files for the district will be kept by the AIG Coordinator at the district office. All necessary copies of information for students will be provided for the principal, principal designee and school counselor at the school where the AIG student attends.

**\* Ideas for Strengthening the Standard**

Quarterly highlights of the AIG program to encourage individuals to participate in the referral process.

Consistent check-ins with administrators about potential students for referral.

**Planned Sources of Evidence**

\* Documentation of highlights

\* Monthly calendar of check-ins

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**Documents**

Type	Document Template	Document/Link
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AIG Standard 1 Additional Resources	N/A	
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Standard 2: Comprehensive Programming within a Total School Community

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**Standard 2: Comprehensive Programming within a Total School Community**

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

**\* Practice A**

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

The cultivation of potential in our AIG population is enhanced through an appropriate match of differentiated services to individual needs and interests as we strive to prepare students for a globally competitive world. The AIG Program attempts to do this first through informally identifying students who show potential to perform at a young age, in K-2, and providing opportunities to grow the potential in these children. The students become part of our talent development process and are monitored and provided accommodations in the learning environment through teacher differentiation and other necessary instructional resources and grouping. For highly gifted students in K-2, testing is conducted and appropriate accommodations are provided based on the data collected.

Otherwise, formal identification occurs in grades 3-12. Students who qualify for AIG services will have a Differentiated Education Plan outlining their service options. All stakeholders have access to the Differentiated Education Plan. We also allow for students who, after AIG testing, and do not meet the AIG requirements, but still show gifted potential, to be included in the High Flyer Program. These students also receive differentiated services. The total school community takes part in the support of our gifted population. The AIG Coordinator directly and indirectly supports the AIG population by providing academic, intellectual, social and emotional support and through the support of the teachers and other educators of the AIG population providing resources when needed.

The principal ensures clustered grouping of AIG students and leads the discussion of data concerning the AIG students. Counseling is available to gifted students through the AIG Coordinator, guidance counselors, classroom teachers, and administrators. Guidance counselors provide in-class support for students as directed by the principal. The student, parent, or other school personnel can make the recommendation for specific counseling needs. Group counseling occurs if a common need becomes apparent with a small group of AIG students. Counseling may also include orientation sessions during transition years to ensure appropriate service options.

Orientation to middle school occurs in the spring of the fifth grade when AIG students visit the middle school and are counseled regarding their upcoming classes and choices for enrichment. Orientation is again provided to sixth graders at the beginning of the year about school policies and opportunities available to them. The eighth grade students and their parents, in the spring, are counseled about their choice for attending Bertie High School or Bertie Early College. Guidance is also provided on course selections for high school courses including AP courses, college transfer courses and Credit By Demonstrated Mastery, as well as, interest classes including but not limited to band, JROTC, etc.

Enrichment opportunities, academic and interest-based clubs, and special programs offered at each school are made public and AIG students are encouraged to participate. After school activities including the 21st Century Program are also recommended. Out of school activities are also discussed, including but not limited to Governor's School, Summer Ventures, and other camps and opportunities. SAT and ACT information is disseminated to all age appropriate students and they are encouraged to register for all college admission tests. College and Scholarship applications and their processes are discussed with students. Students are encouraged to work with the guidance counselor and their parents in completing this work in a timely manner. Financial aid information regarding grants, work study, and federal programs are also discussed with AIG students to ensure their educational endeavors are successful.

To meet the demonstrated needs and identification areas of AG, IG, and AI, the AIG coordinator will provide access to information in student Differentiation Education Plans (DEPs). In addition, direct support for regular education teachers and other instructional staff will be provided to meet the needs of gifted learners by way of coaching, consulting, resource development and support, content acceleration, and professional development.



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**\* Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

The AIG program in Bertie County is a comprehensive and collaborative program involving many intertwined departments. The AIG Coordinator is a member of the District Curriculum and Instruction Team which also collaborates with Human Resources, the Exceptional Children's Department, Technology, Testing, and Student Services etc. to provide the best educational environment possible for all students. This collaboration provides a direct link to ensure services for gifted students, including academic and social and emotional support, are provided. This team also plans the Professional Development for the county, allowing opportunities for AIG topics and rigor to be incorporated in district-wide professional development. The North Carolina Standards are used as the baseline for instructional practices in the classroom and when designing and providing opportunities to enrich and/or accelerate learning for AIG students. AIG teachers adapt the standards in a variety of ways to best meet the needs of AIG students. The AIG Coordinator also regularly works with AIG students for enrichment, informs students of enrichment opportunities including competitions and contests and also collaborates and consults with principals and regular classroom teachers to integrate district programs and initiatives. The AIG Coordinator will also present to the board for approval any updates and modifications to the AIG plan.

**\* Practice C**

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

Bertie County will ensure all stakeholders are aware of the AIG services that are available for the growth and development of gifted students. Currently students are identified at the end of third grade as AIG in either reading, math, or both. Students in grades 4th - 8th identified as AIG, AR, and AM will receive AIG curriculum. Additional Support services will be made available for IG students as recorded in the Differentiated Education Plan (DEP). Differentiation services for students who are at least at 80% and not identified will be available as well. DEPs and or IDEPs match students' achievement and performance needs to channel the proper academic instruction. DEPs will be completed each year to show how programming and services align with students' demonstrated needs. Ongoing practice of analyzing data from benchmarks, Case 21, iReady, and DIBELS will inform the district to make decisions on grouping.

The AIG Coordinator will secure the appropriate resources to meet the students' needs. The AIG Leadership team will stay current with policies and practices to ensure all students are identified according to AIG standards and regulations. The AIG Leadership team will have representation from each school to make sure the needs of gifted learners are addressed at all levels. This will allow the AIG Coordinator to receive feedback and collaborative support from the elementary, middle, and high school to ensure that the gifted program is both rigorous and compatible with regular education standards, district initiatives, and students' identification.

**\* Practice D**

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

To ensure all teachers, school administrators, and support staff are clear on the goals of the AIG program, differentiated services for identified students, and regulations related to gifted education, the AIG Coordinator or a designee will present an overview of information at a faculty meeting at the beginning of each school year using a common power-point. The AIG Coordinator will also be available to address faculty meetings during the school year at the principal's request, as well as provide professional development throughout the school pertaining to AIG and differentiated services.

In addition, the AIG Coordinator and/or the District AIG Leadership Team members will conduct DEP/IDEP meetings with the teachers of AIG students at the beginning of each school year. The DEPs/IDEPS will be available as reference to all stakeholders. The District AIG Coordinator will ensure all stakeholders including teachers, school administrators and support staff are given access to the AIG plan. The plan will be on the district website, and at least one hard copy of the plan will be in each school to serve as a reference. Links to state and national AIG organizations will be provided on the district website.

