Caswell 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, Caswell County Schools local AIG plan is as follows:

Caswell County Schools Vision for local AIG program: Caswell County AIG Program Vision:
The Caswell County Board of Education, school leadership, parents, students, and community strive to create a learning environment committed to providing an education that develops maximum potential in all students.

Caswell County AIG Program Stakeholder Beliefs:
• Gifted children, existing in all ethnic, geographic, and socio-economic groups, have learning needs different from other students of their age, experience, or environment.
• Giftedness develops through diverse, appropriate, and on-going learning experiences and environments that incorporate the academic, psychological, and social needs of students.
• An array of service options that teach, challenge, and expand knowledge should be offered, while emphasizing the development of independent and self-directed learners.

It is our belief that on-going staff development in the Gifted Education Program ensures that service options are delivered by qualified personnel and that collaboration among teachers, parents, administrators, and community members can best determine the most effective services for our students. Caswell County Schools provides opportunities to improve student performance and achievement through appropriate instructional services and will continue to identify and nurture
abilities in order that all students are prepared for our global society.

Purpose
The purpose of Caswell County School's gifted program is to ensure that students who have been identified as academically/intellectually gifted receive appropriate services to meet their unique learning needs.

Goals and Objectives
The CCS AIG program will:

• Provide high quality differentiated curriculum and instructional practices supported by evidence-based data appropriate for K – 12 gifted students.

• Provide comprehensive and on-going staff development opportunities to enable staff to meet the unique instructional needs of AIG students.

• Provide a variety of service options and educational experiences that support individual growth at varying levels of abilities, needs, and interests that allow students to learn and move through advanced material.

• Continue to expand the talent development program in an effort to help identify under-served populations.

• Continue to increase the number of classroom teachers with AIG certification and the required local professional development.

• Increase public awareness and encourage collaboration and communication among all stakeholders to ensure appropriate educational opportunities for academically or intellectually gifted learners.

• Encourage students to recognize learning as a life-long process and develop a sense of global awareness.

• Increase the identification of students from traditionally under-represented populations.

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

<table>
<thead>
<tr>
<th>State Funding</th>
<th>Local Funding</th>
<th>Grant 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: Giftedness is the manifestation of ability to learn well beyond the expected level of one’s age mates. It can be discovered through outstanding student performance, high test scores, or through observation. These potential abilities are sometimes muted in students by diverse environmental circumstances and need to be actively sought. By providing individual appropriate differentiated services, Caswell County seeks to address the needs of underserved populations. The Steps to Identification for the AIG program include multiple screenings, talent development components, steps to increase identification of underrepresented populations, referrals by multiple stakeholders, and observational records. Teams and stakeholders who identify students for formal referrals take into consideration observational data and environmental factors that can mute student abilities. Identification for services in Caswell County Schools' AIG Program involves team decision making, multiple pathways to identification, and multiple indicators of giftedness to best recognize and meet the needs of the students.

Several teams and individuals may be involved in the identification and placement processes.

DEFINITIONS OF TEAMS/INDIVIDUALS UTILIZED IN AIG PROGRAM AND IDENTIFICATION:

School AIG Team/Committee- A School AIG Team or committee is chosen at the school level as a working committee. It may be comprised of one teacher per grade level, all teachers serving AIG serving students, or other elected representatives at each school. The school counselor should also be included. This team meets to discuss school-wide needs, plan events, discuss enrichment, or other school and program related services. This team may be different than the team that discusses individual students and student needs.

Needs Determination Team- A Needs Determination Team (NDT) at each school discusses individual student data and needs. This team usually does not include the whole AIG committee, but at a minimum must consist of: the principal or principal's designee (may be the NDT chairperson), the school counselor, at least three AIG certified classroom teachers, NDT chairperson (often this person is also the AIG chairperson). In elementary grades, at least one primary representative and one or two intermediate teachers should be included. Representatives from mathematics and language arts from multiple grade levels comprise the team at the middle school. Members of the NDT will receive training in guidelines and criteria for identifying AIG students.

NDT chairperson- Often this person is also the AIG chair at each school. This is the person who leads the student identification, placement, and service oversight processes. This includes individual service options (DEPs).

School AIG Chairperson- This person leads the school/AIG committee at the school level. He/she is a member of the District Steering Committee, and attends district meetings to discuss AIG program activities.

