Caldwell County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 10-JUN-19
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LEA AIG Contact Name: Dr. Donald Phipps
Submitted to NC Department of Public Instruction on: 12-JUN-19

Caldwell County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Caldwell County Schools local AIG plan is as follows:

Caldwell County Schools Vision for local AIG program: The vision of the Caldwell County Schools' AIG Program is that each advanced learner will graduate from high school prepared for success in post-secondary education, will be engaged and globally competitive for emerging jobs and employment, and will be prepared for life in the 21st century.

Sources of funding for local AIG program (as of 2019)

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<tr>
<th>State Funding</th>
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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 screening and referral processes that lead to AIG identification at all grade levels.

District Response: The Caldwell County School District has developed specific screening and referral processes that lead to Academically Gifted (AIG) identification at all grade levels. AIG Specialists are assigned to each school in the district based on average daily membership, AIG headcount, and relevant need. Specialists are responsible for screening all relevant data, accepting referrals at their assigned schools, and maintaining an AIG watch list of students who show potential for referral and placement. All screening and referral data is collected and organized on an individual school's AIG Search Data Spreadsheet. Using the AIG Search Data Spreadsheet, AIG Specialists add information yearly after the annual end of year state testing, at the beginning of the school year, after each grading period, and at the completion of the district's universal screening test. Specific information collected yearly includes:

- Data for all students with EOG scores of 90 percentile or higher
- Data for all students with a CogAT composite or subtest scores of 90 percentile or higher
- Data collected at the end of each benchmark cycle (Beginning of Year Reading Test; Middle of Year tests; End of Year tests)
- Students with DIBELS and TRC scores at the 95 percentile or higher
- All educator referrals.

Referral Process Timeline
Beginning of the Year (BOY)--Specialists review current AIG student report from Power School, new transfer students to the school/district, prior year's End of Grade/Course scores, current year's Beginning of Grade Reading Assessment (BOG). They also consult with all teachers of record for students in the referral process.

End of the first quarter - Specialists meet with all classroom teachers to receive referrals, review grades from the first quarter, and collect any other relevant data.

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.

District Response: Caldwell County Schools has established a process for identifying students at all grade levels through multiple pathways. Each pathway reflects the specific use of data information for identification and placement.
Caldwell County Schools Gifted Identification Definitions
IG - Students who have shown high ability or the potential to perform.
AI - Students who have demonstrated a high ability and achievement.
AG - Students who have demonstrated high achievement in both Reading and Math.
AR - Students who have demonstrated high achievement in Reading.
AM - Students who have demonstrated high achievement in Math.

IG - Students in kindergarten through twelfth grade are identified intellectually gifted with a composite score of 98th percentile on a nationally normed aptitude test. All Caldwell County Schools students are screened with CogAT aptitude testing in the 4th grade. Additionally aptitude testing can be administered individually by the assigned AIG specialist as needed. Alternate aptitude tests are available for retests.

AI - Students in kindergarten through twelfth grade are identified academically and intellectually gifted with a composite score of 95th percentile on a nationally normed aptitude test and a score of 95th percentile on both math and language arts achievement tests. AG - Students in kindergarten through twelfth grade are identified academically gifted through multiple pathways. Pathway 1 students are identified academically gifted with a score of 98th percentile on both a math and language arts achievement tests. Pathway 2 students are identified academically gifted with a score of 95th percentile on both math and language arts achievement tests and a report card grade of "A" in both math and language arts classes. Pathway 3 students in grades three through twelve are identified academically gifted with a score of 90th percentile on one standardized test per service area (math achievement, reading achievement, aptitude composite, or aptitude subtest); and a report card grade of "A" in both math and language arts classes; and a passing rating scale.

AR - Students in kindergarten through twelfth grade are identified academically gifted through multiple pathways. Pathway 1 students are identified academically gifted with a score of 98th percentile on a language arts achievement test. Pathway 2 students are identified academically gifted with a score of 95th percentile on a language arts achievement test and a report card grade of "A" in language arts class. Pathway 3 students in grades three through twelfth are identified academically gifted with a score of 90th percentile on a standardized test (language arts achievement test or aptitude subtest in language arts) and a report card grade of "A" in language arts classes, and a passing rating scale.

AM - Students in kindergarten through twelfth grade are identified academically gifted through multiple pathways. Pathway 1 students are identified academically gifted with a score of 98th percentile on a math achievement test. Pathway 2 students are identified academically gifted with a score of 95th percentile on a math achievement test and a report card grade of "A" in math class. Pathway 3 students in grades three through twelfth are identified academically gifted with a score of 90th percentile on a standardized test (math achievement test or aptitude subtest in mathematical area), and a report card grade of "A" in math classes, and a passing rating scale.

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.

**District Response:** The Caldwell County School District works diligently to ensure that the AIG screening, referral, and identification processes responds to all demographic populations in the district. Spring and fall headcounts are prepared, reviewed, and analyzed by the AIG Director and AIG Specialists to ensure an equitable and responsive reflection of the district's cultural, English Learning, and economically disadvantaged populations, as well as those who are highly gifted and/or twice exceptional. Alternative assessments are made available to students with special considerations such as English Learners (i.e. Naglieri.) Individual aptitude and achievement tests administered by school psychologists are reviewed as placement criteria for all students who are twice-exceptional. Highly gifted students are identified through Pathway I using test data from just one area.

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

**District Response:** The Caldwell County School District implements AIG screening, referral, and identification procedures consistently within the LEA. AIG Specialists are assigned to every school in the district. Each specialist collects, reviews, and organizes screening and referral data on each individual school's AIG Search Data Spreadsheet. AIG Specialists meet monthly with the Director of Gifted Services to examine the data. Analysis monthly serves to determine trends and needs throughout the district so that services are seamless. Specialists and the Director compare data from schools to drive professional development that would be most beneficial for the entire district or for individual schools. All AIG Specialists meet yearly with their assigned schools' faculties in large group meetings and in grade level professional learning communities to review the Caldwell County Schools' Gifted Education Plan. Included in those meetings will be information about headcounts, placement of new students, referral of potential students, and professional support and resources available to the general education teachers. The Director of Gifted Services attends all elementary, middle, and secondary curriculum meetings held with the principals. The Educational Program Services Department meets weekly at the Education Center. The AIG Director serves in that department and coordinates and advocates for gifted services at the different levels. AIG Specialists maintain records of student referrals and placements until records transfer at the end of grade five and grade eight. When AIG Specialists transfer identified student census files, they also meet with the receiving AIG Specialist to share information and provide narratives about educational needs of each student. All AIG files after grade eight are housed at the Caldwell County Education Center.

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

**District Response:** The Caldwell County Schools' Academically Gifted Department disseminates information regarding the screening, referral, and identification process to school personnel, parents and families, students, and the community at large. Every school has an assigned AIG Specialist
who meets with teachers yearly to discuss the program and address student needs and concerns. AIG Specialists review the approved AIG Plan, pathways to identification, areas of identification, and the screening/referral process. The Director of AIG Services meets monthly with principals and other curriculum directors to disseminate relevant AIG data. AIG Specialists host yearly parent nights at assigned schools to review parent rights, student rights, the Differentiated Education Program, and other educational opportunities for all Caldwell County advanced learners. Parents are given an annually–revised pamphlet about services available, with updated resource information and contact information relevant to each school and individualized for each school by the assigned AIG Specialist. The AIG Department maintains a website for students, parents, and the community that maintains the Caldwell County Schools' approved AIG Plan, a review of the yearly DEP Parent Meeting Presentation, contact information for the director and all specialists within the department. AIG Specialists work closely with the Bilingual Community Liaisons from the EL Department when documentation translation or direct interpretation may be needed.

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.

District Response: The Caldwell County Schools' AIG Department builds and maintains a census file for every student identified. Specialists begin collecting evidence for placement once parents have returned the Permission to Gather Evidence Form. All AIG census files contain the permission for evidence form, data evidence used for identification in the Caldwell County Schools' AIG Program, consent from parents for services provided by Caldwell County, and copies of all Differentiated Education Program forms. The Caldwell County Schools' Director of Gifted Services reads, reviews, and must approve all identification and placement evidence and forms before each specialist meets with the parents. The census file is reviewed with parents during the initial placement parent conference before parents give consent to services. Parents are given a copy after all signatures are complete. A student's AIG census file follows them from school to school, with yearly additions to the Differentiated Education Plan, Invitations to Conference, and Annual Reviews of Student Progress.

Ideas for Strengthen the Standard: Continuously update the AIG website to make it more comprehensive for the AIG Program, including pathway information, PowerPoint presentations, important AIG documents, and survey questions

Publish a district AIG newsletter that provides current identification information, promotes AIG Programs throughout the district, and highlights district-wide AIG events

Create a new brochure for the Talent Development Program

Create an updated brochure for the AIG Program

Provide checklists and flowcharts to schools to identify students for the Talent Development Program and the AIG Program
Maintain AIG Census Files for three to five years after graduation

AIG Specialists' revised yearly plans for each of their assigned schools

**Sources of Evidence:** Caldwell County Schools' 2019-2022 Academically or Intellectually Gifted Plan

Online AIG Specialists' Handbook of policies/procedures/forms

Talent Development files (maintained throughout K-3)

AIG K-5 service notebooks with Talent Development lists; teacher referral forms; Child Search Forms; newsletters and other communication documents; other relevant paperwork documenting screening, placement, identification and accountable service delivery

Annual Differentiated Education Plans (DEPs)

Individual Differentiated Education Plans (IDEPs)

LEA-AIG Individualized or Group Testing Data reports (by AIG Department)

Student observation/student checklist forms

Parent Invitation to Conference completed forms

AIG 5th Grade Student Data Sheet

Power School AIG student headcount reports (reviewed twice a year)

AIG parent brochures

Sign-in sheets/agendas at faculty and/or team meetings in which county AIG information has been provided to staff and/or parents

AIG Council Meetings, and trainings (Agendas, sign-in sheets, and handouts)

AIG/Governor's School Parent Nights (Handouts, Power Points and sign-in sheets)

A Parent Rights/Due Process statement provided at all yearly parent DEP and/or IDEP and initial placement meetings
Standard 2: Comprehensive Programming within a Total School Community

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

Practice A
Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: The Caldwell County Schools' AIG Program focuses on continuous improvement in order to evaluate and update AIG service delivery options that are comprehensive, responsive, and appropriate to the academic, intellectual, social, and emotional needs of gifted learners. Services are aligned to a student’s AIG Identification and are documented through the development of students' Differentiated Education Plan and/or Individual Differentiated Education Plan. AIG Specialists are assigned to work in all twenty-six schools, either in providing indirect/consultative services or direct services to students. The AIG Specialists also adapt to a variety of school configurations in the district, serving eleven K-5 elementary schools; four K-8 schools; four large middle schools with grades 6-8; three traditional high schools; two innovative high schools; and two behavior-based alternative schools, one for students in grades K-6 and one for students in grades 7-12.

The AIG team implements evidence-driven strategies and adapts evidence-driven resources to tailor instruction for students at the different school settings, extending the North Carolina Standard Course of Study at the K-8 levels. Elementary schools receive a combination of consultative services and/or direct pull out services. The four K-8 schools are smaller and in the rural parts of the district; services at those schools may include a combination of consultative services and/or collaborative teaching services, with AIG Specialists going into classes to reach out to gifted students and other higher ability learners. At the larger middle schools, AIG Specialists go into classes and supplement lessons with general education teachers in advanced language arts and math classes, in addition to consultative and indirect pull out services. Middle School AIG Specialists also provide intensive digital and technological expertise to all general education programs at the middle school. At the high school level, the AIG High School Specialist works with gifted learners to ensure challenging courses of study are available and scheduled. In addition, the AIG High School Specialist provides consultative services to AP and regular classroom teachers to help plan differentiated activities and instruction for higher ability learners. Finally, at the two alternative schools, the AIG Specialists provide academic planning for the behavior support team, along with strong social and emotional support to gifted students assigned to those schools. This ensures that academic programming is paired with the behavioral interventions.

A Lending Library is available to the AIG Specialists and other district educators from the AIG District Office, with informational books and hands-on materials updated annually. These resources provide support and ensure consistency throughout the district, with materials utilized for gifted students and other higher ability students. In addition to the AIG Specialists, the Lending Library will continue to be a catalyst to disseminate resource materials to regular educators. These resources connect and
support the North Carolina curricula in all daily classroom strategies and activities. These items may be requested from any AIG Specialist or from the AIG Director.