Other means of communication to inform teachers, school administrators and other support staff will include an AIG brochure and an AIG newsletter. Annually, all stakeholders will be addressed by the district AIG Coordinator and/or AIG Leadership Team at a parent/community/stakeholders' meeting where information will be disseminated about the AIG plan and regulations related to gifted education. The AIG Coordinator will keep the district AIG webpage up to date with information and announcements for the district and schools.



**\* Practice E**

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

The AIG Coordinator will meet with the principal and counselor of each school and provide a list of AIG students and High Flyers. The AIG Coordinator will meet with the AIG Leadership Team and teachers of the AIG students to discuss programming and appropriate services for students. Differentiated Education Plans (DEPS) or Individual Education Plans (IEPs) will be developed. For students, orientation visits during transition years will also occur to ensure a smooth transition of services.

Orientation to middle school occurs in the spring of the fifth grade when students visit the middle school and are counseled regarding their upcoming classes and choices for enrichment. Orientation is again provided to sixth graders at the beginning of the year about school policies and opportunities available to them.

The eighth grade students, in the spring, are counseled about their choice for attending Bertie High School or Bertie Early College. Guidance is also provided on course selections for high school courses, including AP courses, dual enrollment, and Credit by Demonstrated Mastery.

Enrichment opportunities and special programs offered at each school are made public and AIG students are encouraged to participate. Enrichment opportunities including interest based clubs are also discussed. Out of school activities are also encouraged, including but not limited to Governor's School, Summer Ventures, and other camps and opportunities.

SAT and ACT information is disseminated to all age appropriate students and they are encouraged to register for all college admission tests. College and Scholarship applications and their processes are discussed with students. They are encouraged to work with the guidance counselor and their parents in completing this work in a timely manner. Financial aid information regarding grants, work study, and federal programs are also discussed with students.

**\* Practice F**

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

At the beginning of each school year, the stakeholders, including the AIG Coordinator, the school counselor, the principal or principal's designee and the classroom teachers of the AIG students will meet to develop a Differentiated Education Plan for each AIG student. At this time, an awareness and a plan to meet the social and emotional needs of the AIG students will be discussed. Periodically throughout the year, the AIG Coordinator will participate in PLCs at the schools monthly to stay abreast of the social and emotional needs of the AIG students in grades K-8, while conducting check-in sessions at the high school level to monitor student performance and the level of rigor in course selection.

For students who have already demonstrated a need for additional social and emotional support, plans will be put in place to continue to provide appropriate services. The AIG Coordinator will meet individually with students noted with need. The AIG Coordinator will also incorporate activities to address the social and emotional needs of AIG students. The activities for social and emotional needs could include but is not limited to a book study, guest speakers, etc.

**\* Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

Acceleration possibilities can include but are not limited to early entrance to kindergarten, compacted content, subject acceleration, whole grade acceleration and Credit by Demonstrated Mastery. A DEP/IDEP will be developed for every AIG student outlining appropriate acceleration practices. Curriculum Compacting may be used to allow students to test out of work they have already mastered through pre-assessments and, instead of regular classroom work, they will work on alternate, more challenging advanced studies. Subject acceleration is often necessary to meet the child's needs. Subject acceleration is determined on an individual basis. A student who is being considered for subject acceleration should be exhibiting characteristics consistent with high levels of achievement even with individualized differentiation for that subject.

*Indicators which imply a need for subject acceleration may include:*

- Reads two or more years above grade level with a corresponding comprehension level
  - Performs in math two or more years above grade level
  - Demonstrates mastery of standard course of study two or more years above his/her age peers
  - Indicates through work samples (completed at school) mastery of two or more years above grade level
  - Performs at an exceptional level in area being considered for subject acceleration
  - Consistently generates and applies abstract reasoning ability
  - Routinely produces independent work consistent with the above indicators
  - 98th and 99th percentile on achievement testing in area of acceleration (reading or math)
  - Performance two or more years above grade level in area of acceleration with demonstrated mastery as shown by on-grade-level grades of 98-99%
  - 97th percentile on aptitude testing in areas of acceleration.
- Opportunities will be provided at the middle school for subject advancement to high school courses. Whole grade acceleration is determined on an individual basis. A student who is being considered for whole grade acceleration should be exhibiting characteristics consistent with the individualized level of differentiation. While in many instances subject advancement, enrichment, or an individualized program may be appropriate, in rare cases, grade level acceleration is necessary to meet the child's needs in the academic environment. Indicators of an individualized need for differentiation are listed:
- Reads two or more years above grade level with a corresponding comprehension level
  - Performs in math two or more years above grade level
  - Demonstrates mastery of standard course of study two or more years above his/her age peers
  - Indicates through work samples completed at school a mastery of two or more years above grade level.

- Performs at an exceptional level in all curriculum areas
- Consistently generates and applies abstract reasoning ability
- Routinely produces independent work consistent with the above indicators
- 98th to 99th percentile on achievement test (reading and math) for two or more consecutive years
- 98th or 99th percentile on aptitude testing (Verbal and Quantitative)
- Performance two or more years above grade level in area of acceleration with demonstrated mastery as shown by on-grade-level grades of 98-99% (Even with valid research to support whole grade acceleration, it should be approached with caution).

It is strongly recommended that a trial period be arranged of at least six weeks. During this trial period, the school's counselor should schedule sessions with the student once every two weeks in order to assess the student's social and emotional progress. The child and parents should be aware that if the trial period is not a success, he or she will return to the original placement. It is important that in such a circumstance the child should not be made to feel that he/she has "failed". The possible damage to the child's self-esteem following difficulties with inappropriate grade advancement suggests that this option be used only after all other enrichment/special grouping has been explored. The final decision concerning acceleration rests with the principal according to North Carolina General Statute §115C288. Powers and duties of principal states "To Grade and Classify Pupils—The principal shall have authority to grade and classify pupils. In determining the appropriate grade for a pupil who is already attending a public school, the principal shall consider the pupil's classroom work and grades, the pupil's scores on standardized tests, and the best educational interests of the pupil. The principal shall not make the decision solely on the basis of standardized test scores."

**\* Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.



The AIG Program provides services to any K-12 AIG student who shows the need for academic differentiation. Over the next three years BCS will identify schools that have traditionally low numbers of students in the AIG program. The AIG referral and identification plan will be followed in determining those students who demonstrate a need for such services. The AIG Coordinator and/or principal will collaborate with the ELL Coordinator and the Special Education teachers to determine if there are students who may need to be evaluated.