Central Review Team-This team discusses individual student data and needs. School teams may make referrals to this team to improve decision making. The Central Review Team consists of the
AIG Director or designee, a central office director of curriculum and instruction, principal or principal designee of student being referred, AIG specialist, and one other NDT member. In the case of student appeals, a maximum of two out of 5 members shall be from the school where the appeal originated. The Central Review Team will consider all information and make a decision regarding identification and/or placement.

AIG identification includes screening, referral, identification, and placement in appropriate service options. Each phase of the decision-making must be guided by the needs of the student. Information collected at one stage should be useful in decision-making for the next level as well.

Screening
The screening phase of the placement process includes all activities designed to review the general population of students to see which students may need further assessment and/or eventual placement in the differentiated services continuum of gifted education. Screening procedures should be comprehensive and easy to accomplish. Information needed at the screening level:

Yearly screenings are completed throughout the K-12 continuum. Screenings include BOG, EOG, and EOC percentile ranks at or above the 91st percentile. Benchmarks, Text Reading Comprehension (TRC) levels, student assessments, and teacher observations may also lead to an AIG referral, and can be used to develop a body of evidence to make instructional and placement decisions. Students in all grades are eligible for formal identification. The K-8 screening observation form and the third grade CogAt scores provide NDTs information for talent development pools and can lead to formal referrals. All K-8 teachers should complete the Screening Observation Form (AIG-2), yearly, in the spring. Students whose names appear in 10 or more boxes should be considered for a formal referral. K-2 talent development group lists will be developed from K-2 assessments, benchmarks, grade-level report card assessments, above grade-level mastery of online adaptive computer software, and TRC assessments. Any students demonstrating work over a year above grade-level in multiple subject areas or students who demonstrate a need for subject acceleration due to above grade level subject mastery, or who are identified for early entry to kindergarten should be placed on talent development lists, observed, and formal referrals made when appropriate. NDT decisions will be based on a complete body of evidence including quantitative and qualitative measures. AIG specialist and director consultation will be included to facilitate development of K-2 bodies of evidence. In order to build complete bodies of evidence to make service and identification decisions, additional screenings of aptitude and the Iowa Acceleration scale will be made available when appropriate. Particular attention during this process should be given to potentially gifted students from culturally diverse, economically disadvantaged, or disabled populations. Many of these students are included in talent development and enrichment programs.

All teachers are trained to recognize the characteristics of gifted learners through AIG certification classes and/or AIG staff-led meetings. Information regarding the county-wide processes of screening, nomination, identification, and placement is provided at the beginning of each school year. Recommendations are received at any point during the school year. Brochures are available in English and Spanish at all school sites to ensure parents and community are aware of the screening, identification, and placement procedures. Information regarding the AIG program will be included in all student handbooks.

A talent pool is created by a broad-based student search using the following methods:

• Recommendation from teachers, parents, students, and others who may have knowledge of a student's learning needs
• Multiple evidence-based screening instruments
- County-administered nine week assessments
- Administration of aptitude tests to third grade students
- Early acceptance to kindergarten
- Subject acceleration due to grade level mastery
- A broad sweep of all North Carolina End-of-Grade/End-of-Course scores
- Review of students in talent development
- Transfer students who have advanced beyond the academic sequence(s) of their grade level peers
- Student profiles including alternative multiple indicators (may include interest, motivation to learn, student performance, observations)
- Evidence of reading over a year ahead of current benchmarking level (TRC or Running Record)

Referrals

The screening processes create broad pools of students. Teachers, parents/guardians, students, and others who may have academic knowledge of the students, may nominate candidates for the pools. Indicators are gathered to assist the NDT in determining whether a formal referral for further evaluation is needed. No single indicator can be used to deny a formal referral.

The NDT makes one of the following decisions:

- Formal referral for evaluation
- No formal referral at this time

If the decision is made for a formal referral, which requires evaluation, parents will be notified using the Your Rights as a Parent (form AIG 5), and Notice and Consent for Evaluation (AIG 4) which will be provided to parents. See appendix for forms. Parents and principals may also make a formal referral in writing as necessary. The Notice and Consent for Evaluation and Your Rights as Parents must be signed and returned before a NDT team can meet and discuss individual student placement and needs.