The Caldwell County AIG Department offers a local AIG Teacher Mentor Program for teachers interested in better serving their gifted students in the regular classroom environment. Coursework focuses on student identification, social and emotional needs of gifted students, and differentiation strategies for high ability learners. The cohort course work consists of 5 hours of face to face classroom sessions and a minimum of 5 hours online coursework and projects. This course work is geared to prepare interested participants for the AIG Praxis.

AIG Specialists team together to develop specialized units of study, such as cross district novel units, science fair events, and robotics classes. These cross district events are for all gifted classes; however, for some events, such as the Blue Ridge Energies Electric Extravaganza for all fourth grade students in the district, AIG Specialists team with the district's Instructional Facilitators to provide instruction to all students. AIG Specialists also participate in professional development to reinforce their own expertise, including Google Classroom, Chromebook 101, and Junior Great Books workshops. The AIG team will continue to create and/or update annual Differentiated Education Plans (DEP) and/or Individualized Differentiated Education Plans (IDEP.) A legal parent or guardian signature is also required on updated Differentiated Education Plans. The goal of the AIG Program is for consistent communication throughout the school year via quarterly newsletters, emails, and/or updated web pages. The AIG Director provides oversight for all official paperwork, with an audit of all referrals and Census Files. This oversight will provide necessary compliance to placement and identification expectations. The AIG Director also maintains access to Power School records and access to AIG Power School information at each school site.

Annual reviews monitor all higher achieving students' progress on a yearly basis, especially in analyzing testing data and academic grades. Graduation data for AIG students is also analyzed, especially after Advanced Placement scores are available in the summer. Annual reviews at the end of fifth grade provide opportunities for AIG Specialists to conduct program placements as needed and to support academic planning and recommendations for advanced classes at the middle school level. Annual reviews at the end of eighth grade provide opportunities for AIG Specialists to conduct academic planning and recommendations for placement in honors and AP classes at the high school level.

The AIG Review Team at each school site notes referral discussions and documents the involvement of all stakeholders within the school in meeting the academic and social needs of each gifted student. The AIG Specialist assigned to the school serves as the chair of the AIG Review Team. As the chair, the AIG Specialist maintains a report of each meeting and records the attendance of appropriate stakeholders. These reports are dated, signed, and filed. The DEP is updated annually in all grades K-8 and at the ninth grade level, and copies are provided for parents and other team members. The IDEP is created as needed for students who have evidenced skills well beyond their AIG peers in mathematics or reading or for those students with social/emotional needs beyond any specific intellectual needs not addressed in the DEP.

The Caldwell County Schools' AIG Program follows closely the mandates of NC Article 9B, including "different types of services provided in a variety of settings to meet the diversity of identified academically or intellectually gifted students.” As the needs of high achieving, gifted, and highly gifted students vary widely, the program service delivery options are considered thoughtfully and carefully
for each student, reflecting the need to not only differentiate for these students in regular classroom settings but also in gifted service settings. AIG Specialists will develop Differentiated Education Plans (DEP) for K-2, 3-5, and 6-8 academically and/or intellectually identified gifted student. Students who are identified for a specific subject area—reading or mathematics—will receive delivery options and support for that particular subject. If a student is identified for both subjects, the student will receive delivery options and services in both curricular areas. An IDEP is available for additional differentiation of academic needs and to address any social/emotional issues.

Higher ability middle school and high school students may be eligible for Credit by Demonstrated Mastery in designated subjects. The Caldwell County School District has a policy related to processes, procedures, and timelines for students who choose this option. In addition, high school students, including academically gifted students, are offered advanced classes and/or Career and College Promise programs and may self-select these throughout high school.

AIG Specialists will complete an annual review for each identified student. The review will chart the academic progress through grades and testing. All AIG students will participate in strategies that reinforce higher order thinking skills, problem-based learning, and collaboration. STEM activities, utilizing engineering, teamwork, and technology, will also be a high priority at all grade levels. Where needed, students will be supported with individualized contracts and independent study options. AIG Specialists are assigned to all twenty-six schools and they provide the day to day expertise to support each school site in addressing the needs of high ability learners.

The AIG Program at the district level falls under the Educational Program Services Department (EPS), with the AIG Program an integral part of all district curricular programming. The AIG Director attends Multi-Tiered System of Support trainings, Accelerated Reading workshops, mid-month and end-of-month principals' meetings to provide input and to advocate for alignment of gifted student needs with school planning. Weekly EPS meetings provide opportunities for the AIG Director to collaborate with Curriculum Directors, the EL Director, the CTE Director, and the Exceptional Children's Director in addressing the needs of higher ability students and twice-exceptional students. The AIG Director also serves on the district AdvancedED Planning Committee to ensure that the AIG Program aligns with district accreditation goals and the school district's Strategic Plan.

**Practice B**
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:** The Caldwell County Schools' AIG Program maintains a goal of seamless service to identified gifted and higher ability students from kindergarten through grade twelve. AIG Specialists are assigned to each school site, with programming selected and provided specifically tailored to the needs of each student and each school site. The district maintains eleven K-5 elementary schools, four K-8 rural outlying schools, four large middle schools, three traditional high schools, two innovative high schools on the community college campus, and two alternative schools for students needing behavior interventions. Throughout the year, every school site has identified students on campus. AIG Specialists serve every school, providing a combination of consultative and/or direct services. Assignment of AIG Specialists and delivery options available may vary, based
on the number of gifted students at the particular school and the grade level of those students. Students in grades K-2 with high potential for meeting the criteria receive Talent Development Services. K-2 identified students receive consultative and or pull out services. Students identified in grades 3-5 receive consultative services, pull out, and/or inclusion services, based on needs. Identified Students in grades 6-8 may receive direct instruction in advanced academic classes in reading and/or math, along with consultative services. In high school, AIG students may self-select honors classes, Advanced Placement classes, and Career and College Promise classes. The High School Specialist works with AIG students to counsel and advise students in crafting a schedule of classes that are challenging and meet their academic needs. The AIG High School Specialist also works with the two innovative high schools and the community college staff to ensure that identified AIG students have a program of study at the community college that best meets their needs and interests. Finally, for the two alternative schools, AIG Specialists work with the behavior interventionists at these school sites to ensure that higher ability students receive academic support and planning along with social and emotional behavior interventions.

Since the needs of advanced learners varies widely, the program service delivery options may be adjusted and flexed to meet the diversity of academic need. Most will be provided through the annually-created Differentiated Education Plan (DEP.) For students with more specific academic needs, the IDEP may be developed and provide guidance.

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

District Response: The Caldwell County Schools' AIG Program encourages schools to utilize intentional and flexible practices in grouping gifted and higher ability students. At the end of each year, AIG Specialists assigned to elementary schools provide cluster group list suggestions and recommendations for the following school year to school administrators. Elementary schools are encouraged to cluster students in the elementary grade levels so that AIG Specialists may provide consultant support to grade level teachers together and/or provide direct instruction through pull out programming. In addition, analyzing achievement and growth data informs deliberate grouping and enables the AIG Specialists to support the Multi-Tiered System of Support (MTSS) schedule so that gifted students may receive appropriate extension, enrichment, and acceleration during intervention times. Also, advanced learners showing potential to perform at a high level of accomplishment or scoring a level 5 on a Math End of Grade Assessment will be provided advanced math curricula and support. AIG Specialists also work with classroom teachers to flexibly schedule for vertical subject acceleration for students who need enriched lessons in reading and/or math. In the large middle schools, AIG students are assigned to homerooms together in each grade level, thus allowing for direct core instruction in advanced reading and/or math. In high school, honors classes and Advanced Placement classes are self-selected; however, student interest allows for the AIG student to be with peers of like ability to be together for academic instruction and accelerated content.

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

**District Response:** The Caldwell County Schools' AIG Program provides opportunities for presentation of vital information about gifted services, regulations, and implementation of the local plan to educational personnel, including classroom teachers, school administrators, and support staff. AIG Specialists assigned to each school are encouraged to provide information annually to their respective staffs during faculty meetings, grade level meetings, and parent open house events. AIG Specialists are also included as representatives to the district Faculty Council, where each representative shares information about their school programs. In turn, each representative takes back district-supplied information about district programs and initiatives, including the AIG Program. Annual surveys are distributed to a random number of parents, teachers, and school administrators to provide feedback on AIG programming. Survey information is confidential and is used to adapt and inform academic planning for the AIG Program. The AIG Director attends all mid-month principals’ meetings and all end-of-month district leadership meetings and receives program input and advocates for AIG programs and students. The AIG Program is part of the Educational Program Services Department at the district Education Center and is able to participate in all curricular planning with grade level directors, the Exceptional Children’s Director, the CTE Director, and the EL Director. AIG Specialists chair each school site’s AIG Review Team, and keep participants on that team, including administrators and teachers, informed of the referral process, identification procedures, and AIG regulations and requirements. The AIG Specialists work with each school’s data entry personnel to ensure that Power School information concerning AIG students is up to date and accurate, especially when students enroll or exit for another district and during twice yearly headcounts. The AIG Director also participates in district retreats and school board Meetings to provide required information about AIG student services and regulations to school administrators, district department administrators, and school board members. Finally, the AIG website is posted on the school district’s website and provides program information, identifies personnel and schools served, and highlights current AIG initiatives and events. It also provides access to the current AIG plan, pathways, and protocol.

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

**District Response:** The Caldwell County Schools' AIG Program continuously seeks input from schools and teaching personnel to provide seamless services to gifted and higher ability students. As part of on-going communication and collaboration among teachers and schools, an AIG Specialist is assigned to every school as the person committed to answering questions, handling AIG testing and paperwork, and creating service delivery options that best support the needs of identified gifted and higher ability students. Regular educators, school counselors, and school administrators are involved in the AIG Review Team and are part of the planning for the development of Differentiated Education Plans. The AIG Review Team ensures that there is a school-wide understanding of, and commitment to, services for AIG students. AIG Specialists work weekly in their assigned schools to address classroom teacher concerns and help support regular classroom instruction of gifted students. At the elementary K-5 level, curriculum resources are provided to supplement the core curricula. At both the elementary and middle school levels, Chromebooks have been provided to the AIG Programs for use
in both AIG classes and by AIG students in regular classes. At the K-12 level, service delivery options are in place to ensure that each gifted student has opportunities available, and support provided for, participating in an enriched academic program. At key transition times—elementary school to middle school and middle school to high school—an annual file exchange is held at the district AIG office to transfer files and give AIG teachers an opportunity to share information and make informed decisions about potential programming for AIG students entering middle school and entering high school. The AIG High School Specialist also provides services on high school registration nights and during the summer when high school class schedules are distributed to ensure that gifted students have chosen and have been assigned to honors and Advanced Placement classes.

Practice F
Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

District Response: The Caldwell County Schools’ AIG Program provides an AIG Specialist to each school site, with the expectation that the AIG Specialist will be the catalyst for securing and supporting collaboration from classroom teachers, counselors, and other support staff to address the unique needs of AIG students. The AIG Specialist is the first level advocate for the identified student and serves as the informational link for helping educators understand the characteristics and learning needs of higher ability students. In addition, the AIG Specialist provides leadership in helping all educators address the social and emotional needs of higher ability students with several specialists serving on Multi-Tiered System of Support / Positive Behavior Interventions and Support (MTSS/PBIS) cohorts. The AIG Department hosts several training sessions with recognized statewide gifted education consultants to focus on the social and emotional needs of students, including school counselors, in response to the district focus on social and emotional needs. Clustering provides support for higher ability students from similar ability peers and may open opportunities for counseling for students who may receive unwanted attention, teasing, or bullying from classroom peers based on their unique traits and abilities. In the high school, the AIG High School Specialist will collaborate with the school counselors to support AIG students as they register for classes and create schedules that are challenging but flexible to meet individual needs and interests. The AIG High School Specialist will also support higher ability students in applying for Governor’s School (annually) and Summer Enrichment Programs, college scholarships and college applications. Finally, AIG Specialists are assigned on rotation to serve the two alternative schools in the district that provide behavior interventions to students who may not be adjusted to the regular classroom settings. These specialists will ensure that academic needs will be meshed with social and emotional supports to permit AIG students assigned to those schools to progress and advance at a pace commensurate with their abilities.