The AIG Coordinator will encourage principals and teachers to look for students who may demonstrate giftedness, but who may not be performing in the classroom. Bertie County Schools will use AIG identification that utilize multiple criteria for identification so as to not exclude a student who shows the potential to succeed. Instruments that may be used for evaluation may include the Naglieri nonverbal ability test, the Cognitive Abilities Test or other norm referenced aptitude tests, the North Carolina End-of-Grade/End-of-Course Tests or other norm-referenced standardized achievement tests. This procedure reflects sensitivity to equal opportunity for all.

Every effort will be made to secure alternate individual assessments in a child's most fluent language when necessary. Cooperation will occur between necessary parties, including parents, the exceptional children's department, and other educational staff. No student will be refused the AIG evaluation process.

#### **\* Practice I**

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

Extra-curricular activities are provided to encourage students to explore their creative, academic, intellectual and social potential. Skills and talents that might otherwise go untapped have much potential in being developed through extracurricular programs and events. Academic contests and community service projects may also provide gifted students with extracurricular challenges they would not ordinarily encounter in the school environment. The emphasis is on helping the students develop the unique skills and talents they possess and in addressing their social and emotional needs. Many extra-curricular activities are beneficial in building and strengthening academic achievement. Research has shown that gifted students' social and emotional needs are better met when they have more opportunities to spend time with others who are similar to themselves. AIG students need to be challenged and motivated both within and outside of the classroom and this can be accomplished when they have more opportunities to spend time learning with others of like ability. The schools may sponsor enrichment activities, clubs, or events that encourage AIG student participation. Well-designed extra-curricular activities play an important role in the lives of AIG students. The extracurricular activities offered create a higher level of personal responsibility and facilitate personal and

academic growth in areas of interest. The AIG Program will create, promote, and share information that may be of interest to students, parents and schools regarding opportunities for enrichment and interest.

Possible enrichment opportunities may include, but are not limited to:

- Daughters of the American Revolution/DAR Competitions (American History Essay, Christopher Columbus Essay, Good Citizen Award, Junior American Citizens Award)
- Mentoring/Career Shadowing
- Field Trips
- Duke TIP
- Battle of the Books
- Math Olympiad
- Odyssey of the Mind
- Science Olympiad
- Stock Market Game
- Math Counts
- University Academic Summer/Saturday Camps
- Academic Challenge Competition (similar to Quiz Bowl)
- Essay and Art Contests
- Environthon
- Public Speaking/Oratorical Contests
- Future Problem Solving
- Math Fair
- Science Fair
- Geography Bee
- Robotics Competitions
- Spelling Bee/Word Masters Challenge

**\* Ideas for Strengthening the Standard**



Provide information sessions to ensure that all stakeholders understand this is a "living, breathing" document  
After each district benchmark check-in with principals to inquire about students who meet the criteria for identification.

**Planned Sources of Evidence**

\* Calendar of events

\* Documentation of principal check-ins

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**Documents**

Type	Document Template	Document/Link
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AIG Standard 2 Additional Resources	N/A	
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Standard 3: Differentiated Curriculum and Instruction

**Bertie County Schools (080) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

The North Carolina Standard Course of Study will serve as the baseline for the AIG curriculum in Bertie County Schools with integration of the AIG standards to ensure that rigor and relevance is present in the instruction to meet the needs of gifted learners. Collaboration among the principal, teachers and AIG Coordinator is essential for appropriate instruction to take place in each classroom.

Enrichment, extension, and acceleration will be ongoing and flexible as to meet the immediate and long-term needs of each student and enhance their educational experience. The following is a non-exhausted list of differentiation, enrichment, extension and acceleration strategies, that may be used to meet, enrich, extend, and accelerate learning for the gifted students in Bertie County.

PreK-5

- Early Entrance to Kindergarten: This option is available for students who meet the NC Criteria.
- Grade Acceleration: Students move ahead one or more years, skipping grade levels in the normal sequence of promotion. The Board policy on grade acceleration must be followed.

- **Flexible Grouping:** Within-grade/class and across-grade groupings of students in mixed ability classrooms to accommodate students needing the same accelerations for learning. Groupings are flexible by topic or unit of study based on pre-assessment of student needs. • **Cluster grouping Within a Regular Class:** A cluster group consisting of four to ten gifted students is assigned more challenging and appropriate enrichment, extension or acceleration activities.
- **Cluster Grouping Across Teams:** Each team identifies students performing at an advanced skill level who are then pulled together during an instructional period and taught by one teacher. The group could stay together for a specific marking period or instructional unit. At the end of that time, the groups may be reconfigured, thus keeping the group flexible.
- **Computer-Based Instruction/Telecommunications:** Computer-based instruction can be used both to enrich the curriculum and to remediate specific skill deficits. This is particularly appropriate for gifted students having specific skill gaps (e.g., gifted underachievers, learning disabled, culturally diverse, and credit accrual).
- **Subject Area Acceleration:** Students may be accelerated above grade level for specific content without whole grade acceleration.
- **Problem-Based Learning in Multiple Content Areas:** Complex, open-ended problems based on real world issues and dilemmas which require systematic analysis of problems and the generation of possible solutions are presented as projects both in and out of the classroom.
- **Concept-Based Instruction:** Learning based around a key concept to develop connections among many interdisciplinary ideas for extension and relevance are used to accelerate learning.
- **Collaborative Learning:** Students become part of a small, dynamic community for social construction of knowledge through group learning and problem-solving.
- **Socratic/Paideia Seminars:** A shared text, work of art, or experience is discussed in a didactic way that is open to in-depth analysis, high level interpretation, and transformation through synthesis of multiple ideas, contexts, and perspectives.
- **Inquiry based Learning:** Complex, real-world situations, and problems provide opportunities for students to analyze and bring to the surface underlying understandings that can be applied to new contexts for learning.

• Taxonomies of Higher Level and Metacognitive Thinking and Questioning: Frameworks that go beyond basic knowledge or factual levels of thought are used for developing questions and learning activities to create a hierarchy of higher levels of thinking, e.g. students are asked to analyze, apply, evaluate, and synthesize information.

• Thematic and Interdisciplinary/Integrated Curriculum: Thematic units of study created to connect various disciplines authentically to provide real world contexts and applications for learning.

• Tiered Lessons and Units: Students of varied identified abilities or readiness work on the same content at varied levels of challenge to increase knowledge.

• Academic Contests and Competitions: Participation may include local, state or national contests and competitions.

• Curriculum Compacting: Students are allowed to test out of work they have already mastered through pre-assessment and, instead of regular classroom work, they work on alternate, more challenging studies.

• Contracts: Learning contracts are agreements made between teacher and student that allow the student to work independently on either accelerated or enriched materials related to a unit of study. To be effective, it is important that contract goals be realistic and that the teacher meets with the student on a regular basis and review progress.