To encourage the identification of underrepresented populations, the NDT team at each school should consider environmental factors that can aid in masking giftedness. These abilities are sometimes muted in students by unfavorable environmental circumstances and need to be actively sought. The teacher or NDT may refer to the Environmental Factors Referral (form AIG 3) to aid them in recognizing when affective factors may be muting student displays of AIG abilities or characteristics.

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: CCS Student Eligibility and Placement Record (AIG Form 6) documents the following pathways of quantitative and qualitative data collection used to make identification decisions. Following the Identification pathways are the Steps to Identification outlining student achievement, aptitude, and potential to achieve examined for placement. In addition to these, the referral process (Standard 1 Practice A) also notes the multiple opportunities for referral and noticing the potential to achieve. Multiple sources of evidence provide insight into all students' potential
abilities and are utilized to identify talent development pools of students. Possible methods used at all levels throughout the school year include benchmarking results, grade-level assessments, EOGs/EOCs, mClass TRC data, report cards, reviews of students in the talent development program, transfer students with documentation of advanced abilities, observational screenings, above grade level mastery of online adaptive computer software, and broad sweeps of aptitude such as the 3rd grade CogAt assessments. From these talent development pools, NDT teams, individual teachers, counselors, and other school staff may decide a formal referral is needed.

Identification Pathways for Grades K-12

Pathway One – Must meet one criteria
•*Aptitude
  -CogAt SAS Composite score of 124 or above or percentile rank of 93 or higher
  OR percentile rank at the 93rd percentile or higher on accepted aptitude test
Students meeting this criteria may be identified Academically and Intellectually Gifted (AI) or Intellectually Gifted (IG), depending on student grades
  -Students are identified Academically and Intellectually Gifted (AI) if they have a 93 or above average in reading and math
  -Students are identified as Intellectually Gifted (IG) if they have averages in reading and/or math at or below a 92

Pathway Two – Must meet both criteria (aptitude and achievement)
May meet criteria in reading, math, or both subjects to be considered for placement
•*Aptitude
  -CogAt SAS age appropriate score of 120 or above or percentile rank of 90 or higher in composite or single subtest area (verbal, non-verbal, quantitative) OR percentile rank at the 90th percentile or higher on accepted aptitude test or subtest
•*Achievement (may be in reading, math, or both subjects)
  -EOG, EOC scoring in the 91st or above percentile OR percentile rank at the 91st percentile or higher on acceptable achievement test
Students meeting this criteria may be identified Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted (AG) in both subjects
  -Students who meet both criteria in reading are Academically Gifted in reading (AR)
  -Students who meet both criteria in math are Academically Gifted in math (AM)
  -Students who meet both criteria in both subjects are Academically Gifted (AG)

Pathway Three – Must meet three out of five criteria
May meet in criteria in reading, math, or both subjects to be considered for placement
•*Aptitude
  -CogAt SAS score of 120 or above or percentile rank of 90 or higher in composite or single subtest area (verbal, non-verbal, quantitative) OR Percentile Rank at the 90th percentile or higher on accepted aptitude test or subtest
•*Achievement (may be in reading, math, or both subjects)
  -EOG, EOC scoring in the 91st or above percentile OR Percentile rank at the 91st percentile or higher on acceptable achievement test
Students meeting three out of five criteria may be identified Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted (AG) in both subjects.

- Students who meet 3 or more out of 5 criteria in reading are Academically Gifted in reading (AR).
- Students who meet 3 or more criteria in math are Academically Gifted in math (AM).
- Students who meet 3 or more criteria in both math and reading are Academically Gifted (AG).

Aptitude Test: C-TONI or other accepted aptitude test will be made available if NDT and CRT feel further assessment is needed.

STEPS TO IDENTIFICATION:
Step 1-Plan NDT meeting
The NDT chair should ensure Consent for Evaluation (form AIG 4) and Your Rights as Parents (form AIG 5) have been returned signed by the parent/guardian of the student. Student data should be collected for presentation at the NDT team meeting such as test scores, grades, Student Portfolio, student interviews, Environmental Factors, and Gifted Characteristic Scale (AIG 7) as appropriate.