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

District Response: The Caldwell County Schools’ AIG Program has established a goal to provide
opportunities for academic acceleration for higher ability students. A board-adopted policy is in place in the district, Policy 4100, that provides guidance to the individual school administrator in allowing early admissions, grade acceleration, and early graduation. The Iowa Acceleration Scale is the recommended instrument for grade acceleration and the AIG Program maintains documents as well as a protocol for the use of this instrument. The AIG Specialist at the school site and the AIG Director may make recommendations to the school administrator and to the AIG Review Team concerning grade acceleration, but the ultimate decision will rest with the school administrator per North Carolina policy.

Policy 4100 allows for early admission to school of a student who has turned four on or before April 16 of the upcoming school year. The school administrator, based on information supplied by the parent, may determine that the student has the maturity to justify admission to school. However, the Board of Education regards the admission of a four year old to be an extraordinary measure that should not be used merely because a child is developmentally advanced. The school administrator collaborates with the District Elementary Director and the Associate Superintendent for Program Services prior to making any early admission decision. Early admission to schools allows the AIG Program to place the student on a Child Search form in order to secure additional data for potential screening, identification, and placement in the AIG program once the student is enrolled.

Policy 4100 also addresses acceleration in subjects for advanced learners, based on classroom performance and test scores. These recommendations will become part of the Differentiated Education Plan developed for the identified AIG student. These recommendations for grade/subject acceleration will be made on a case by case basis reflecting student need, interest, and data from MTSS and yearly reviews. Higher performing gifted students in elementary school may be flexibly scheduled to move to higher grade level reading and/or math classes, as appropriate. In particular, advanced learners who achieve a level 5 on End-of-Grade Testing in Math in grades 3-5 will be provided opportunities to be placed in accelerated math classes at their grade level or they may be accelerated to the next grade level in math to support continuous skill development.

Advanced learners in the AIG Program at the middle school level take advanced course offerings at their grade levels or may be accelerated to the next grade level in one or more subjects. In addition, advanced learners at the middle school level who achieve a level 4 or 5 on End-of-Grade Testing in either subject, and who have not been previously identified AIG, may be placed in advanced classes alongside AIG students. Advanced learners in middle school and high school may enroll in high school virtual classes for high school credit through NCVPS, including classes in Physical Science, Environmental Earth Science, Mandarin Chinese, Math 1, and World History. Students in middle school and high school may complete district-designated classes through the Credit by Demonstrated Mastery Program. The district has created a timeline for application, participation, and demonstration of "mastery" protocol that is distributed annually. With Credit by Demonstrated Mastery, students may "test out" of a designated class and accelerate their high school coursework. In the local high schools, honors and Advanced Placement Classes are self-selected. In addition, higher ability students may participate in Career and College Promise classes at the local community college that allows for acceleration through high school and into college programs of study. The Caldwell County School District has also established two innovative cooperative high schools—Caldwell Early College and Caldwell Middle College. Both of these schools are housed on the campus of the local community college and provide access to all day community college classes for students. These schools are available to all students in the school district on an application and selection basis. Students selected to attend the Caldwell Early College attend five years and earn a high school diploma, an associate degree from the community college, and multiple credits eligible for
transfer to a larger college or university. Students who attend Caldwell Middle College attend four
years and earn a high school diploma and multiple credits eligible for transfer to a larger college or
university.

**Practice H**
Implements intentional strategies to broaden access to advanced learning opportunities for under-
represented AIG populations, including culturally/ethnically diverse, economically disadvantaged,
English language learners, highly gifted, and twice-exceptional. These strategies may include talent
development efforts.

**District Response:** The Caldwell County AIG Program has implemented a Talent Development
Program (formerly called Young Scholars) to provide opportunities that have been created,
supported, and utilized at all K-3 elementary school settings for students of potential. All students
beginning in kindergarten may participate in these activities and this provides a venue for identifying
learners with a potential for strong academic performances. These students continue to have access
to AIG materials and resources at their individual school through the AIG Specialist assigned to that
schools. AIG Specialists go into the K-3 classes to support differentiation and extension to advanced
learners, especially as the at potential students continue into first, second, and third grades. In the
Talent Development Program, advanced learners may be cluster grouped to begin processes for
extension and enrichment of classroom content and for activities that promote higher order thinking
skills, problem solving, and STEM applications.

For students in grades 3-12, the school district holds numerous events, open to all advanced
learners, that engage students in STEM learning and leadership. AIG Specialists all all levels
performs roles at these events, helping to serve and support all populations of advanced learners.
Google Gravity Games, held each spring, allows AIG Specialists and CTE teachers to coordinate
lessons in creating soap box cars for a statewide derby competition, sponsored by Google and
Appalachian State University. AIG Specialists also participate in Google Students at Work, an event
that brings advanced learners together for a day of putting together computers. AIG Specialists also
sponsor and direct Science Fair competitions for all advanced math and science learners in the
elementary schools. A relatively new initiative in the district--Caldwell Youth Leadership Council--brings
together middle school teachers, administrators, and AIG specialists, along with diverse
advanced learners each month throughout the year to learn about the county history, county
government, businesses, and future careers. Sponsored by Caldwell Community College and the
local Economic Development Council, advanced learners and adults take field trips, hear speakers
and CEO's of local businesses, and participate in leadership skill activities, all to support a new
generation of leaders for the district.

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

**District Response:** The Caldwell County Schools’ AIG Program serves as an integral part of the
extracurricular program to provide enrichment opportunities for advanced learners in the district.
Gifted and higher ability students participate in numerous Science/Technology/Engineering/Math events, including Google Gravity Games, Caldwell County Science Fair, Caldwell County Spontaneous Science Team Competitions, Blue Ridge Energies Electric Science Extravaganza, Robotics competitions, Eighth Grade Reality Store, Caldwell Middle School Youth Leadership Council, Google Students at Work Event, and Math Counts. These extra-curricular programs lend themselves to support the interests of all high potential students. Students also have an opportunity to refine and develop leadership skills in the Optimist Oratorical Contest, the Shakespeare Monologue Competition, and the Middle School Poetry Recitation Competition. Students earn recognition at the Million Word Reader event, Battle of the Books Contests, and Model UN Competitions. Google partners with the district to provide a WIFI initiative. In elementary and middle school, gifted and higher ability students may participate in the Duke Talent Identification Program, and in high school, gifted and higher ability students may apply for recommendation to the Governor’s School Program. AIG students are also gifted athletes, musicians, artists, and performers in plays and musicals. They have many opportunities to develop their interests and skills in all these areas. The school district hosts an annual performance event, Kaleidoscope, where elementary, middle, and high school students perform in a talent venue for the community. To select students for Kaleidoscope, every school presents a Showcase Night or talent event where students may perform for their local school community. Instrumental and choral music students may participate in numerous all-county, district, and regional competitions. Middle school students and high school students may qualify for membership in Beta Club, where students learn the value of service to the community. During the summer, CTE and STEM Camps are available for elementary and middle school students in the district. These camps are offered in coordination with Caldwell Community College.

**Ideas for Strengthen the Standard:** Develop K-3 specific Talent Development Enrichment Training to support MTSS Enrichment groups and for Talent Development Program students in regular classroom.

Develop DEPs to provide programming and services for other core subject areas, such as science and social studies.

Create opportunities for AIG students to job shadow or work with a mentor in areas of student interest or special talent

**Sources of Evidence:** 2019-2022 Caldwell County AIG Plan

Inventory of all research-based core curriculum resources: These resources are currently being implemented to directly align with the NC Curricula.

Census File Exchange Documentation

AIG Review Team (AIGRT) Notes

Samples of the Individualized Differentiated Education Plans (IDEPs)

Samples of AIG newsletters and/or copies of AIG webpages
Agendas, notes and sign-in sheets for all county-level AIG Council meetings

Notes/Agendas from district-level meetings

District Professional Development Training

Agendas/minutes from district-level collaborative planning meetings

District and/or school-wide websites

Parent Rights/Due Process

Parent Evening Event: Handouts and/or sign-in sheet

Documentation of Credit by Demonstrated Mastery information/meeting procedures
Standard 3: Differentiated Curriculum and Instruction

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

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

District Response: The Caldwell County Schools' AIG Program will continue to implement an evidence-based curricula that expands and extends the North Carolina Standard Course of Study in reading and mathematics, particularly for students identified and served in the third through eighth grades. For students in the K-3 Talent Development Program, AIG Specialists will utilize resources that focus on promoting problem solving, higher order thinking skills across content areas, and advanced skill work in reading and mathematics. AIG Specialists will also provide classroom teachers at each grade level with content resources developed locally and additional resources from the AIG Lending Library. Specialists are also available to model, co-teach, and collaborate with teachers to deliver differentiated instruction for gifted students, to make differentiation the norm and not the exception. All elementary schools are encouraged to cluster group AIG students in order to provide best practice instruction by the regular grade level teachers and to facilitate pull-out services by the AIG Specialist to provide direct instruction. AIG specialists may support acceleration through subject grouping. At both the elementary school and middle school levels, flexible grouping options and individualized instruction provide more personalized differentiation for student needs. At the elementary and middle schools, AIG Specialists are available to provide extended reading and math lessons during Multi-Tiered Systems of Support intervention times during the school day. In the high school, Advanced Placement and Honors courses are self-selected; however, high school students also have dual enrollment classes available through the local community college. In addition, the district offers two Cooperative Innovative High Schools—Caldwell Early College High School and Caldwell Middle College High School. Both offer students access to advanced college classes. Both of these high schools are on the campus of Caldwell Community College. Middle school and high school students are also offered advanced classrooms through a virtual platform through NC Virtual Academy. Credit by Demonstrated Mastery (CDM) is also available for potential middle school and high school advanced learners.

Focused Instructional Enrichment Includes:

Math:
Hands on Equations (Elementary)
Tangram Activities (Elementary)
Ed Zaccaro Books- Primary Challenge Math, Challenge Math, Real World Algebra, Becoming a Problem Genius
Khan Academy (Elementary, Middle, K-8, High Schools)
Critical thinking puzzles (Elementary, Middle School)
ELA:
Newsela (Elementary, Middle, K-8)
CommonLit (Elementary, Middle, K-8)
Menu Choice Boards (Elementary, Middle, K-8, High Schools)
Independent or group research projects dealing with global/environmental issues (Elementary, Middle, K-8, High Schools)
Jr. Great Books (Elementary, Middle School)
Jacob's Ladder (Elementary, Middle School)
Tiered learning (Elementary, Middle, K-8, High Schools)
Concept based learning (Elementary, Middle, K-8, High Schools) Used throughout the year. Students see how things in the world are connected and we use this in our research on environmental issues. Identified AIG students are also afforded many enrichment opportunities throughout the district, including:
Battle of Books teams (Elementary Schools/Middle and K-8 Schools)
Blue Ridge Electric Science Extravaganza (Elementary)--Sponsored by Blue Ridge Energies
Duke Talent Identification Program (Elementary Schools/Middle and K-8 Schools)
Spontaneous Science Competitions (Elementary Schools/Middle and K-8 Schools/High Schools)
Science Fair (Elementary Schools/Middle and K-8 Schools/High Schools)
Spelling Bee and Geography Bee (Middle and K-8 Schools)
Google Gravity Games (Middle and K-8 Schools/High Schools)--Sponsored by Google and ASU
Optimist Oratorical Contest (Middle and K-8 Schools/High Schools)
Caldwell County Soil and Water Contests (Elementary Schools/Middle and K-8 Schools)
NC Science Envirothon (Middle and K-8 Schools/High Schools)
Shakespeare Recitation Festival (High Schools)
MathCounts teams (Middle and K-8 Schools)
Quiz Bowl (High Schools)
SAT/ACT Refresher Classes (Middle Schools/ High Schools)
Governor's School (High School Juniors)
CTE Summer Technology Camps (Middle Schools and K-8 Schools)
Caldwell Community College Summer Ventures Camps (Elementary Schools/Middle and K-8 Schools)

Examples of opportunities provided by the district for acceleration and extension include:
Independent Study Contracts (Elementary Schools/Middle and K-8 Schools)
Curriculum Compacting (Elementary Schools/Middle and K-8 Schools)
Tiered Assignments (Elementary Schools/Middle and K-8 Schools)
Problem Based Learning Events- (Elementary Schools/Middle and K-8 Schools/High Schools)
Socratic Seminars (Elementary Schools/Middle and K-8 Schools/High Schools)
After School Academic Competitions/Clubs (Elementary Schools/Middle and K-8 Schools/High)
Job Shadowing/Apprenticeships through CTE (High Schools)
Camp Med (High School)--Sponsored by Caldwell Memorial/UNC Health Care
Skills USA Competitions (High Schools)--Sponsored through CTE Program
Beta Club Convention Competitions (High Schools) --Both for state and national
Students at all grade levels may be involved in cross curricular projects throughout the year.