• Independent Study: The student completes an in-depth study of a particular topic under direction and guidance.

• Clubs: Club participation may be school or community based, academic or socially based.

• School Wide Enrichment: A school may decide, for a certain period of time, to focus on a topic. This could be directed around date such as Earth Day or a focus such as "One Book, One School"

Grades 6-12: In addition to the above strategies, the middle and high schools may also include:

• Attendance choice of Bertie High School or Bertie Early College

• Credit by Demonstrated Mastery (CDM): Students may place out of a course. See the Credit by Demonstrated Mastery Handbook for more information.

• Course acceleration for classes such as Math I while in middle school. Transportation will be provided by the school.

- Honors Classes: Students are able to engage in a more challenging program in their area of concentration, and a higher quality of performance is expected.
- Advanced Placement (AP) Courses: These classes focus on rigor and are available for any high school student who has met the course requirements and has a teacher's recommendation. College credit may be earned
- Distance Learning: Online courses are available to students in North Carolina through the State Department of Public Instruction Virtual Web of NC/NC Virtual Public High School as well as through the North Carolina School of Science and Math, and APEX. Students sign-up for specific courses and attend classes at their base school or at a central facility.
- Job shadowing or Internships: Internships are available for AIG students through our CTE program.

**\* 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.

Educators in Bertie County Schools are expected to keep abreast of effective research-based instructional practices, methods and strategies. In collaboration, the district and the individual school sites will work to ensure appropriate training in effective practices. AIG funds will be used, as available and in conjunction with district standards, to assist with professional development. Ongoing exploration of research-based differentiation practices to augment curricula and instruction will continuously be examined and implemented as deemed appropriate by the district. The AIG "Booster Shots," located on the NCDPI AIG webpage can be used to assist in this process. Student differentiation can be based on cognitive ability, prior knowledge, learning style preferences, interests, learning rate, grade history, pre-assessment of student skills prior to teaching the content, or other factors that will give a clear picture of the

differentiation needed. Data may be collected from grade history, Schoolnet, Guided Reading, STAR data, etc. All data should be considered to meet the ability level, readiness level, interest level and learning profile of the student. Once data has been gathered on a student, the stakeholders will be able to determine appropriate placement and instructional strategies and practices to be used. This may include a range of options including, but not limited to:

- Differentiated Instructional Units

- Project Based Learning

- Inquiry Based Learning

- Thematic Units

- Enrichment Clusters

- Curriculum Compacting

- Tiered Assignments

- Cooperative Learning

- Flexible Grouping

- Co-teaching

- Paideia Seminars

- Cornell Note Taking

- Student Led Conferences

- Interest Groups

- Contests and Competitions

- Computer Based Learning



- Goal Setting
- Special Electives
- Internships, Mentorships, Job Shadowing
- Distance Learning
- Honors Classes
- AP classes
- Summer opportunities like Governor's School
- ACT, SAT workshops
- LDC (Literacy Design Collaborative)
- MDC (Math Design Collaborative)

**\* Practice C**

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

AIG Coordinator attends professional development targeted for gifted education in addition to other state and national conferences in order to be able to offer and share the most recent best research-based practices, differentiation, content strategies and resources. The AIG Department has representation at the district level when curriculum decisions are being made.

The AIG coordinator shares effective research-based materials with educators. Teachers share ideas and resources during PLC meetings. Many of these resources are obtained from conferences, regional AIG meetings, digital learning sites and publications. A variety of evidence-based resources are available for use by classroom teachers with support from the AIG coordinator. Those resources include: Letterland, iReady, Accelerated Reading, learning styles

inventories, and project based learning. Additional resources that incorporate research-based practices and methods include:

- Community-Based Projects
- Service Learning Opportunities
- Inquiry-Based Learning

*Other programs that enhance learning:*

- Battle of the Books
- Science Olympiad
- Spelling Bees
- State Mathematics Contest
- Explorers Program

**\* Practice D**

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

Bertie County Schools will continue to develop and update curriculum that focuses on future-ready skills by developing integrated curriculum units. This could include makerspace, coding, and STEAM related activities. The district recognizes the importance of aligning and implementing best instructional practices including 21st Century skills and content at advanced levels to incorporate collaboration and teamwork, creativity and imagination, critical thinking, and problem solving.

These may include, but not be limited to:

- Primary Education Thinking Skills (P.E.T.S)
- Technology Summer Camps (when available)

- AIG Summer STEAM Camp (when available)

- Virtual Field Trips

- Robotics and Math Masters Competitions

- Partners with CTE

- Service Learning projects

- Technology based projects

- Enrichment activities/blocks

- Google and Chrome Applications

- Accelerated content

- Distance Learning

- Competitions

- Honors courses

**\* Practice E**

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

All students are taught in the “core” framework of state requirements. Data from both formative and summative assessments will be used consistently to differentiate classroom instruction and determine how to create flexible student groups. Teachers work through their grade level PLCs to determine needs of students through use of data. Teachers will differentiate by content, process or product. This could include but not limited to, leveled text, choice of materials, using mnemonics, design a poster, complete a scavenger hunt, and/or write a report.

Use of assessment data from EVAAS, EOG/EOC, Aptitude Tests, along with performance and assessment rubrics will also provide ongoing assessments of AIG students. The AIG coordinator will collaborate with principals and teachers on a regular basis throughout the year to ensure students are receiving the differentiation support needed within their flexible groups. The AIG coordinator will monitor benchmarks and provide ongoing formative assessments with NNAT3 to ensure students are receiving the instruction needed (BOY, MOY, and EOY).

Students' needs are determined through the use of data from the following assessments:

- Formative assessments (benchmarks, mClass, weekly pre- and posttests, NNAT3, iReady progress monitoring etc.)
- Summative assessments (EOG/EOC, Common Exams, WorkKeys)
- Classroom instruments (teacher made tests, report cards, etc.)
- Program Assessments (iReady, Case 21 and mClass)
- PreACT, ACT, PSAT, SAT

**\* Practice F**

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

The AIG Program of Bertie County Schools acknowledges that gifted students may have distinctive social and emotional needs. The schools in the district address the social and emotional needs of AIG students in varying ways and degrees, based on individual needs of the student and their environment/community. School counselors will be our primary source of support, when they are on site. Many school counselors provide in-class character lessons on a regular basis. The AIG Coordinator will provide information on the social and emotional needs of the gifted to parents and the gifted learners through brochures, information on the District website, and other media. The AIG Coordinator will incorporate activities and/or a unit of study in support of the social and emotional development of the student for

teachers with PLCs and scheduled professional development. The school counselors use the Sanford Harmony curriculum to support AIG students and their social, emotional learning.