Step 2-NDT meeting
A nominating classroom teacher and/or NDT member will present information collected and recorded on the Summary of Eligibility and Placement Record (AIG 6). The school NDT team will refer to student data available and any other relevant student data such as environmental factors, interviews, motivation, and observations of the student when there is indication of a possible need for differentiated services. The school based NDT will follow three pathways to student identification. Within any indicator, a single criterion may reveal a need for services. No single criterion can eliminate a student from consideration. Evaluation decisions and results should be discussed with parents. An Invitation to Conference (Form AIG 10) should be sent to parents/guardians. A conference discussing the results should follow.

The school NDT may make one of the following decisions (described in detail below):
1) More information is needed on the student
2) The student is identified for AIG services
3) Further indicators are needed but not available until a specified date
4) The student will be referred to the Central Review Team
5) The student does not need AIG services at this time

More information is needed on the student- More student data can be made available at the school level such as a student portfolio. The additional student data will be brought to the next scheduled meeting. More data may be requested at the district level by referring the student to the Central Review Team (see Alternate Considerations for Placement form). If this type of data needs to be considered or if the student needs alternative assessment, please use this form and refer the student to the Central Review Team (see below).

The student is identified for AIG program services-The student meets one of the three pathways. The NDT agrees that the student is in need of AIG program services. The NDT decides, according to student data, which identification pathway and subjects apply to the student placement. Students may be identified Intellectually Gifted (IG) or Academically and Intellectually Gifted (AI) using Pathway 1. Students may be identified Academically Gifted (AG) if they meet Pathway 2 or 3 criteria in both reading and math. If they meet Pathway 2 or 3 criteria in just one subject they may be identified
Academically Gifted in Reading (AR) or Academically Gifted in math (AM). Upon parent approval, the student moves into the placement phase and the initial identification is noted on the Summary of Individual Student Eligibility Form. A DEP is developed according to student needs.

Further indicators are needed but not available until a specified date- The NDT determines that further information which is expected to be available at a specific time is needed. For example, the team may decide to wait until the end of the second nine weeks to access grades for the nine weeks. The date to review the student data must be recorded on the Summary of Individual Student Eligibility Form with the decision.

The student will be referred to the Central Review Team- A student may be referred to the Central Review Team if the NDT feels the student may have his/her gifted characteristics and abilities muted by environmental factors. If the NDT feels the student needs AIG services, they can place the student. If they are unsure, they can refer the student to the Central Review Team to review the student's needs and collect additional data. If the NDT feels an alternate assessment may be required, the student may be referred to the CRT. Referrals to the CRT should include the Alternate Considerations for Placement/Request for Alternate Assessment Form. The CRT will decide if further evaluations are needed.

If further tests are required by the CRT, the AIG director will coordinate administration of an approved assessment. Assessments in the language in which the student is most fluent may be administered. Assessment instruments reflect sensitivity to economic conditions, gender, developmental differences, learning differences, and diversity of students so that equal opportunity for consideration is provided to all students. The CRT can choose to administer OLSAT, KBIT, TONI, WJ, Stanford Binet, Iowa Acceleration Scale or other available screening as necessary.

If a student is referred to the Central Review Team, the following multiple indicators of potential giftedness may provide information to build a body of evidence for decision making: observable student behaviors, performance, achievement, aptitude, interest, and motivation. Environmental factors that can mute the appearance of giftedness and multiple types of data free of weighing and cut-off scores can be used in the identification process. These may include:

- Observation/checklist by teacher, parent, or others
- Student work samples, portfolios
- Nine-week assessments, report cards, progress reports, running records, guided reading levels, lexiles, reading levels
- Student interest/motivation inventory, interview
- Standardized achievement and/or aptitude score
- Environmental factors

The student does not need AIG services at this time- Students who do not receive AIG services may remain in the screening talent pool and/or the talent development program. If a decision is made for no formal identification, a written justification of the decision is filed with the AIG student records at the school for future review and/or referral. The student should continue to be appropriately placed in enrichment and intentional flexible small groups based on ongoing specific individual learning data.