Additionally, the high schools provide Honors and AP level courses such as AP American and World History, Honors Biology, AP Biology, AP Psychology, AP Government and Politics, AP World Language Courses, Honors Visual Art, and AP Visual Art. The high schools in the district also team
together to plan, produce, and present a musical/dramatic performance during the school year, sponsored by the district Theater Departments.

**Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

**District Response:** The Caldwell County Schools district realizes that gifted students may require curriculum modification to reach their academic potential, as well as meet their cognitive and social, emotional needs. As a result, the district provides a wide variety of services that respond to students' identified abilities, readiness, interests, and learning styles. The AIG Program provides both direct and indirect services district-wide to students in grades K-12. The program is integral to the core curricula, as it utilizes and supports instructional practices that enrich, extend, and accelerate the curricula.

The AIG Specialists collaborate throughout the school year with teachers concerning assessment data, resources, technology opportunities, and trainings. Evidence-based materials are available to assist teachers with differentiation for their students. The AIG Specialist is part of their assigned school's MTSS (Multi-tiered System of Supports) team and meets regularly with administration, counselors, teachers, and other school staff to advocate for the unique and specific needs of the gifted student population. They also provide information and resources for activities that accelerate and extend classroom instruction for advanced learners. Each meeting results in a plan of action for the AIG Specialist and the classroom teachers of advanced learners. AIG Specialists help teachers draft plans, projects, and initiatives that will challenge advanced learners which will support the academic goals of the classroom. This collaboration ensures that advanced learners will receive both attention and instruction that promotes continuous growth in reading and math skills.

Gifted Education Specialists and classroom teachers utilize current evidence based instructional practices that differentiate content, process, and product for gifted learners based on their readiness, interests, and abilities. These practices may include, but are not limited to pre-assessments/formative assessments; subject integration; compacted curriculum; differentiated centers, Socratic/Paideia seminar, independent learning contracts, menu choice boards; higher order skills practice; problem-based learning; genius hour activities; flipped classrooms; interest inventories that drive content, process, or product choices; RAFT; small group instruction; thinking maps; and tiered assignments.

The AIG Program in grades K-5 provides indirect consultant services with regular classroom educators and/or direct services through pull-out delivery to AIG identified students and to students selected for the K-3 Talent Development Program. At the elementary level, depending on the school and grade level, students may be cluster-grouped or subject-grouped for reading and language arts and/or math. Across-grade grouping is also utilized when appropriate for identified students. AIG Specialists focus on future ready skills, problem-solving models, and extensive integration of current technology supplementing the reading and math curricula.

At the middle school level, depending on the school and grade level, students may be subject-ability grouped, block grouped, or cluster grouped. AIG Specialists assigned in consultative roles at the
middle school level and middle school teachers in grades 6-8 will use data such as EOG scores, CogAT scores, district benchmarks, pre-assessments and formative assessments to determine if/when differentiation is needed. At the middle school level, many of the content educators who provide direct instruction of advanced classes in language arts and math are AIG licensed. They provide leadership for the schools in supporting differentiation activities throughout the entire grade level spectrum. In addition to the instructional practices listed above, the middle schools also offer:

Advanced online classes through the NC Virtual Academy
Curriculum compacting
Advanced math classes for identified AIG students and Level 5 Advanced Learners
Advanced literature studies through Junior Great Books
STEM activities/ Makerspace utilization

At the high school level, the High School AIG Specialist provides instructional support to Advanced Placement and honors classes and helps secure resources for high ability learners to accelerate their program of study within the students’ individual schedules. The High School AIG Specialist also meets with instructors during their planning period meetings to provide professional development in differentiation and to help in supporting and understanding the gifted learner. These practices may include, but are not limited to curriculum compacting; concurrent and dual enrollment; Honors/Advanced Placement courses; mentorships; Credit by Demonstrated Mastery (CDM); Career and College Promise Classes; and Advanced Programs such as Governor's School. The AIG Specialist also teams with high school counselors to ensure AIG students select appropriate classes and to support the college admissions process. The High School AIG Specialist also works closely with high school parents who have scheduling concerns for their AIG student or who request tutoring for their students in AP classes or honors classes.

The AIG Specialists employ diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles in order to address a range of learning needs at all grade levels. AIG Specialists collaborate with regular classroom teachers in their schools concerning assessment data, resources, technology opportunities, and trainings. Materials are provided to assist teachers with differentiation for their students. AIG Specialists provide direct and consultative services at their assigned schools. The AIG Specialist is part of the MTSS (Multi-Tiered System of Supports) team and meets regularly with administration, counselors, teachers, and other school staff to advocate for the unique and specific needs of the gifted population. The AIG Specialist helps teachers analyze assessment data, shares evidence-based instructional strategies, and provides resources tailored to meet the needs of advanced learners. The AIG Specialist is also available at the school level to provide targeted professional development and support. The district realizes that advanced learners may require curricula and modification to reach their academic potential, as well as meet their cognitive and social/emotional needs. As a result, the district endeavors to provide a wide variety of services that respond to students' identified abilities, readiness, interests, and learning styles. At the elementary level, depending on the school and grade level, advanced learners may be cluster grouped or subject grouped for reading and/or math. Across-grade grouping is also utilized when appropriate. At the middle school level, learning environment options for reading and/or math include acceleration by subject, block grouping, cluster grouping, or cross grade grouping. Dual enrollment is also an option through online courses. Instructional practices utilized may include curriculum compacting, flexible grouping, tiered assignments, independent learning contracts, self-paced learning, learning stations, project-based learning, seminars, and simulations.
Practice C
Incorporates a variety of evidence-based resources that enhance student learning.

District Response: Caldwell County Schools' AIG Program incorporates a variety of evidence-based resources that enhance student learning. AIG specialists provide support to elementary and middle level classroom teachers to engage students in various challenging curricula, including Junior Great Books; Google Expeditions; Khan Academy; ReadWorks; Newsela; Jacob's Ladder; Singapore Math; Noetic Problem of the Week; Hands On Equations; Ed Zaccaro Math; Star Math; Prodigy; Math Rules; STEM Activities and Hyperdocs. Each specialist has the materials readily available at their assigned schools for use by the specialists in the classrooms or for use by the general education teachers. A Lending Library is available with a variety of evidence-based resources that classroom educators, school administrators, and AIG Specialists may utilize to expand and extend the curricula. The resource may also be used by teachers preparing for the PRAXIS for Academically Gifted licensure and by teachers supplementing their MTSS plans for advanced learners and personalized learning. AIG Specialists also attend NCAGT as well as NCTIES to keep abreast of new evidence-based resources to support gifted programming.

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

District Response: Caldwell County Schools AIG Program fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership for all advanced learners. Multiple resources to incorporate these skills include, but are not limited to Google Classroom; PBL Beamis; CEF, local STEM manufacturing, Padlet; Mindbenders; PETS; Google Students at Work; Caldwell Youth Leadership Academy; and Optimist Oratorical. All of these resources provide opportunities for AIG students and all advanced learners to collaborate, communicate, think critically, be creative, and provide leadership. We have implemented several new initiatives to promote critical discoveries with like-minded peers. Currently, students in the fifth grade participate in a county-wide novel study centered around the book Ungifted. Using the platform Edmodo, students are invited to discuss the book with their peers from around the county. We also seek out opportunities to bring these students together through annual field trips to museums, presentations, and plays, allowing for them to form close collegial relationships.

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

District Response: The Caldwell County Schools’ AIG Program promotes and supports differentiated instructional strategies and planning, including alternative assessments and flexible
grouping for focused instruction. Following the Fisher and Frey "Framework for Intentional and Targeted Teaching," or "FIT" model, AIG Specialists serve as guides for framing intentional lessons targeting academic needs or gaps gifted students may have in the core curricula and targeting specific interests and abilities gifted students may exhibit. AIG Specialists work with regular educators to create rubrics for instruction, formative assessments, tiered assignments, menu choice boards, and authentic summative assessments that are collaborative and project-based. AIG Specialists are available for both training educators in these areas and for providing the resources for teachers to utilize in day to day instruction. The AIG Specialists provide guidance in ensuring that program components are deliberately chosen to support the high ability learner. Curriculum acceleration and compacting is encouraged, as core curricula teachers are urged to use pre-assessments prior to beginning units of study. At the middle school level, gifted students may choose to take NCVPS online classes in such areas as Math I, Mandarin Chinese, World History and Physical Science, to complete high school classes prior to entering high school. Math I is also taught at the eighth grade level at the large middle school sites for identified AIG students and Level 5 Math EOG scorers. At the high school level, Advanced Placement classes are self-selected. The High School AIG Specialist meets with AIG students to ensure that their programs of study are aligned with their interests and academic abilities. High school students are encouraged to participate in the dual enrollment classes through the Career and College Promise Program offered at each traditional high school in coordination with the local community college. The district also offers two innovative high schools—Caldwell Early College and Caldwell Middle College—to provide unique educational opportunities, flexible groupings, and schedules for students. Both are small high schools on the community college campus. Caldwell Early College allows students to attend five years and earn both a high school diploma and a two-year degree from the community college. Caldwell Middle College is a four-year high school that specializes in applied technology training, including computer programming and coding and medical technologies.

AIG Specialists use assessment data to build a more comprehensive data profile for all potential advanced learners. Specialists also use assessment data in creating and providing professional development resources for school staff and facilitators, thus helping them to use DIBELS, TRC, NC Check-Ins, STAR Reports, and all other assessment data in creating extension activities and flexible groupings. Throughout the school year, AIG Specialists track grades, STAR Reports and EOG/Check-Ins in order to identify advanced learners who are excelling and for those that may be struggling. AIG Specialists also guide the administration of the CogAT test and support school administrators and staff on understanding the CogAT reports and stainines.

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

District Response: The Caldwell County Schools’ AIG Program recognizes the need to utilize curricular and instructional resources that support the social and emotional needs of AIG students. These needs are especially important for students identified as highly intellectual (Pathway I and II), but all AIG students benefit from a strong framework that advocates for, and supports, their social and emotional development. The AIG Program has components in place to support gifted students, starting with the annual meeting with parents.
During the Differentiated Education Plan (DEP) meeting, the AIG Specialist and parents, along with other members of the school-based AIG Review Team, will not only discuss academic needs of the student but also any social supports needed for the students. If needed, an Individual Differentiated Education Plan (IDEP) may be created to offer an extended outline in narrative form to describe the specific academic needs and/or social/emotional needs of the AIG student that may be beneficial to the student.

The AIG Review Team is in place at each school site to assist with collaborating with all stakeholders, including counselors, EL teachers, regular educators, exceptional children’s teachers, technology providers, and administrators. This team ensures that gifted students are known and supported completely, particularly if a student has social or emotional issues that need attention. This team also advocates for cluster grouping to support the social, emotional and academic needs of gifted students. During direct services, specialists focus on social and emotional issues. Specialists work on respect of others, formulating a growth mindset, current trends and issues, articles, and the emotional needs of gifted kids.

The AIG Program also offers parent meetings in the district. The AIG Specialist at each school site holds an annual meeting for parents to go over information about the local program. Parent meetings have also been sponsored district-wide with outside AIG consultants and experts who bring the latest ideas, research, and activities for parents of gifted students. An annual parent meeting is held at the district's Education Center for parents of students nominated for Governor's School. This meeting draws a large crowd and features students who attended Governor’s School sharing their experiences. It also allows for the district to answer questions and provide input on completing the Governor's School application process.

AIG Specialists also provide support and information at high school registration meetings held annually for all students in eighth grade. This meeting allows for the AIG Specialist and the parents to discuss high school curricular pathways, selecting a schedule, and adjusting to honors and AP classes.

A yearly AIG Census File exchange is held annually on the last work day for educators. AIG Specialists and the AIG Director work transitioning files from the Elementary AIG Specialists to the Middle School AIG Specialists and from the Middle School Specialists to the High School Specialist. These face to face conversations allow for more personalized planning and support for advanced learners at the various stages in their educational journey.

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

**District Response:** To meet the needs of our Talent Development students, Primary Education Thinking Skills or PETS™ is the most widely used curriculum. It is a systematized enrichment and diagnostic thinking skills program to use for talent development. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3. The program aligns to the higher levels of Bloom's Taxonomy. PETS™ helps build behavioral portfolios
for talented learners that support a differentiated approach to their education. It integrates flexibly into any existing primary curriculum, and offers opportunities for learners with different strengths to shine. Specialists also extensively utilize Jacob's Ladder (Primary), Building Thinking Skills, Analogies, MindBenders, Dr. Doriddles, and Math Stars.