Schools may participate in extension activities such as the following depending on need: participation in the district Student of the Month Character Trait awarding students at the monthly board meeting, Visiting the Poe Center incorporating healthful living topics, Motivational Speakers, Rachel's Challenge, Relay for Life, etc.

**\* Practice G**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

In the K-3 grades, referrals for gifted services may come from the classroom teacher, the media specialist, the counselor, the principal, or from daycare teachers, Pre-Kindergarten programs, parents, or the student. Once these students have been identified, they will be placed on the Talent Development list and the principals are encouraged to cluster-group these students with a teacher who has received gifted training. Students in grades K-3 will receive small group instruction and interaction from an AIG certified teacher, if possible. K-3 students will be identified as High Flyers. The teacher will work directly with high performing students that have been flexibly grouped based on assessment data. Teachers will work on enhancing reading and math. This teacher provides a nurturing environment where young children can build a strong academic foundation, fostering their creativity, curiosity and critical thinking. The nurturing of young students will be a collaborative effort between the parents, students, regular education teachers, and the AIG Coordinator. The AIG Coordinator is available to work with teachers as they provide enriching and challenging academic experiences and resources for these children.

In addition to cluster grouping, some highly advanced students may require AIG testing to determine if they should be formally identified as an AIG student. Such identification might necessitate cross-grade subject advancement or grade acceleration to ensure that academic needs are met. All students on the nurturing list will be tested at the beginning of grade three. When a student is identified in grade 3, the AIG Coordinator will collaborate with teachers in PLCs and provide professional development to incorporate enrichment activities that include critical thinking and problem solving, creativity, innovation, collaboration, global awareness, etc.



**\* Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

Communication among professionals in Bertie County Schools is crucial in order to expand and strengthen gifted services. Meetings with the District level Curriculum Team will be the starting point for conversations about differentiated curriculum and instruction. The District Strategic Plan will demonstrate a commitment at the district level to focus on development and implementation of differentiated curriculum and instruction for all learners including the gifted and high achieving learners. At the school level, all staff will work towards meeting students' needs including counseling services, participation from the EC department, and all instructional staff. Professional Learning Communities (PLCs) will continue working on strategies for rigorous differentiated instruction.

The AIG Coordinator will be invited to participate when AIG needs are part of the agenda. A focus will be made to address the needs of twice-exceptional gifted and our ELL through communication with the special education department. The AIG Coordinator will collaborate with teachers by assisting teachers with differentiation strategies, making classroom visits/observations, will encourage, advocate and monitor the use of appropriate differentiation and multiple assessment/evaluation tools for gifted learners.

**\* Practice I**

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Bertie County Schools has a framework that outlines the differentiated program for identified AIG students. State guidelines mandate a DEP or IDEP be maintained for every identified AIG student and reviewed annually. Stakeholders, such as teachers, principals, parents and the AIG coordinator will be involved in developing the DEP. The annual writing of DEPs and IDEPs ensures the accommodation of the learning needs of gifted students. A copy of the signed DEP will be maintained by the AIG Coordinator for review and filing. Teachers are asked to collaborate with their peers to discuss options and select those options they will recommend on the DEP. In addition, the AIG Coordinator will work with the school counselor to review and update the 4 year plan with students.

Annual reviews will be conducted at the beginning of the school year, but can also be conducted as needs arise for intervention and IDEP consideration. Service levels may be increased, reduced, or remain the same based on collected evidence at any time based on circumstances of student need. The AIG Coordinator and school counselors will document the transfer of AIG student information from elementary to middle school and from middle school to high school.

**\* Ideas for Strengthening the Standard**

To further strengthen this standard, the District should consider:

- An "AIG All Day, Everyday" motto
- Increase the amount of District Sponsored competitions

**Planned Sources of Evidence**

* AIG plan
* AIG Brochures
* AIG Folders
* AIG Rosters
* DEPs/IDEPs

Documents	
Type	Document/Link
Document Template	

AIG Standard 3 Additional Resources

N/A

Standard 4: Personnel and Professional Development

**Bertie County Schools (080) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 4: Personnel and Professional Development**

*The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.*

**\* Practice A**

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

Bertie County Schools has employed a full-time, licensed AIG Coordinator to oversee the development and implementation of the AIG program. It is the goal of the district to hire teachers with AIG certification on their license. These teachers, along with the AIG Coordinator, will serve gifted students either through direct or consultative services. Each school will also select at least two school-based educators to serve on the district AIG Leadership Team, under the direction of the AIG Coordinator. This team will be responsible for assisting the AIG Coordinator with disseminating information, monitoring and updating the AIG plan, planning and facilitating AIG related programs and events, as well as professional development. In addition, the AIG Coordinator will collaborate with the Curriculum and Instruction department to ensure that AIG programs and services are aligned with the district vision and goals and to monitor implementation progress.

The duties of the AIG Coordinator include, but are not limited to the following:

- Assist in the planning and implementation of the district AIG plan.
- Assist in the development of AIG protocol, guidelines, and procedures.
- Assist in the system-wide implementation of the local AIG plan and accountability of the AIG program.

- Communicate with schools, outside agencies, and others regarding AIG program policies, procedures, and concerns.
- Complete all AIG referral, screening, and identification procedures.
- Work with AIG leads to ensure that all AIG folders and paperwork are in compliance.
- Maintain electronic and hard copy data on identified AIG students to include accurate Child Count data.
- Meet with principals to determine school needs in regards to the AIG program areas, including enrichment program support services.
- Design and provide ongoing professional development opportunities at the district and school levels.
- Assist school level leadership and teachers in the development and implementation of differentiated curriculum.
- Assist teachers with the Honors Portfolio Review process in the high school and provide input to school level leadership to ensure honors courses have the rigorous requirements necessary for that level of coursework.
- Serve as a liaison between the AIG program and NCDPI.
- Represent the AIG program at local, regional, state, and/or national meetings.

**\* Practice B**

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

While the district does not currently employ AIG Specialists, classroom teachers of gifted students, counselors, and other stakeholders are tasked with ensuring that all students experience appropriate support in their academic, intellectual, social, and emotional journeys. The AIG Coordinator will support the schools' efforts to meet the needs of gifted learners by providing and promoting professional development opportunities that address specific need areas. Strategies to address the needs of gifted learners and high flyers will also be an ongoing agenda item at monthly AIG Leadership Team meetings. The AIG Coordinator will provide the team, as well as school administrators, with access to AIG Booster Shots and professional literature to support the efforts to provide quality services for students' individual



needs at the elementary, middle, and high school levels. With the assistance of the AIG Coordinator as needed, representatives on the AIG Leadership Team will be expected to share strategies with educators in their schools during professional learning communities, staff meetings, and/or other times determined by the school administrator. Increasing the number of AIG-certified teachers, with the possibility of creating a position for AIG specialists/facilitators in the future, is a long-term goal for the district.