Central Review Team
The Caswell County Schools Central Review Team may review school documents and make needs determination decisions if:
1. School NDT refers student
2. Parent/Teacher appeals the school NDT decision

In addition to things previously listed, other alternative methods of identifying gifted students may be used at the Central Review Team Meeting. These may include:
1) Diagnostic Observation
2) Developmental Information
3) Teacher/parent checklist
4) Self-Nomination
5) Above-Level Achievement Tests
6) Talent Search Participation
7) Group and Individual Intelligence Tests
8) Previous Enrollment in Gifted Classes
9) Informal Classroom Testing
10) Writing Sample/Autobiography/Essay
11) Independent Study Proposals
12) Student Interest Surveys
13) Personal, Parent, and Group Interviews
14) Portfolios
15) Product/Performance Evaluation

Descriptions of INDICATORS OF GIFTEDNESS

OBSERVATION OF STUDENT BEHAVIOR
Indicator of a student’s need for differentiation may be based on his/her observable behavior. This may be shown through the student's abilities in the following areas.
Communication – Highly expressive and effective use of words, numbers, and symbols
Motivation – Evidence of desire to learn
Humor – Conveys and picks up on humor
Inquiry – Questions, experiments, explores
Insight – Quickly grasps new concepts, makes connections, senses deeper meanings
Interests – Intense (sometimes unusual) interests maintained over time
Problem Solving – Effective, often inventive, strategies for recognizing and solving problems
Memory – Large storehouse of information on school or non-school topics
Reasoning – Logical approach to figuring out solutions
Imagination/Creativity – Processes many ideas, highly original
(Source: Frasier, M. 1992)

Student Performance
Indicator of a student’s demonstrated mastery may be shown through work samples, portfolios, grades, or other authentic assessment strategies. In some cases, performance may be demonstrated outside the school arena.

Student Interest
Indicator of a student’s interest areas and/or curiosity may be revealed by a formal interest inventory/survey, an informal interview, or documentation of a student’s particular passion. Interest may also be demonstrated through student’s participation in extracurricular activities.

Student Motivation to Learn
Indicator of a student’s commitment to pursue learning experiences may be shown through school
and/or outside school activities. With some students indication may be muted by unfavorable environmental circumstances. For these students, who have often been called underachievers, an individual case study may help identify the student's specific areas of need.

**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:** Being a rural, economically disadvantaged school district, CCS continues to strive to implement procedures which respond to LEA demographics compared to AIG program demographics by continuing to explore indicators and assessments which can be utilized to identify under-represented populations. Student placement and referral criteria are not limited to achievement and aptitude scores alone. Teacher observations, student interviews, and portfolios are used to create complete student profiles. CCS talent development and enrichment programs strive to develop critical thinking skills in students to improve aptitude test scores of under-represented populations. The district and school NDTs examine environmental factors that can mute giftedness and consider these as part of the body of evidence examined when identifying students. School NDTs, district committees, and teachers are trained yearly to consider factors that can mute giftedness and consider the implications of these factors when making referrals and identification decisions. School NDTs train others at the school level and lead discussions to include the consideration of these when developing comprehensive student profiles. The District Environmental Factors form (Form AIG-3) and Alternate Considerations For Placement (AIG-8) form are completed as needed to develop a complete student profile for team decision making.

**ENVIRONMENTAL FACTORS CURRENTLY CONSIDERED INCLUDE:**

**LANGUAGE**

Dominant, first-acquired language spoken in the home other than English

Limited opportunity to acquire depth in English (English not spoken at home, transience due to migrant employment, dialectical differences acting as a barrier to learning)

**ECONOMIC**

Residence in a depressed economic area and/or homeless

Low family income (qualifies or could qualify for free/reduced lunch)

Necessary employment or home responsibilities interfere with learning

**ACHIEVEMENT**
Student peer group devalues academic achievement
Consistently poor grades with little motivation to succeed

SCHOOL
Irregular attendance (excessive absences during current or most recent grading period)
Transience in elementary school (at least 3 moves)
Limited opportunities for exposure to development experiences for which student may be ready

ENRICHMENT
Limited enrichment experiences outside the home
Limited availability of enrichment materials and resources at home
No school-related extra-curricular learning activities in student's area of strength/interest