Young advanced learners are supported academically and socially through the Talent Development Program. The goal is to cultivate the academic potential for all students who evidence high ability and performance. This program provides the AIG Specialist an opportunity to foster relationships with these students and to observe readiness and learning abilities for more advanced instruction. As students enter the third grade, the state's established program of standardized testing begins and students begin to earn grades for academic performance. This data, along with observed behaviors, may be utilized for the referral process for the Academically Gifted Program.

**Practice H**
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** Inclusion teaching is widely used throughout the Caldwell County School District. The AIG specialist at each school works within the classroom as well as provides small group activities to extend the curriculum. Curriculum resources such as curriculum mapping, menu choice boards, and RAFTS are utilized to meet the needs of gifted learners in regular classrooms. The classroom teacher and specialist work together to plan the curriculum for identified students. Units for reading have been created by the AIG Specialists for use with all advanced learners in the regular classroom. These units dovetail with grade level units of study. AIG Specialists plan during the school year to insure that lessons both support the regular academic program and extend the program, to better address the learning needs/styles of advanced learners. AIG Specialists extensively utilize technology to infuse classroom topics with problem-solving opportunities and creative applications. Units also incorporate hands-on activities along with presentation skills. The goals are to promote student performance and leadership by equipping students with the skills they will need to be future-ready.

AIG Specialists in Caldwell County are also reaching out to teach many of their fellow general education teaching partners as a cohort in learning and earning regional endorsement to teach AIG students. Lessons cover state standards for the gifted; trends and issues in understanding gifted learners and their academic needs and characteristics; social and emotional issues of giftedness; and differentiation strategies to help better serve gifted students in the regular classroom. This district professional development will transition during the summer, 2019, to a regional opportunity for teachers of the gifted. Caldwell County will join with a regional consortium of districts serviced by Northwest RESA in providing and promoting workshops and training geared towards regional endorsement for teachers of AIG students.

**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.
Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

**District Response:** The Differentiated Education Plan is updated annually to ensure that every identified K-12 AIG student in the district has his or her needs addressed. The AIG Specialist, classroom teachers, and parents discuss options. The AIG Specialist are equipped with a menu of options, but the the menu is a reference for the discussion. The plan is developed and created with the input from classroom teacher(s), the counselor, and the parents. The plan reflects the data used for placement in the program, the academic needs of the student, social/emotional supports from the counselor, and the observable behaviors seen by the teacher(s) and AIG Specialist. The classroom teachers and the parents sign off as stakeholders in the differentiated education of each identified gifted student. This DEP is regularly referred to during quarterly parent meetings after report cards are distributed and after annual testing in order to best assess student progress and address any student needs.

**Ideas for Strengthen the Standard:** Develop and provide curriculum guides/maps for gifted learners.

Utilize student interest for courses, enrichment activities, and/or independent projects.

Coordinate Summer Enrichment Opportunities for Gifted Learners.

Create an online training on differentiation for regular education teachers.

**Sources of Evidence:** 2019-2022 Caldwell County Schools’ AIG Plan

- AIG Core Curriculum resources inventory
- AIG requisitions and purchase orders (from vendors that provide resources for gifted and high achieving students)
- Service delivery options on DEP and/or IDEP (Confidential student AIG Census Files)
- DEP and/or IDEP meeting evidences which outline service delivery options and content modifications
- AIG newsletters and/or updated websites that demonstrate evidences of connections between North Carolina Standard Course of Study and gifted services
- Differentiated training sessions agendas and/or sign-in sheets that connect North Carolina Standard Course of Study to differentiated instruction/gifted education
- The AIG Specialists are provided with opportunities for book studies on the topics of creativity, differentiation support, 21st century skills and/or best strategies for gifted education
- Inventory of AIG district Lending Library materials and differentiated units/lessons
Governor's School Parent Evening Event presentation handouts, agenda and/or sign-in

Samples of Individual Differentiated Education Plan (IDEPs)

AIG Review Team (AIGRT) notes

Communication logs with parents and school stakeholders

Census File exchange sign-in and/or Census File exchange documentation (transfer of files)
Standard 4: Personnel and Professional Development

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

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

District Response: The Caldwell County School District employs an AIG-licensed educator serve as the AIG Director to guide, plan, develop, implement, revise, and monitor the local AIG Program. The AIG Director works along with other program directors to provide support and guidance for curricular issues that affect AIG students and to provide a cohesive, district-wide program that provides enrichment and enhancement to the core curricula. The AIG Director oversees the AIG budget; hires, schedules, and assigns AIG teaching specialists to the district's twenty-six school sites; selects materials for use in AIG classes; guides AIG Program development; attends state/regional AIG meetings and conferences to support the local AIG program; and conducts meetings and trainings for the AIG Specialists and regular education teachers seeking to work with gifted learners. The Director will coordinate continuous training for gifted specialists and teachers of the gifted on research-based trends in gifted education such as guest presenters, book studies, online resources, and pertinent articles. The AIG Director serves as the coordinator of the local Governor's School selection process and assists the district High School Director with the Advanced Placement Program and the Credit by Demonstrated Mastery Initiative. The AIG Director monitors all records and paperwork related to AIG programming, audits placement files and rosters, and verifies the twice-yearly AIG headcount on PowerSchool. In addition, the AIG Director reports directly to the Caldwell County Schools Superintendent and the Board of Education about the AIG Program and serves to coordinate AIG due process appeals and to address the concerns of AIG parents and stakeholders.

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

District Response: The Caldwell County Schools' AIG Program strongly supports the premise that "academically and/or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program." The AIG Program employs AIG licensed specialists to serve at all K-5 Elementary Schools, K-8 Schools, 6-8 Middle Schools and 9-12 High School settings. All AIG Specialists sponsor activities and mentor students in events that extend and expand the academic and intellectual opportunities from the general education program. Caldwell County Schools ensures AIG Specialists provide services and resources that address the academic, intellectual, social, and emotional needs of AIG students.

Elementary Specialists at the K-5 and K-8 settings serve students through direct services; through resource support with research-based best practices for regular education teachers and parents,
identification of gifted learners; through completing plan paperwork, talent search, and special programs like the science fair and Elementary Battle of the Books, Soil and Water Competitions, Prodigy, Spontaneous Competitions, and STEM clubs.

Middle School specialists serve in a consultative capacity, facilitating the identification of gifted learners, completing AIG paperwork, providing research-based resource support for regular classroom teachers, co-teaching, and providing special educational opportunities that enrich or extend the core curriculum such as: Google Gravity Games, Beta Club, Soil and Water Competition, poetry recitation competitions, Science Olympiad, Math Counts. They also serve to enrich and extend the curriculum through STEAM based projects and career-focused educational opportunities.

One AIG-licensed specialist serves as the AIG High School Facilitator for the five high schools and provides academic support and advice for AIG students and their instructors. This specialist serves gifted students through resource support; professional development for classroom teachers; curriculum support; co-teaching; assisting students, counselors, and parents in navigating the Governor's School application process; AP Support and Testing, EOC testing; helping with AIG student scheduling and registration for classes; and special programs like Beta Club, Caldwell Leadership Track, and various clubs.

In addition, the AIG specialists support the AIG program and students in meeting their academic, intellectual, social, and emotional needs by developing the Differentiated Education Plans (DEP) with input and support from regular classroom teachers and parents, in creating an Individualized Differentiated Education Plan (IDEP) for any gifted learner that has specific academic, social and/or emotional needs, and conducting differentiation training for classroom teachers. The local AIG team will continue to provide research-supported resources and develop problem solving/higher order thinking skill units for classroom teachers. Caldwell County Schools will continue to provide local professional development that supports gifted learners (differentiation, gifted characteristics, social/emotional needs of gifted learners, overview of gifted plan, rigor and relevance in the classroom).

Caldwell County Schools provides opportunities for AIG Specialists and staff to collaborate for the purpose of strengthening services and programs designed to meet the needs of gifted and advanced learners. The AIG Director and gifted specialists meet regularly as a Professional Learning Community (PLC) to keep abreast of current trends in gifted education through book reviews, articles, and Internet sources. The AIG PLC meetings provide for elementary, middle, and high school specialists to meet and exchange ideas and/or participate in professional development opportunities on subjects related to the needs of all gifted students.

An AIG Review Team (AIGRT) at each school site that helps to determine service delivery options for gifted learners and develop ways to meet the social, emotional, and academic needs of gifted students. The AIG teams maintain communication with parents, teachers, and other stakeholders about the AIG Program in order to best provide service delivery options with gifted learners. Identification and placement of students will require continuous assessment of the AIG Program delivery options. Program delivery options will be based on assessment of a student’s academic and affective needs. The process will be structured to match diverse student needs with multiple program options. The emphasis for placement will be to match students with particular services and program options that appropriately differentiate both content level and instructional strategies so that students may succeed at their highest potential. This differentiated educational approach involves extended
thinking, applied thinking, and conceptual thinking, all building upon the North Carolina Standard Course of Study. AIG Specialists will serve to match the placement of students with the appropriate learning environment, content modification, and differentiated instructional strategies, all determined by the student's demonstrated abilities and/or performance, as well as by academic needs and expressed student interests and social needs. Specialists will meet with parents annually to develop the DEP and/or IDEP that best meets the needs of each student. The AIG Program recognizes that there is a direct relationship between general education and program options for students identified as gifted, with gifted programming providing the necessary foundation for academic success for higher ability learners.

The Caldwell County Schools AIG Department promotes a variety of professional development opportunities for gifted specialists and regular education teachers, such as local on-site training, and online professional development. This training occurs throughout the school year with various groups of educators. AIG Specialists conduct an informational meeting during new teacher orientation during the summer prior to school opening. Specialists also serve on designated professional development days to provide workshops in differentiation activities for grade level teachers, from elementary through high school. The High School AIG Specialist attends period meetings in the traditional high schools to review extension and enrichment opportunities for the numerous subjects offered. Teachers of gifted students are also encouraged to attend professional conferences, including the North Carolina Association for the Gifted and Talented (NCAGT) conference and/or North Carolina Technology in Education Society (NCTIES) conference to support continuous gifted programs and advanced learners. The AIG Specialists also participate with STEM West Partners in continuous technology training related to robotic, coding, computational thinking, and computer sciences.

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

**District Response:** The Caldwell County School District has established specific and appropriate professional development requirements for all personnel that are involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators. The Caldwell County Schools’ AIG Program participates in, and supports, all professional development days offered throughout the district. In particular, AIG Specialists serve as the providers of staff development training in differentiation for elementary workshops, middle school workshops, and high school period meetings, after school trainings and professional development designated for educators at the high school level. Trainings are conducted on site at individual schools and at the district office. Online platforms are also utilized and the district is currently planning for the roll out of locally produced on line differentiation courses and training for teachers and students. Professional development is tailored to the needs of individual school sites and teacher needs. Schools and teachers participate in a needs assessment survey to determine the needs of the school sites and ways AIG Specialists can assist the regular education teachers.

Regular education teachers have access to professional development concerning characteristics of gifted learners, philosophy of gifted education, how to implement differentiated instruction in a regular classroom setting, the relevance and rigor framework, and ways to meet the social and emotional
needs of gifted learners. These trainings are to establish a baseline of expectations for the skills, knowledge, and understandings that support gifted learners. Regular education teachers also have opportunities to participate in an AIG local co-hort training program offered through the District’s AIG Department. The goal of this professional development series is to prepare regular education teachers to better meet the needs of gifted learners in their classrooms and to help lay foundational knowledge to assist teachers should they wish to take the Praxis test in Gifted Education. Caldwell County Schools has also agreed to support summer courses offered at the local NWRESA to help prepare regular education teachers in the region at elementary, middle and high school levels to better serve gifted learners in their classrooms.

AIG Specialists are required to attend professional development training offered in the district related to reading and math. This allows specialists to better understand the core curriculum and to support the extension of that curriculum in their programs. AIG Specialists are also required to attend AIG Program technology training in Chromebook use, Google Classroom, Google Applications, and Coding in order to promote the use of technology throughout the integrated curricula.

Caldwell County Schools also creates professional development to assist school counselors in better serving the gifted population in their schools. School counselors are offered professional development targeting the social and emotional needs of gifted learners. They are also supported by the AIG specialists at each school site to better meet the needs of gifted learners.