**\* Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

At the beginning of each school year, the AIG Coordinator will conduct professional development on the characteristics of gifted students and the referral/identification process for the AIG program at each school. All administrators, general education teachers, special education teachers, counselors, and other instructional support personnel will be required to attend. Additionally, data from annual surveys will be used to determine professional development needs and topics related to AIG. The AIG Coordinator will work with the Curriculum and Instruction department to provide ongoing professional development and follow-up sessions based on identified topics.

Provide professional development to ensure all district personnel incorporate equitable and excellent practices to meet the individual needs of AIG students within elementary, middle and high schools. The content of the professional development will include best practices for implementing differentiated services to meet the needs of gifted learners.

The AIG Coordinator will also work with the Human Resources department to promote AIG certification. Teachers will be encouraged to pursue certification through face-to-face and online courses offered at area universities or through meeting the testing requirement as outlined by NCDPI.

**\* Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

Bertie County school administrators are aware of the importance of the appropriate placement of AIG students to best meet their needs. The AIG program recommends that, if possible, classroom teachers have AIG certification when the class membership includes AIG students. School administrators should place AIG identified students in cluster groups with an AIG certified teacher, if possible, as a single group or in cluster groups of no less than four students per classroom for reading and math in grades 4-8. Honors and Advanced Placement teachers must also meet professional prerequisites for teaching those courses. The AIG Coordinator will work with the Director of Testing and Accountability/Powerschool to monitor the assignment of students to appropriately licensed personnel. Because we understand the importance of having AIG students served by appropriately licensed personnel, it is the district's goal to promote AIG certification. Teachers who obtain certification will be recognized at a Bertie County Schools Board of Education meeting.

**\* Practice E**

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

The goal of the AIG program for Bertie County Schools is to meet the academic, intellectual, social, and emotional needs of students who consistently perform or show the potential to perform at high levels through rigorous and differentiated instruction, programs, and services. The AIG Coordinator, who is a member of the Curriculum and Instruction department, serves as a voice for AIG students and works collaboratively with Special Education, Testing, CTE, Student Services, Technology, and other departments to develop professional development that supports all district goals and initiatives. By working with other departments, the AIG Coordinator is able to share data, needs, concerns, and best practices related to the needs of AIG students from a district and school-level perspective. While basic topics related to AIG, such as characteristics of gifted learners and the referral, screening, and identification process for gifted, will be delivered annually, other topics and best practices will be presented throughout the year based on data from surveys, benchmarks, and other forms of assessment. One identified professional development focus will be meeting the social and emotional learning needs of students which aligns with the district's MTSS plan. We will also seek training opportunities outside of the district and utilize DPI's AIG Booster Shots to build capacity in all educators who work with gifted students. Consistent progress monitoring of all available data sources will ensure that professional development aligns with student needs, best practices in gifted education, as well as overall district initiatives.

**\* Practice F**

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

Each school is responsible for structuring opportunities for AIG teachers and other teachers to plan, implement, and refine applications of their professional development learning. This can be time set aside during the day for individual planning, grade level or department professional learning communities, or planning with the AIG Coordinator or other district personnel. Scheduled time is also available for district-wide vertical alignment planning after school and on early release professional development days. Besides face-to-face collaboration, educators also have opportunities for online networking and personalized learning through formats such as webinars and modules.

**\* Practice G**

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

Provide professional development to ensure all district personnel incorporate equitable and excellent practices to meet the individual needs of AIG students within elementary, middle and high schools. The content of the professional development will include best practices for implementing differentiated services to meet the needs of gifted learners. The AIG coordinator is a member of the curriculum and instruction team and is part of the decision making when identifying and scheduling relevant professional learning that aligns with AIG goals and district initiatives. Collaboration with administrators and instructional coaches provides input on how to serve the needs of the teachers to meet the needs of students. Monthly meetings with C & I, instructional coaches and administrators allows for discussion to plan appropriate professional learning to ensure best practices in gifted education is shared.

**\* Ideas for Strengthening the Standard**

Provide monthly updates during the principal meetings.

Provide open office hours for support staff of each school to discuss the needs of each individual school.

During district AIG meetings, provide professional development that the representatives can take back to their individual buildings (Train the Trainer Model).

**Planned Sources of Evidence**

\* Monthly newsletters with updates

\* Open calendar

\* Planned activities/tasks to share with AIG Representatives

**Documents**

Type	Document Template	Document/Link
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AIG Standard 4 Additional Resources	N/A	
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Standard 5: Partnerships

**Bertie County Schools (080) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

Bertie County Schools is constantly exploring ways to involve parents and our local and extended community in the educational process of our students. Schools, based on grade level and needs, host programs such as STEM Community Night, Math Night, Family Curriculum Nights that focus on reading, math, and science, Career Day, CTE Showcase, EOG Prep Nights, Transition/Orientation Nights for students/families entering a new school, etc. Schools also implement programs such as “One School, One Book” or Falcon Biomanufacturing Day. Field trips to local educational sites, as well as college and university tours are planned to enrich the educational experiences of the students. Guest speakers from the community are invited into the classrooms to address current issues, interests, or for curriculum enrichment. The varied activities, field trips, and guest speakers offer additional avenues for providing academic, intellectual, social, and emotional support based on student needs.

It is the intent of Bertie County Schools to maintain our partnership and support from our current supporters including, but not limited to, Partnership for the Sounds, Land of Water, Historic Hope Plantation, Albemarle Exploration Project, Bertie Foundation, Bucks for Bertie, Perdue, SECU, PNC Bank. Efforts to expand partnerships to provide more academic, intellectual, social, and emotional services for AIG students will continue.



Effective communication and collaboration with these stakeholders is necessary for a strong partnership to be meaningful and long lasting. Information is disseminated through various media including the district website, newsletters, brochures, call-outs, etc. A parent/community meeting, specifically about AIG activities, is held at least annually in order to disseminate information, gather input from stakeholders, improve communication, and encourage collaboration. Annual surveys for students, parents, and staff are also administered to reveal strengths and opportunities for growth of the existing program. Data from these sources provide valuable direction in setting goals and making recommendations for the gifted program within the context of the total school program.