PROGRAM
Member of a group that is under-represented in the gifted program

OTHER CONSIDERATIONS
May have visual, auditory or other sensory deficits
May have attention deficits or focusing/concentration problems
Projects or classroom work, not tests, best reveal student's strengths
High ability displayed in focused area
Performs poorly on timed tests
Is a highly reflective thinker and does not provide quick answers to questions
Entered kindergarten early or was grade skipped _____ year(s) in _____ grades(s)
May have another deficit or disability that interferes with educational performance or assessment
NDTs may request further testing to include assessments that are less culturally biased, nonverbal, or those made available in other languages as deemed appropriate with the ESL specialist. The ESL specialist for the district and the AIG director and specialist(s) work closely to discuss students. The ESL specialist makes referrals for identification when appropriate. NDTs may request more information and assistance from the Central Review Team (CRT). The CRT can choose to administer OLSAT, KBIT, CTONI, WJ, Stanford Binet, Iowa Acceleration Scale or other available screening as necessary. Assessment instruments reflect sensitivity to economic conditions, gender, developmental differences, learning differences, and diversity of students so that equal opportunity for consideration is provided to all students.

Throughout the screening and referral processes, particular attention should be paid to those potentially gifted students from culturally diverse, economically disadvantaged, or exceptional children populations. Many of these students should be included in talent development and enrichment programs.

Twice-exceptional students are monitored for special differentiation needs. AIG teachers through state or local training, receive information on serving students who are twice-exceptional. Highly gifted students are offered Credit by Demonstrated Mastery (CDM), advanced coursework, dual enrollment, and other opportunities as evidence demonstrates a need. NCVPS courses are available when certain criteria has been met at the middle school and high school level. Self-selection in honors and advanced placement for students who demonstrate a need for these services is available without formal identification. Advanced pathways are made available in middle and high school as appropriate. Student performance in these classes is monitored, and appropriate referrals are made for AIG identification when necessary.

Screening procedures include all students. Any students who demonstrate EOG/EOC/BOG mastery or benchmark proficiency at the 91st percentile rank or higher are considered for referrals. Additionally, all students are eligible for individual referrals based on multiple assessments (see Standard 1, Practice A).

**Practice D**

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

**District Response:** CCS sets forth multiple paths and criteria for screening and identification. The identification process and criteria for multiple pathways are outlined in Standard 1, Practice A. To improve consistency in identification, each school's NDT team is trained in utilizing consistent forms and steps leading to identification. CCS's AIG department provides flowcharts and detailed descriptions of screening, evidences, and decision options in the District AIG Manual. Forms include checklists and data documents, as well as specific forms to document student interviews, characteristic scales, student scores, and other data used in the screening, referral, and services processes. The NDT chairs at each school, AIG specialist(s) and AIG director oversee the implementation of the procedures. NDTs are encouraged to consult the AIG director, AIG specialist(s), and Central Review Team as needed for additional information, assessments, and follow-up. Each school's identification evidences, forms, placement decisions, and initial service options are sent to the AIG director office for auditing.

A broad district-wide screening takes place in grade 3 with all students being administered the CogAt. These results are individually examined for potential giftedness. Additionally, yearly screenings including EOG, BOG, EOC, and benchmark results in the 91st or above percentiles can result in formal referrals. TRC mClass results, teacher observation charts, grade level assessments, grades,
strong interest and talent areas, online adaptive software programs and other local assessments can lead to individual student referrals and/or students being added to talent development pool and enrichment blocks as appropriate.

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

**District Response:** CCS AIG plan includes articulated policies and procedures for screening, referral, and identification processes. The CCS AIG plan includes detailed steps to identification, processes, forms, and other resources to ensure identification is equitable, comprehensive, and parents are involved throughout (see Standard 1, Practice F for specific parent contacts during identification). The plan is shared online for all stakeholders and hard copies are printed and given to each school’s principal, school Needs Determination Team (NDT) chairs, as well as other key stakeholders. Screening procedures and identification criteria are also included on brochures available at each school and on the district website. Brochures are distributed at district and school-wide events as appropriate. Annual AIG parent nights and grade level focus group meetings are held at each school for each grade span. Information concerning screening, identification, and services are disseminated at these meetings as well. AIG specialist(s), AIG director, and school NDTs present AIG information in faculty meetings and PLCs at each school. Mini PD refreshers of identification procedures and best practices are completed yearly. AIG forms and letters are translated into Spanish when appropriate. District procedures, policies, and forms are available on the website. Representatives from each school and the district steering committee meet twice yearly (at a minimum) to discuss forms, procedures, updates, etc.