The AIG Director serves with other district directors in the Educational Program Services (EPS) Department. This department includes all grade level district directors (high, middle, elementary), the English Language Learner Director, the Exceptional Children's Director, the Career Technical Education Director, the Pre-K Program Director, and the Accountability/Testing Director. The department meets weekly to oversee curricular issues in the district, to plan professional development program of work, and to promote seamless, comprehensive K-12 educational planning for the district.

The AIG Director participates and presents in the twice-monthly principal's meetings. Principals meet with their level directors (high, middle, elementary) and other EPS directors, including the AIG Director, at a mid-month meeting to discuss issues pertinent to those grade levels. All principals meet at the end of the month with the superintendent. All directors attend this meeting, as well. Both meetings provide opportunities for the AIG Director to advocate and educate administrative professionals about AIG student needs. Information concerning the gifted education program and data to support the gifted program is discussed and updated regularly in this setting to keep principals abreast of pertinent information. The AIG Director also surveys the principals through these meetings to help determine the ways the AIG Department can help meet the needs of individual school sites.

Another method specialists utilize to include all stakeholders and support staff is to train instructional assistants at the elementary schools in strategies to support the Multi-Tiered System of Support interventions/extensions for higher ability students.

**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.

**District Response:** The Caldwell County School District works diligently to ensure that teachers
delivering educational services for gifted students have earned an AIG add-on license or has met the LEA requirements in order to be able to meet the academic, social and emotional needs of gifted learners. The Caldwell County School District employs ten AIG Specialists through the AIG budget who are licensed from accredited institutions of higher education. These employed AIG Specialists serve in some capacity at each of the twenty-six schools in the district, either providing consultant services or other direct and/or indirect delivery options to identified AIG students. In addition, a pool of fifteen classroom teachers throughout the district are AIG licensed. At the larger middle schools, most teachers who specialize in English Language Arts and in Math and are AIG licensed serve in classes for advanced learners. Middle schools that traditionally form teams of teachers for each grade level generally have identified AIG teams. AIG licenses are kept on file in the AIG District Office. Principals are kept apprised of the AIG licensed teachers at their school sites in order to ensure correct placement of gifted learners with AIG licensed teachers.

AIG students are placed in regular classroom settings with an appropriate licensed or prepared teacher to ensure effective service delivery match. Cluster groups are formed at the elementary level to ensure appropriate services from the regular classroom teacher and the AIG Specialist in order to meet the social, emotional and academic needs of gifted learners. At the middle school level, subject ability grouped classes and/or cluster grouping is utilized to best meet their needs. AIG Specialists oversee the scheduling of gifted students and model differentiation through a co-teaching model and through supplemental resources to extend and enrich the curriculum. In our high schools, teachers of honors classes, Advanced Placement courses, and Career and College Promise classes are appropriately trained through professional development opportunities, obtaining advanced degrees or participating in the summer AP training provided by the College Board in order to meet the needs of gifted learners to ensure proper service delivery.

The AIG Program encourages the use of AIG licensed educators to serve on individual AIG Review Teams and also invite them to participate in AIG workshops and training as needed in order to keep them up to date on current research, procedures, and local plans. In addition, the Caldwell County School District’s AIG Department offers after school professional development to provide support to those teachers seeking to complete an AIG endorsement or certification. Sessions meet once a month, and teachers are a part of a Google Classroom where they complete ongoing assignments and conduct discussions. General education teachers may also elect to participate in regional gifted education training presented through Northwest RESA. In each of these professional development opportunities, teachers are trained in the characteristics of gifted learners and ways to meet the social, emotional, and academic needs of gifted learners in their classrooms. Upon completion of either of these hybrid professional development opportunities, teachers may be utilized at school sites to provide appropriate instruction to all advanced learners in their classrooms. Regular education teachers that complete their AIG certification are recognized at a local Board of Education Meeting to commend their achievements.

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

**District Response:** The Caldwell County School District aligns professional development
opportunities with district curricular initiatives. The Caldwell County Schools' AIG Program serves as an integral part of the academic program planning in the district with the goal of supporting gifted and advanced learners in order to meet their social, emotional and academic needs and to achieve growth. Service delivery options and professional development plans are created with these goals in mind. The AIG Program falls under the auspices of the Educational Program Services Department at the district's Education Center and the AIG Director answers to the Associate Superintendent of Educational Program Services for all decisions and plans. Professional development opportunities for the district are planned, developed, and implemented by this department. The AIG Program aligns professional development for AIG Specialists to support local initiatives such as I Ready, Imagine Learning, Big Ideas in Math, and Wit and Wisdom. AIG Specialists are also provided with opportunities to pioneer professional development to introduce into the district, such as the newly emerging Google I Certified Training. Junior Great Books training is provided as needed to accompany the purchase of grade level Junior Great Books materials to AIG Specialists and grade level teachers. Additional training in gifted education specialties, including Power School training in AIG data input, CogAT administration strategies, differentiation refresher courses, and computer coding for the Dash and Dot robotic implements, is ongoing and required to maintain current gifted initiatives in the district. The AIG Program works with the district to provide training that promote the understanding of gifted characteristics, differentiated instruction, and social and emotional needs of gifted students during countywide professional development days, in faculty meetings, period meetings, and at school sites on early release days. The AIG Program will continue to expand the professional opportunities for regular educators who are in need of differentiation support training at any of the K-12 levels. The AIG Program also financially supports Advanced Placement teachers who attend the summer Advanced Placement workshops. Stakeholders will be provided the opportunity to suggest ideas for ongoing or additional professional development opportunities. In addition, the AIG Program will continue to financially cover the cost of attendance at the NCAGT Conference for all AIG Specialists, where new program ideas and initiatives for gifted education are introduced and shared. AIG Specialists are also encouraged to attend the North Carolina Middle School Conference, the North Carolina Technology in Education Society Conference, the North Carolina Math Conference, and the North Carolina Science Conference. These conferences are resource-rich and serve as professional development experiences for continuous collaboration with regular educators and AIG Specialists.

Caldwell County Schools  AIG professional development is integrated with other staff development initiatives across the county through designated system-wide Professional Development days. AIG Specialists present sessions on best practices for gifted kids along with new ideas to differentiate such as: BreakoutEDU and breakout boxes, differentiation for common assessments, geocaching, Junior Great Books, and tiered assignments to extend the curriculum. As our schools continue to extend the technology infrastructure and utilization of devices, the AIG department will provide resources and extension opportunities with regular classroom teachers utilizing these tools that will better meet the needs of our gifted learners. On-going research and staff development will take place utilizing our technology to produce authentic student products. Specialists will also continue to provide AIG plan updates and information on identification and social/emotional needs of the gifted annually in each of their schools.

When organizing staff development for regular education classroom teachers, the focus is always addressing the needs of AIG students utilizing evidence-based best practices to ensure growth for these students. Annual staff development is offered for teachers of gifted kids through all grade levels in our system. Guest speakers and presenters are known throughout the country as experts in gifted
education. In planning staff development, that the AIG Specialists will conduct, teachers may be informed about gifted characteristics and differentiation strategies and tools including Junior Great Books, Singapore Math, Jacob's Ladder, Ed Zaccaro materials, and Center for Gifted Education William and Mary publications.

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

**District Response:** The Caldwell County Schools' AIG Program strongly supports opportunities for AIG Specialists to plan, implement, and refine professional development information and learning. All AIG Specialists that serve multiple schools meet at the end of each month to review their instructional program and to plan for the next month's activities. AIG Council meetings are held bi-monthly for all teachers of gifted students. This meeting allows for technology sharing and training. AIG schedules at each school site are protected so that adequate time is available at each site for collaboration with regular educators; other specialty educators, such as exceptional children's teachers and ELL teachers; and counselors. The infusion of technology, such as Google Drive, Google Forms and Google Classroom, allows for more collaboration among AIG Specialists and regular education teachers and provides a platform for reflecting on lessons, activities, co-teaching units, and professional development opportunities. Professional Development products and lesson plans are compiled into a Google Drive, Google Classroom, or a LiveBinder, providing access to all participants and serving as a resource library. At the beginning of each school year, AIG Specialists are required to meet to verify rosters and files, to complete the transfer of files for students who have moved over the summer, and to plan for the year's meetings. At the end of each school year, AIG Specialists meet to transition files for students moving to another school site and to make plans for the next year's reading as a Professional Learning Community. During the summer, AIG Specialists meet to revise the parent brochures for their parent meetings, to update the district website, and to create lessons for shared teaching units. These structures are in place for facilitating collaboration among AIG specialists and other teachers, and to help to build capacity for AIG and refine the learning of the educators and specialists alike.

**Ideas for Strengthen the Standard:** AIG Specialists will meet monthly as a PLC (professional Learning Community) to promote systematic development and implementation of program services and 21 century skills.

AIG specialists will provide district training in differentiation tools and resources for district wide professional development days.

Create online courses and lessons to provide support for gifted learners and for teachers of gifted learners.
AIG Specialists will create an online district training in differentiated instruction that can be used by individual teachers of school faculties/staff members for professional development

**Sources of Evidence:** 2019-2022 Caldwell County Schools AIG Plan

Inventory of research-driven curriculum materials that align with the current North Carolina Curriculum.

Lending Library

Samples of newsletter and/or websites

Lists of Duke TIP Candidates

AIG schedules

Annual stakeholder surveys and/or questionnaires

Program brochures

Differentiation support with regular educators/artifacts

Agendas/sign-in sheets/handouts of documented professional development participation

Contracts from professional development providers

Attendance at NC Gifted and Talented Conference

Attendance at locally-supported professional trainings and workshops appropriate for AIG Specialists, including LEA trainings and NWRESA trainings/workshops.

AIG licensure applications and reimbursement artifacts
Standard 5: Partnerships

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

Practice A
Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

District Response: The Caldwell County Schools' AIG Program partners with parents, families, and other community stakeholders throughout all educational levels in the district. At the school level, AIG Specialists meet with parents annually to complete the Differentiated Education Plan for each student. AIG Specialists also meet parents and community members at school open houses; individual school festivals, performances, and presentations; and at academic and cultural events such as science fairs and speech contests. AIG Specialists also collaborate with local community partners in academic events such as Battle of the Books competitions, Million Work Reader Ceremonies, Blue Ridge Energies Electric Extravaganza, Student/Parent Coding Nights, and the Google Gravity Games. Also at the school level, an AIG Review Team comprised of classroom teachers, the school counselor, a school administrator, and the AIG Specialist is available to address parent concerns and meet with AIG parents as needed. The AIG High School Specialist works collaboratively with all high school counselors and administrators and meets with AIG parents at class registration events, parent informational meetings, and on days when student schedules are released. The AIG High School Specialist also meets with parents of students selected to apply to the Governor's School Program to help parents and students navigate the application process. The AIG High School Specialist also partners with the local community college in ensuring that AIG students taking dual credit community college classes and online classes have appropriate schedules and course options. At the district level, an AIG Advisory Board is selected annually, with parents, administrators, curriculum directors, regular classroom educators, and the AIG Director serving to assist in evaluating the local plan and procedures of the AIG Program. The AIG Advisory Board, in collaboration with the AIG Specialists, monitors the AIG Plan to assure that AIG services are appropriate for all identified students and reflect the needs of the schools and the community. Service delivery options, along with curricular and extracurricular activities afforded to advanced learners, must ensure that those opportunities will strengthen students academically, intellectually, socially, and emotionally.

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

District Response: The Caldwell County Schools' AIG Program works toward a goal of consistent and frequent communication throughout the school year. AIG Specialists distribute quarterly
newsletters and maintain updated webpages. Parent brochures for the Talent Development Program and the Caldwell County AIG Program are updated annually and given to parents at fall open house parent meetings and are also posted on the AIG District website. AIG Specialists, along with the AIG Review Team at each school, update the Differentiated Education Plans (DEPs) and/or the Individual Differentiated Education Plans (IDEPs) and share the information at invited parent meetings. AIG Specialists attend their assigned schools’ Title I Parent Meeting twice yearly to address parent concerns and questions about the program. A district-created PowerPoint information presentation is shared with parents at the DEP meetings; a district-created PowerPoint presentation is also shared with parents at the Governor’s School information meeting. The AIG Director provides an annual update and refresher training in gifted education procedures and requirements at the summer retreat for all local district administrators and also provide CogAT refresher training for district administrators and test coordinators prior to the universal screening test conducted annually. AIG Advisory Board meetings are on-going and also provide venues for sharing assessment data, AIG enrollment numbers, and procedural and personnel changes. Other stakeholder opportunities include local Board of Education meetings, district curricular meetings, administrator mid-month and end-of-month meetings, and other curricular opportunities such as AdvancEd accreditation presentations.