**\* Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

The AIG plan and information regarding the local AIG program are communicated with all stakeholders in a variety of ways. The Superintendent, Board of Education members, AIG Coordinator, school administrators, and district Curriculum and Instruction team members will have a hard copy of the local AIG plan. The AIG plan and brochures about the program will be available on the district website for parent and community review at any time. In addition, there will be links to useful resources and pertinent information regarding gifted education on the district website. AIG newsletters and brochures will be disseminated in both hard copy and digitally on the website. Automated calls will be sent out prior to the annual parent/community meeting and other AIG programs and activities. In the spring, surveys will be given to the parents of the gifted students, administrators, and teachers to obtain input about the effectiveness of the program and opportunities for improvement. Information is regularly translated in appropriate languages for parents, and when possible an interpreter is available at parent meetings.

**\* Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

Bertie County Schools has established an AIG Leadership Team to advise the AIG program. The current team consists of teacher representatives from each grade span, school administrators, and district leaders. For the current plan revision cycle, the AIG Leadership Team launched a survey and examined data and input from students, teachers, administrators, and parent/community members. Information from the surveys was initially used to examine the existing AIG plan and determine necessary revisions. With the employment of an AIG Coordinator, the Leadership Team has recommended expansion of the group to include teacher representatives from each school, administrators, instructional support personnel, parents, and community members. This team will monitor the effectiveness of the AIG program and make recommendations as needed.

**\* Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

The district makes every effort to communicate educational opportunities and events for AIG students with all parents and community members. This includes local, state, and national competitions, contests, summer trips, Governor’s School, service learning, job shadowing opportunities, etc. to further enhance the education of the AIG students. Information is disseminated to stakeholders through all available tools such as fliers, automated phone calls, emails, newsletters, and letters. Information is regularly translated in appropriate languages for parents, and when possible an interpreter is available at parent meetings.

**\* Ideas for Strengthening the Standard**

Continuous recruitment for parent representatives

Sustain partnerships throughout the school year

## Planned Sources of Evidence

\* Flyers for Open House/PTA meetings

\* Follow-up sessions to discuss partnerships

\* Surveys

### Documents

Type	Document Template	Document/Link
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AIG Standard 5 Additional Resources	N/A	
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Standard 6: Program Accountability

**Bertie County Schools (080) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 6: Program Accountability**

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

**\* Practice A**

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

Bertie County Schools maintains a local AIG plan based on state legislation and the State Board of Education policy (NCGS 115C-150.5-.8 {Article 9B}). The plan has been developed by the district AIG Leadership Team using feedback from stakeholders' surveys, and suggestions from the NC Department of Public Instruction. The plan describes the implementation of each practice in clear and concise language. The plan has been presented to the Bertie County Schools Board of Education for approval and submitted to the State Board of Education/Department of Public Instruction for review and comment. This plan serves as a working document and may be modified when necessary to meet the needs of the AIG population. It is understood that any modifications must go through the district AIG Leadership Team and be presented to the Bertie County Schools Board of Education for approval and then re-submitted to the State Board of Education/Department of Public Instruction.

**\* Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

The AIG program and the AIG plan will be monitored by the district AIG Coordinator and the district AIG Leadership Team. The current Leadership Team has recommended expansion of the group to include teacher representatives from each school, administrators, instructional support personnel, parents, and community members. It will be the

responsibility of this team to ensure the implementation, review, monitoring, and evaluation of all aspects of the local AIG program and make recommendations for program improvement. Consistent and ongoing monitoring will ensure that all components of the local AIG program and plan are implemented in accordance with current legislation and state policies. In addition, the AIG Leadership Team will review and approve the AIG brochure and other pertinent forms and documents. Changes in the documents will be made upon the approval of the AIG Coordinator and a majority of the AIG Leadership Team. The AIG Coordinator will collect data regularly, both formally and informally, to identify areas of program improvement. The AIG Coordinator will complete and submit interim reports as needed and on time. The AIG Coordinator will also serve on the district Curriculum and Instruction team, allowing for a direct avenue for sharing program information. The AIG Coordinator will work with school administrators to provide annual updates to stakeholders.

**\* Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

In Bertie County, state AIG funds are spent entirely on the AIG program. State AIG funds are used to pay the salary of the AIG Coordinator, to provide relevant instructional resources for AIG students, to assist students with extracurricular fees, such as Governor's School or academic field trips and competitions, as deemed appropriate by the district. When considering purchases and other expenditures, student benefit should be the focus. The AIG Coordinator will work with the Finance Officer, Curriculum team, and School Administrators to develop a budget that is aligned with the program goals of the AIG Plan. The AIG Coordinator will maintain a system for tracking the alignment of expenditures with program goals and make periodic reports in the district Curriculum team meetings for feedback and support

**\* Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

The AIG Coordinator will work with the Testing Director to gather, analyze, and share achievement data for AIG students. Some of the data sources may include EOG, EOC, EVAAS, Pre-ACT, ACT, WorkKeys, and Benchmarks. Other sources of data may include attendance, disciplinary incidents, scholarships, college acceptance information, and number of internships. Based on the data, the AIG Coordinator will work with school administrators and teachers to determine the appropriate AIG services for students at each individual school, including support to address social and emotional needs. This data will also be used to assist in completing DEP's or IDEP's for individual students. AIG



drop-out data will be monitored so that interventions can be implemented to prevent AIG students from leaving school. Counselors will work with AIG students who plan to drop out of school to develop a more appropriate educational plan

**\* Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

Bertie County Schools is a small, rural school district located in the northeast quadrant of North Carolina in the town of Windsor. The district has eight schools: one pre-K school, four elementary schools, one middle school, and two high schools; a traditional high school and an Early College High School. The district's student population for grades kindergarten through 13 is approximately 1,878. The ethnic makeup of the student population has remained consistent and presently is approximately 81% Black, 14% White, and 5% other, with 51.8% males and 48.2% females. The district has 87% of its students eligible for Free or Reduced price Lunch, which is considerably higher than the state average of 56.7% with 35% of children under 18 are living in poverty. Average attendance in the school system is 97%. The district's population of Exceptional Children totals 12.9%. The percentage of exceptional children in the elementary and middle schools shows a slight decrease with the high school remaining the same.

The AIG population of Bertie county is currently below 4% of the student population, which is a total of 51 students identified within the district. The percent of females identified as AIG is 1.65% (31 students) and the percent of males identified as AIG is 1.06% (20 students).

The AIG Coordinator will maintain a database to monitor the representation, performance, retention of underrepresented populations in the AIG program. Some of the information included in the database for each student may include: area(s) of identification, exceptionalities, ethnicity, economically disadvantaged, English language learner, highly gifted, benchmark data, EOG/EOC data, etc. The monitoring process will provide information about subgroup representation of students who were tested and did not qualify, as well as those who did not meet the criteria. The district AIG Leadership Team will examine ways to identify more underrepresented populations and encourage referrals at the individual schools to ensure the needs of all students who are gifted or have the potential to achieve are identified. Resources will also be provided to teachers to better recognize and understand giftedness in underrepresented populations.