Multiple sources of evidence provide insight into all students’ potential abilities and are utilized to identify talent pools of students. Possible methods used at all levels throughout the school year include benchmarking results, grade-level assessments, EOGs/EOCs, mClass TRC data, report cards, reviews of students in the nurturing program, transfer students with documentation of advanced abilities, observational screenings, above grade level mastery of online adaptive computer software, and broad sweeps of aptitude such as the 3rd grade CogAt assessments. From these talent pools, NDT teams, individual teachers, counselors, and other school staff may decide a formal referral is needed. If so, Consent for Evaluation and Your Rights as Parents forms are sent home to begin formal evaluation of any student as appropriate. Parents and other stakeholders may nominate a child for referral at any time as well.

**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:** Documentation of individual identification, placement, and identification matches to program service options is maintained. Student identification processes includes parent consent, parental rights, and invitation to conferences for parents. Parent signatures are required. Evaluation results, placement decisions, and program service options are shared with parents and documented
on identification forms including the Summary of Individual Student Eligibility, NDT minutes, and Differentiated Education Plans. Individual Student Eligibility forms record qualitative and quantitative data collection points outlined in standard 1 Practice A. Forms are placed in the student's confidential AIG folder. See specific data collection and parent contacts in Steps to Identification below. Parents are invited to initial evaluation results conferences to explain evaluation results and identification data collected. Phone calls, emails and other forms of communication are also utilized as needed.

STEPS TO IDENTIFICATION:

Step 1-Plan NDT meeting

The NDT chair should ensure Consent for Evaluation (form AIG 4) and Your Rights as Parents (form AIG 5) have been returned signed by the parent/guardian of the student. Student data should be collected for presentation at the NDT team meeting
- aptitude test scores
- EOG test scores (if applicable)
- student grades
- Student Portfolio
- student interview question responses
- completed Gifted Characteristic Scale (AIG 7)
- Environmental Factors That Mask Giftedness (AIG-3) if appropriate.

Step 2-NDT meeting

A nominating classroom teacher and/or NDT member will present information collected and recorded on the Summary of Eligibility and Placement Record (AIG 6). The school NDT team will refer to student data available from the list above and any other relevant student data such as environmental factors, interviews, motivation, and observations of the student when there is indication of a possible need for differentiated services. The school based NDT will follow three pathways to student identification. Within any indicator, a single criterion may reveal a need for services. No single criterion can eliminate a student from consideration. Evaluation decisions and results are discussed with parents if they are present for the NDT meeting. An Invitation to Conference (Form AIG 10) should be sent to parents/guardians. A conference discussing the results should follow.

The school NDT may make one of the following decisions (described in detail below):
1) More information is needed on the student
2) The student is identified to receive services in the AIG program
3) Further indicators are needed but not available until a specified date
4) The student will be referred to the Central Review Team
5) The student does not need AIG services at this time

More information is needed on the student- More student data can be made available at the school level such as a student portfolio. The additional student data will be brought to the next scheduled meeting. More data may be requested at the district level by referring the student to the Central Review Team (see Alternate Considerations for Placement form AIG-8). If this type of data needs to be considered or if the student needs alternative assessment, please use this form and refer the student to the Central Review Team (see below).

The student is identified for services in the AIG program- The student meets one of the three pathways. The NDT agrees that the student is in need of AIG program services. The NDT decides, according to student data, which identification pathway and subjects apply to the student placement. Student Eligibility and Placement Record identifies pathways and possible AIG Identifications based on the pathways and data discussed (see form AIG 6)

Students may be identified Intellectually Gifted (IG) or Academically and Intellectually Gifted (AI)
using Pathway 1. Students may be identified Academically Gifted (AG) if they meet Pathway 2 or 3 criteria in both reading and math. If they meet Pathway 2 or 3 criteria in just one subject they may be identified Academically Gifted in Reading (AR) or Academically Gifted in math (AM). Upon parent approval, the student moves into the placement phase (see placement) and the initial placement is noted on the Summary of Individual Student Eligibility Form. A DEP is developed according to student needs.

Further indicators are needed but not available until a specified date- The NDT determines that further information which is expected to be available at a specific time is needed. For example, the team may decide to wait until the end of the second nine weeks to access grades for the nine weeks. The date to review the student data must be recorded on the Summary of Individual Student Eligibility Form with the decision.