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

District Response: The Caldwell County Schools’ AIG Program is served by an AIG Advisory Board that is created annually to ensure the development, implementation, and monitoring of the local AIG Program and plan. The AIG Advisory Board includes AIG parents; school administrators; community representatives; business representatives; AIG Specialists; general education teachers; district curricular directors, including EL and Title I Directors; and the AIG District Director. The AIG website and the district website allow for continuous updates to the program and a means to communicate consistently throughout the district as needed. The district website also hosts parent survey questions throughout the school year to gather parent responses, ideas, and suggestions. Minutes to the AIG meetings are maintained at the district AIG office and the AIG website is updated regularly. AIG Specialists also send out quarterly newsletters to parents and interested community partners. The AIG Director, as well as AIG Specialists, are made available to the local community for civic club meetings and presentations.

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

District Response: The Caldwell County Schools’ AIG Program believes communication is critical and that all AIG parents deserve to receive continuous and meaningful ongoing information. AIG Specialists publish quarterly newsletters, individual websites, and e-mail to promote academic opportunities for AIG students, to showcase AIG student successes, and to help parents monitor
deadlines for participation and application for extracurricular events. The AIG district website also promotes district-wide opportunities for AIG students and highlights the extraordinary accomplishments of AIG students throughout the district. The AIG Program collaborates with the EL Director to ensure that translations for forms, tests, and other documents are available as needed and to secure interpreters for parent meetings and presentations. AIG Specialists and the AIG Director work with the English Language Learner Program and the Exceptional Children's Program to address needs of an emerging diverse population of advanced learners.

**Practice E**
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

**District Response:** The Caldwell County Schools' AIG Program continually strives to advocate for the needs of gifted and higher ability learners. Community outreach is critical to ensuring that all parties in the community not only understand the academic needs of these students, but that they also get to share in the extraordinary accomplishments and successes of these students. Annual parent meetings bring parents and community stakeholders together to learn about the academic service delivery options and about the AIG Plan in the district. The annual high school parent meeting(s) for those selected to apply for Governor's School are well received and draw large crowds of interested parents. The district brings in Gifted Consultants/Trainers, subject to the local AIG budget and availability of presenters, to serve as an outside source of information about the unique academic, intellectual, and social/emotional challenges faced by AIG students and parents. AIG Specialists and the AIG Director are present, as well, to answer questions and/or serve as a local source of information and support for parents, students, educators, and other interested stakeholders. The AIG Elementary Specialists partner with Blue Ridge Energies, the local electric power provider, to present an "Electric Extravaganza" for all the fourth grade students in the district. They also promote literacy through Battle of the Books events and Million Word Readers Ceremonies. AIG Specialists at the middle school partner with Career and Technical Educators along with Google and Appalachian State University to present the Google Gravity Games. AIG Specialists also promote STEM through the Google-sponsored "Students That Work" annual technology workshop, and the Communities in School-sponsored Student Reality Store. The AIG High School Specialist works in collaboration with personnel at the three traditional high schools and the two cooperative innovative high schools located on the community college campus to ensure that courses offered to advanced learners are appropriate, challenging, and differentiated. The High School Specialist also provides daily student support through offering high school registration and college application Smart Lunch sessions and conference support with AIG students and their teachers.

**Ideas for Strengthen the Standard:** Create a district AIG parent list serve to provide electronic communication, such as newsletters and program information.

Hold AIG advisory meetings each semester.

Create quarterly district wide newsletters.
Develop IDEP as needed

**Sources of Evidence:** 2019-2022 Caldwell County Schools AIG Plan

2019-2022 service delivery options for K-12

Parent brochures

Agendas from annual Parent Meetings/Governor’s School Evening Meetings

Agendas/minutes/presentations from AIG Council meetings

Samples of newsletters and/or websites

Copies of students' DEPs/IDEPs

AIG Review Team notes

Parent meeting flyers/invitations
Standard 6: Program Accountability
The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

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

District Response: Caldwell County Schools AIG Plan is developed on a three year cycle, in accordance with state legislation, guidelines and policies, utilizing input from various stakeholder groups. Teams of AIG Specialists, regular classroom teachers, counselors, administrators, and parents contribute to the development of the local plan through meetings, surveys and discourse. Ongoing data is collected through various means, such as face-to-face meetings, electronic forms, surveys, or emails with the results used to make changes to the identification process, service delivery options, or procedures of the local AIG Program. A readily accessible Google form is embedded on the school district’s website where stakeholders can provide ongoing input throughout the year to help drive the assessment of the district’s current AIG Plan. In addition, AIG Specialists and the AIG Director complete a plan self-assessment prior to the development of a new plan. AIG Specialists and curricular directors participate in statewide coordinator conferences, webinars and regional and local meetings to help develop a clear and concise local AIG Plan to best reflect the instructional needs for gifted and higher ability learners in grades K-12. The goal for the plan is to ensure consistency and accountability. The local three year plan is submitted to the local Board of Education for approval, then submitted to the NC State Department of Public Instruction for approval prior to its implementation.

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

District Response: The Caldwell County Schools' AIG Program will utilize the components of the 2019-2022 AIG Plan to monitor implementation of the program standards with respect to strengthening student identification procedures; maintaining differentiated curriculum and instruction; supporting AIG-licensed personnel and promoting AIG-aligned professional development; enhancing comprehensive curricular and extracurricular program options for higher ability learners; forming partnerships with parents, local colleges, and community businesses to promote opportunities for student support; and creating systems of program accountability for the local plan. North Carolina Article 9B provides the state definition for Academically and/or Intellectually Gifted (AIG) students and requires local education agencies to develop three-year plans with these specified components and to submit a newly revised AIG Program Plan on a three-year cycle. The local plan is to be assessed and updated annually. This assessment will be first addressed by the AIG Specialists in two meetings; one meeting will be at the end of the school calendar year after test scores are released.
Anticipated improvements and adjustments to the current plan would be part of the school year reflections. The second meeting is to be held just prior to the next school calendar year to address any additional testing data and to determine any changes needed in the program based on district initiatives and school population needs. Any updates and changes would also be reviewed and assessed by the local AIG Advisory Board. Once those adjustments are made, these will be reported to the school district’s Educational Program Services Department. The EPS Department will consider any adjustments or changes in tandem with the entire district curricular goals. After that, the EPS Director will take any updates or adjustments to the weekly cabinet meeting with the local Superintendent and to the local Board of Education. The local Board of Education is charged with adopting the local plan and ensuring that monitoring and evaluation occurs throughout the three-year cycle.

**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.

**District Response:** The Caldwell County Schools’ AIG Program maintains a budget based on state allotment of funds for the local AIG Program. Funding is four percent of the ADM—Average Daily Membership—of the school district. The percentage is utilized throughout the state for all local AIG Programs. The local AIG Program does not receive federal or local money for the AIG Program. The AIG Program budget allocations vary from year to year in order to support program goals and objectives. The primary budget expense is the cost of personnel. The current budget covers the cost of ten positions for the district. All of these positions are AIG Specialist positions. The AIG Program budget is supplemented by the local district in order to cover all the personnel costs. Budget allocations also support student identification procedures, including CogAT testing materials and printing costs; differentiated curriculum and instruction, including supplementary texts and technological resources; gifted programming professional development, including employment of personnel and workshop and training expenses; comprehensive programming, including allocations of materials for extracurricular opportunities and support of extracurricular programs; communication tools for informing stakeholders throughout the community of AIG services; and supporting program accountability through scheduled meetings with AIG Specialists, AIG Review Teams, and the AIG Advisory Board.

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

**District Response:** The Caldwell County Schools’ AIG Program has benefitted from the addition of AIG student information to PowerSchool. The use of PowerSchool allows for easy submission of enrollment and AIG identification status for students. It also permits roster alignment and helps the district monitor students for headcount purposes. The AIG Director works with the Testing Coordinator for the district to provide universal screening tests at grades four and six. Student performance on these grade level tests is printed and distributed to parents, with interpretive
information provided as needed. This data supports and informs instructional planning at the elementary and middle schools and provides data that may be used for student placement in AIG programs. In addition, the Testing Coordinator provides in depth EOG and EOC information annually to address AIG student growth and performance as a recognized subgroup for the district. The district PowerSchool coordinator provides dropout reports for each school. The AIG Specialists use this report to gather any dropout data for AIG students. The AIG High School Specialist follows up with searching out those students in order to determine any practices that could make a difference in student retention. The Testing Coordinator also regularly provides SAT and ACT results, along with Career and College Promise and dual enrollment information with the Educational Programs and Services Department in order to identify trends in performance. The Career and Technical Education Director provides data concerning WorkKeys testing and students who achieve career readiness credentials in WorkKeys levels (bronze, silver, gold, platinum.) In addition, the summer release of AP scores gives insight as to the performance of advanced learners in those advanced program classes. All student achievement data is shared with the Educational Program Services Team at the School District Office in order to coordinate programs across the district and to plan for professional development. The testing data for the district is also shared with the local Board of Education, the AdvancEd Accreditation Agency, and the local news media. Individual schools also release report cards that disseminate the testing growth and performance data by subgroups. The state report card indicates the performance percentages for AIG students for the EOG and EOC testing protocols. Parents receive copies of the report cards and receive updated assessment performance information after annual testing protocols and at Title I parents meetings.

AIG Specialists receive EOG and EOC data after annual testing is completed. AIG Specialists use the data to address district AIG planning and to also address program needs at their assigned schools. In particular, individual schools utilize all testing data for Multi-Tiered System of Support (MTSS) meetings and administrators receive testing information and share strategies and planning for improvement at mid-month and end-of-month meetings. The AIG Director attends all administrative meetings and provides input for AIG planning and support for student growth. AIG Specialists also serve on the district Faculty Council, where student growth and assessment data is shared and discussed. Each school is required to complete an annual School Improvement Plan, and a component of that plan is to ensure that student academic needs and supports will be provided, including supports for higher ability learners. A yearly annual review is conducted for each AIG identified K-8 student, with the review including test data, attendance data, and other information that is critical for program planning. In addition, the AIG High School Specialist monitors the student rosters at the high school in order to track AIG student graduation data. Also at the high school level, the AIG High School Specialist helps administer AP tests, ACT testing, and WorkKeys testing receives performance data on these protocols. The AIG High School Specialist receives the data concerning SAT, ACT, AP, and WorkKeys testing in order to identify program strength and to better provide advising for AIG students in creating class schedules. This data is also critical to determine which AP classes need additional program support, which classes will continue to be offered, and which AP and honors classes' personnel may need to attend summer training events.

**Practice E**

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.
**District Response:** The Caldwell County Schools’ AIG Program utilizes the PowerSchool information system to quarterly monitor the rosters of students at each school to understand demographic trends across the district, including culturally/ethnically diverse populations, English Language Learners, Highly Gifted Learners (IG and AI,) and twice-exceptional learners. The AIG Program assigns AIG Specialists to work with all twenty-six schools in the district, and, as all K-8 schools in the district are Title I schools, program support for AIG-identified economically disadvantaged students is comprehensive and consistent. Child Search Forms are utilized by Elementary AIG Specialists as referral documents for program placement. Child Search Forms also allow for data collection about potential candidates and possible assessments that may be needed in the data collection process. A variety of assessment instruments are implemented in order to search and screen students for possible gifted identification. Every attempt possible is made to provide the opportunity for all populations of students to be referred, assessed, identified, and placed for gifted services in a fair and equitable manner. The AIG Program provides this individual student testing as needed and helps administer universal screening tests in grades four and six. The AIG Review Team at the individual schools meets to discuss student referrals on all potential placements. In addition, the AIG Program provides a Talent Development Program for students in K-3 who have been referred by instructional personnel as higher ability learners. Students may be referred to this program through the use of data collected via K-3 reading assessments and by teacher observation/checklists. There are three pathways utilized for placement in grades K-2 and in grades 3-8, each with a variety of documentation required for placement. There is one pathway for students in grades 9-12 for placement. In addition, AIG Specialists work with Exceptional Children’s teachers and English Language Learner teachers in providing planning and support for students also identified in those programs.