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**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	---	<5%	---	---	---	---	---
<b>Male</b>	---	---	---	---	---	---	---
<b>Total</b>	---	<5%	---	---	---	---	8.15%

**Percent of Total AIG Students Identified as Dual Exceptionality**

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**\* Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

The AIG Coordinator will work with the Human Resources Department to maintain a current list of teachers/staff who have AIG certification. School administrators will be made aware of the teachers in their schools who have AIG certification, and it will be recommended that AIG students be clustered in those teachers' classrooms when possible.

**\* Practice G**

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

Regular feedback on the AIG program will be gathered through the annual DEP meetings, informally from teachers, school administrators and students, and formally through annual surveys to teachers/staff, students, parents, and community members. The AIG District Leadership Team will also gather feedback from the stakeholders at their individual schools during PLC's/staff meetings and share out at monthly meetings for discussion and analysis. The

contact information for the AIG Coordinator will be placed on the district and school websites so that parents and community members will have easy access for communication.

**\* Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

A formal comprehensive program evaluation for reviewing and revising the local AIG plan will occur, at minimum, every three years as directed by the SBE and DPI. Based upon feedback from DPI, surveys from multiple stakeholders including parents, students, and staff, local and state test data, and information obtained during AIG District Leadership Team meetings, we will modify the local AIG plan to best serve the students in Bertie County. During the three-year cycle, the AIG plan will be a working document and may be modified when necessary to meet the needs of the AIG population. All recommendations for modifications will be presented first to the district Curriculum and Instruction team and the district AIG Leadership Team. Modifications will then be presented to the Bertie County Board of Education for approval and then re-submitted to SBE/DPI for comments.

**\* Practice I**

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

Information gathered on the AIG program will be transparent to all stakeholders. This information will be shared with the district Curriculum and Instruction Team and AIG Leadership Team, who will share with individual schools and stakeholders as appropriate. Program evaluation data will be available in hard copy at the Central Office and published in a variety of formats, including the district website, brochures, newsletters, etc.

**\* Practice J**

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Bertie County Schools has established policies that safeguard the rights of AIG students and their parents and families.

Due process is a guaranteed state and district requirement. Bertie County Schools will continue to abide by state laws and guidelines to ensure that the rights of AIG students are protected through LEA policies and procedures. If a disagreement should occur between parents and Bertie County Schools concerning AIG identification and/or services, "Procedures to Resolve Differences" provides a step-by-step grievance procedure.

 [Click here to remove the table and use only the narrative field.](#)

Process	Procedure
Informed consent for identification	* Written permission must be given by the parent/guardian before AIG evaluations can be conducted. Parents/Guardians will be notified in writing of any decision on identification, placement, or reassessments.
Informed consent for placement	* Parents will receive an AIG Student Eligibility/School Site Decision Form that will indicate the indicators of giftedness and recommendations.
Transfer procedures	* Transfer students who are identified in Powerschool as AIG must present to the AIG Coordinator the necessary documentation showing they meet the requirements of Bertie County Schools. As soon as it is determined that the student qualifies, he or she will be placed in the AIG program. If there is not sufficient evidence that the student meets the Bertie AIG criteria, the transfer student must go through the AIG identification process before being placed in the program.

**Reassessment procedures**

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Bertie County Schools will provide up to 2 aptitude tests for students. At any time after the student's 3rd grade year, a request can be made for aptitude testing through the school's AIG Team. Based on a body of evidence that supports and demonstrates that a student may be gifted, a second test may be administered. The NNAT3 will be administered to grades 6-8 to identify students at the middle school level.

**Reconsideration for Aptitude Testing**

Any student can be given a second aptitude test if a body of evidence is presented to the AIG team that demonstrates potential giftedness.

- o The student's scores on the NC EOG/Achievement tests for Reading AND/OR Mathematics are 80% or higher AND
- o A recommendation, through a body of evidence, that documents advanced performance.

**Procedures to resolve disagreement**

\*

**Procedures to Resolve Differences**

In the event that a parent/guardian disagrees with a decision regarding the identification of his or her child, the following procedures to resolve differences shall occur.

**Step 1**

Parent(s) shall submit a written request for a conference with the AIG Coordinator to discuss the concern. The AIG Coordinator will grant the conference within five school days of the request and respond in writing within ten school days of the conference. If the AIG Coordinator cannot resolve the concern, proceed as follows.

**Step 2**

Parent(s) may make a written request within ten days for a conference with the principal. The



Parent(s) may make a written request within ten days of a conference with the principal. The principal will review the recommendation with the AIG Coordinator, grant the conference within five school days of the request, and respond in writing within ten school days of the conference. If the principal cannot resolve the concern, proceed as follows.

**Step 3**

The parent(s) may appeal in writing to the Chief Academic Officer. The Chief Academic Officer will review all documentation concerning the unresolved issue, review the grievance within ten days of the appeal, and respond in writing within ten days following the review. If the concern is still not resolved, proceed as follows.

**Step 4**

The parent(s) may appeal in writing to the Superintendent. The Superintendent will review all documentation concerning the unresolved issue, review the grievance within ten days of the appeal, and respond in writing within ten days following the review. If the concern is still not resolved, proceed as follows.

**Step 5**

The parent may appeal in writing to the local Board of Education within ten school days following the written response from the Superintendent. The Board of Education will review all documentation concerning the unresolved issue at the first board meeting following the written appeal, and offer a final written decision within thirty days after review.

*If the concern is still not resolved, proceed as follows.*

In the event that the local grievance procedure fails to resolve the disagreement, the parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The purpose of the review is to determine if: the local school administrative unit failed to properly identify the student as an academically and/or intellectually gifted student, or the local plan has been implemented inappropriately with regard to the student. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusion of law. Notwithstanding the provision 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 fees are not available to parents. At any point in the process of filing a petition, mediation by a mutually agreed upon third party is encouraged.

**\* Ideas for Strengthening the Standard**

Increase dissemination of information to the public

Keep principals informed of state regulations and policies

Monthly updates to the building administrators and AIG district leadership team

**Planned Sources of Evidence**

\* Meeting Agendas

\* Calendar of Planned meetings facilitated by AIG Coordinator

\* Surveys

**Documents**

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	

Local Board of Education Approval



**Bertie County Schools (080) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

04/12/2022 



Original Application Submission Date: 07/05/2022

**Documents**

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Bertie County Schools BOE approval form</u>

AIG Related Documents


**Bertie County Schools (080) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Bertie County Schools BOE approval form</a>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

**Bertie County Schools (080) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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