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

**District Response:** The Caldwell County Schools’ AIG Program is committed to employing AIG-licensed instructional personnel for the district. The AIG Director and all current AIG Specialists are all licensed and copies of their credentials are maintained at the AIG District Office. Other credentials, including teaching licenses for particular grade levels and National Board for Professional Teaching Standards Certification, are also maintained at the AIG District Office. The AIG Program also strongly supports educators working to secure an AIG license through a program to reimburse tuition costs for those who complete an accredited license and who submit appropriate documents, including transcripts with grades and tuition-paid receipts. The AIG Director must approve these documents prior to tuition reimbursement. In addition to the AIG Director, the Associate Superintendent for Human Resources and the Finance Director for the district also have rosters of AIG Specialists currently employed and the schools where they are assigned. In addition to those employed by the AIG Program by the AIG budget, the AIG Director maintains a current listing of educators who are AIG licensed in the district who are serving in other positions, including regular classroom positions, Instructional Facilitator positions, and administrative positions. Caldwell County is also participating with a consortium of regional school districts to provide regional-endorsed AIG training for teachers of AIG students who are not yet licensed. This training will provide basic foundation information about AIG students, differentiation activities, personalized learning, and AIG policies and procedures. This endorsement will provide districts and school-based administrators with a roster of teachers who have
specialized training in teaching AIG students. This regional training will also prepare educators to take the Praxis Test for AIG licensure.

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

**District Response:** The Caldwell County Schools’ AIG Program holds AIG Advisory Board meetings at the end of each semester to review program academic progress and to receive input from stakeholders. The membership of the AIG Advisory Board changes annually in order to reflect a diverse representation of parents, administrators, teachers, AIG Specialists, curriculum directors, and other stakeholders. Classroom teachers of AIG students and a random sample of AIG parents are surveyed annually to assess AIG Program effectiveness. AIG Specialists hold DEP parent meetings annually, and they meet with individual parents as needed to review academic plans and develop Individual Differentiated Education Plans. The survey questions distributed to classroom teachers and parents are posted to the website and are accessible throughout the school year.

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

**District Response:** The Caldwell County Schools’ AIG Program utilizes multiple sources of data to review and revise the local plan and to provide comprehensive and strategic assessment and monitoring of program standards. Data from Power School and for twice-yearly headcounts provides rosters to examine and analyze for numbers of students identified; the identification status—IG, AI, AR, AM, AG; the demographic information for those students; and the location of feeder school patterns to support planning for AIG Specialist school assignment and support. Survey data collected from parents and classroom teachers provides information for scheduling supplemental instruction to the core curriculum and allows for determination of needs for differentiation training at various school sites. Principals provide input at mid-month and end-of-month meetings to the AIG Director that address AIG student issues in regards to student growth and performance on annual testing. The on-site evaluation during district-wide re-accreditation through AdvancED requires analysis of each program component, including AIG programs, and the need for addressing comprehensive standards with fidelity. District Directors of Curricula, the Testing and Accountability Director, the ELL Director, and the Associate Superintendent for Educational Program Services, all submit information that is utilized in comprehensive program planning and review of the AIG Program and the service delivery to students. Interim reports from NCDPI and policy updates and initiatives provide mid-cycle information that AIG Specialists use to assess program progress and make adjustments as needed.

**Practice I**
Disseminates all data from evaluation of the local AIG program to the public.
District Response: The Caldwell County Schools' AIG Program submits a copy of the three-year comprehensive plan for approval by the District Superintendent and the Board of Education. Copies of the plan are maintained in the District Office and the plan is posted to the AIG website for the Caldwell County School District. The AIG Advisory Board is created annually and copies of the plan are made available to those members during twice yearly meetings to review and monitor for performance. AIG Specialists assigned to the twenty-six schools provide AIG Program information to their schools through parent meetings, faculty meetings, grade level meetings, Multi-Tiered System of Support (MTSS) planning sessions, and differentiation workshops. Information from surveys is shared with District Curriculum Directors and with the AIG Advisory Board. The AIG Director monitors the schools district's website and collects survey data that comes in throughout the school year. That data is shared with AIG Specialists and Educational Program Services Directors through a summary report with participant confidentiality maintained. Finally, the AIG Parent Brochure shares information about the local AIG program and the brochure is distributed to parents at parent meetings and is posted on the AIG website.

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

District Response: The Caldwell County Schools' AIG Program follows established process procedures that are articulated and distributed to parents at parent meetings and via the AIG website. The AIG Program Parent Rights/Due Process Document has been local school board approved and is given to parents when students are assessed for placement in the AIG Program and when placement occurs. This document is also available at a review of testing results and at annual DEP/IDEP meetings. The Parent Rights/Due Process Document is available on the website at all times and can be accessed by parents, administrators, advocates, and other stakeholders. The Parents Rights/Due Process document states that the Board of Education "believes that students and parents have the right to an orderly, equitable solutions to problems." The student/parent shall start at the school level using established procedures to resolve the matter(s) of concern. The Board of Education will not consider any such matter until all administrative remedies have been exhausted. Whenever a student/parent believes that he or she has been adversely affected by a decision of the school-based committee regarding eligibility, placement, service delivery, or other matters related to accessing and/or benefitting from services for gifted children, due process may be requested in accordance with this policy. The purpose of this procedure is to ensure that disagreements will be resolved amicably and justly at the lowest possible level. Time limits have been established to assure prompt attention to each situation. If the student/parent does not process his or her complaint within the set time limit, it may be considered settled and not open to appeal." (See Caldwell County Schools' AIG Website for the complete document.)

AIG Specialists utilize the following due process procedures: 1) Parent/Guardian may request a conference with the AIG Specialist and with the School-Based Review Team to address the AIG placement or service delivery decision. 2) Following that meeting, the parent/guardian may request a meeting with the principal to appeal the decision. 3) The principal, in consultation with the AIG
Specialist, may support the School-Based Review Team's decision or make a different decision. 4) The parent/guardian may then appeal the principal's decision to the Caldwell County AIG Director. The Director may meet with the parent/guardian to render a decision for AIG services. 5) The parent/guardian may appeal to the Associate Superintendent for Educational Program Services for consideration of all prior decisions and make a decision. 6) The parent/guardian may appeal to the Caldwell County Board of Education. The Board may render a new decision or maintain a prior decision. 7) Finally, the parent/guardian may petition the administrative law judge for a contested case hearing for a decision for placement or delivery of services.

A Consent for Evaluation in the form of a parent signature is required and requested prior to all collection of assessment data for AIG placement and identification, as well as for parents to obtain private assessments instead of LEA administered assessments. Parents will be advised as to which assessments are acceptable for AIG identification and placement in Caldwell County Schools. Parents will be asked to provide a copy of the assessor's results for the AIG file. A Consent for Placement is also required before a student may be placed into the AIG program and officially served in the program. Upon review of data necessary for a placement decision, each AIG Specialist will complete an AIG Placement Packet, with identification evidence data attached, and will send the AIG Placement Packet to the AIG District Director. The AIG District Director will examine the paperwork and will initial and sign all documentation for placement if all identification and placement criteria are met. The placement packet will be returned to the AIG Specialist within three days. The AIG Specialist will then schedule a meeting with the parent to review placement data and draft a Differentiated Education Plan for the student with the parent. The parent will be required to sign the Consent for Placement Document accepting student placement and the Differentiated Education Plan prior to a student being served by the AIG Program. If students are recommended for placement and do not qualify for identification, that student will be put on a Watch List and parents may request additional testing for placement. When an identified student transfers to Caldwell County Schools from another district, his or her AIG data will be requested which identifies the student as AIG. Services will begin upon verification (written or verbal) of documentation from the previous school system. Parents will be apprised of the process of placement in the district program as it occurs and a meeting will be scheduled as needed. A review of the student's performance will take place within six months of the placement. When a Caldwell County AIG student transfers to another district, copies of the AIG student's folder will be sent by the student's AIG Specialist in Caldwell County to the District AIG Office. Files will be sent to that district by the District Director within two weeks of notification. Throughout the procedures of referral, assessment, and identification, and when families move out of, or into, the district, parents/guardians always have the due process rights to be asked for permission to consider for placement and identification, to appeal decisions of the School-Based Committee and administrator to the AIG Program Director and to the School Superintendent and Board of Education. Every effort is made to amicably examine all options available for testing, identification, and placement, to verify and secure parental consent for testing, identification, and placement with necessary signatures, and to support the instructional needs of higher learning students and the academic interests of parents and guardians.

**Ideas for Strengthen the Standard:** Incorporate a suggestion box on the district website to gain feedback from stakeholders.

Hold an annual data meeting with AIG specialists to disaggregate EOG, EOC, AP, and ACT data to guide practice and improvements and to help determine if AIG students needs are being met.
Develop IDEPs as needed for gifted learners.

**Sources of Evidence:** 2019-2022 Caldwell County Schools AIG Plan

School Board meeting agenda/minutes

AIG Census File audits

AIG K-5 service notebooks

Annual Academically and/or Intellectually Gifted (AIG) budget statement(s) (034 funds)

Inventory of curriculum resource materials/Lending Library

AIG Specialists' schedules

Twice a year AIG headcount

Updated End-of-Grade and/or End-of-Course data

Surveys and/or feedback from related stakeholders

NCDPI comments for previous AIG Plan

Advisory Board sign-in sheets, agendas, notes from committee meetings

Parent Rights/Due Process document
Glossary (optional):
ACCESS - Computer based adaptive test that responds to students performance. It tests speaking, listening, reading, and writing

AP - Advanced Placement

BOG - Beginning of Grade Reading Assessment

CDM - Credit by Demonstrated Mastery

Concept Based Learning - The teaching of big ideas that span multiple subject areas or disciplines. We study the concept of change in all areas of life and across the disciplines (social studies, math, science, reading). Concepts go across all the subject areas and push the students to generalization and theory level.

CTE - Career Technical Education

Curriculum Compacting - A technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.

DIBELS - Dynamic Indicators of Basic Early Literacy Skills

Differentiation - Acceleration Opportunities to provide more personalized learning by expanding the curriculum into interest areas for the AIG students or into areas of established content expertise, including field trips, outside clubs, specialized content camps and workshops, competitions, and extra classes. These activities may be during the school year, particularly after-school or during a summer break. These activities promote time to learn with other students with similar interests.

Differentiation - Enrichment Activities for the AIG student that provide more personalized learning by expanding the curriculum into interest areas for the AIG student or into areas of established content expertise, including field trips, outside clubs, specialized content camps and workshops, competitions, and extra classes. These activities promote time to learn beyond the traditional curriculum and time to learn with other students with similar interests or abilities.

Differentiation - Extension Activities/inquiry learning/projects that allow an AIG Student to reach, stretch, or continue in-depth learning or investigations or investigations or extra learning/research of topics in the current curricular content or topic begun in class. Extension activities add depth to learning after a skill or concept in the content is mastered.

Identification Label AI Academically Intellectually Gifted - Students who have demonstrated a high ability and achievement: at least 95 percentile on the composite score of a nationally-normed aptitude test and a qualifying score of at least 95 percentile on both reading and math achievement tests

Identification Label IG Intellectually Gifted - Students who have shown high ability or the potential to perform: score of a qualifying score at the 98 percentile on the composite score of a nationally-normed aptitude test
Identification Label AG - Academically Gifted - Students who have demonstrated high achievement in both Reading and Math. Students have met plan criteria and have been identified in both reading and math.

Identification Label AR - Students have met plan criteria and are Identified in Reading Only - Students who have demonstrated high achievement in Reading.

Identification Label AM - Students have met plan criteria and are Identified in Math Only - Students who have demonstrated high achievement in Math.

MTSS - Multi-Tiered System of Support

NC Check-Ins - NC Check-Ins are interim assessments developed by the North Carolina Department of Public Instruction (NCDPI) that are aligned to North Carolina grade-level content standards in English language arts (ELA)/reading for grades 48 and in mathematics for grades 38. In ELA, NC Check-Ins measure all grade-level content standards assessed and increase in text complexity. For mathematics, each NC Check-In focuses on a selected subset of grade-level content standards.

NCVPS - North Carolina Virtual Public Schools

PBL - Problem Based Learning

PETS - Primary Education Thinking Skills

PLC - Professional Learning Communities

RAFT - A differentiation strategy where students have writing prompt that provides a Role, Audience, Format, and Topic that they address through a writing assignment.

STAR - Standards-based, computer-adaptive assessments that measure students' reading comprehension, monitor achievement and growth, and track understanding of focus skills aligned to North Carolina state learning standards.

TRC - Text Reading and Comprehension

Title 1 - Federal funds allotted for schools with large concentrations of low-income students to assist in meeting their educational goals.

Appendix (optional):
19-22 AIG Plan Approval.pdf (Local Board Approval Document)