The student will be referred to the Central Review Team- NDTs may request more information and/or assistance from the Central Review Team (CRT). A student may be referred to the Central Review Team if the NDT feels they need additional information, to request an alternate assessment, or if a final decision could not be made at the school level concerning placement. If the request is for additional information, assistance, or the NDT team could not make a final decision, the NDT team needs to send all evaluation results, the Alternate Considerations for Placement/Request (AIG-8), and Summary of Eligibility (AIG-6) to the Central Review Team. If the NDT would like to request alternate assessment of a student the NDT should submit all evaluation results, the Alternate Considerations for Placement/Request For Alternate Assessment (AIG-8) and a statement of the request and justification, and Summary of Eligibility (AIG-6) to the Central Review Team. The CRT will decide if further evaluations are needed. If further tests are required by the CRT, the AIG director will coordinate administration of an approved assessment. Assessments in the language in which the student is most fluent may be administered. The CRT can choose to administer OLSAT, KBIT, CTONI, WJ, Stanford Binet, Iowa Acceleration Scale or other available screening as necessary. Assessment instruments reflect sensitivity to economic conditions, gender, developmental differences, learning differences, and diversity of students so that equal opportunity for consideration is provided to all students.

If a student is referred to the Central Review Team, the following multiple indicators of potential giftedness may provide information to build a body of evidence for decision making: observable student behaviors, performance, achievement, aptitude, interest, and motivation. Environmental factors that can mute the appearance of giftedness and multiple types of data free of weighing and cut-off scores can be used in the identification process. These may include:

- Observation/checklist by teacher, parent, or others
- Student work samples, portfolios
- Nine-week assessments, report cards, progress reports, running records, guided reading levels, lexiles, reading levels
- Student interest/motivation inventory, interview
- Standardized achievement and/or aptitude score
- Environmental factors

The student does not need AIG services at this time- Students who do not receive AIG services may remain in the screening talent pool and/or the talent development program. If a decision is made for no formal identification, a written justification of the decision is filed with the AIG student records at the school for future review and/or referral. The student should continue to be appropriately placed in
enrichment and intentional flexible small groups based on ongoing specific individual learning data.

**Ideas for Strengthen the Standard:** CCS recognizes the need to ensure the program remains inclusive of all ethnicities, economic backgrounds, and diverse populations. CCS also recognizes that, many times, environmental factors can mute giftedness and a need remains to train teachers yearly on these factors. Many of our students are affected by one or more muting factors. The K-2 program will continue to include talent development and build critical thinking skills prior to the district-wide CogAt screening sweep in third grade. We will also continue to research and improve accepted aptitude assessments to eliminate tests that may hinder diverse populations. We will continue to use additional testing if appropriate outside the 3rd grade to collect up-to-date data as needed and build bodies of evidence to examine for student identification. The AIG department will align policies and procedures for maintenance of AIG records and dictate procedures for school to school transfers.

**Sources of Evidence:** AIG Steering Committee minutes
Local screening and identification procedures
AIG brochures available in English and Spanish
AIG Parent Night agendas
Parent Focus Group agendas
AIG website
AIG plan
CogAt results for district
Formal referrals
Test data
Report cards
Summary of eligibility
Lists of screening pools
Student interview results
Environmental Factors Screening Form
NDT minutes
AIG student files
Agendas for NDT training
Screening documents
Primary Home Language Survey
Environmental Factors Form
Alternate Considerations for Placement Form
Additional tests offered
Requests for additional testing
Biannual AIG headcounts and subgroup data analysis
Completed teacher observations
Completed Gifted Characteristic Scales
Completed alternate tests
Screening and Identification Flowchart
Identification Pathways
Screening talent pools
District-wide CogAt Results
Teacher Screening Observation records
Summary of Student Eligibility
Student placement and identification procedures, flowcharts, and forms
Headcount information and data analysis
NDT training
Survey results
Your Rights as a Parent
AIG program manual
Steps to resolve a disagreement
Written notification of disagreement
Need Determination Team minutes
Central Review Team minutes
School Board minutes
Differentiated Education Plans
Invitation to Conference
Student files
Summary of Eligibility
Individual Differentiated Education Plans
Annual AIG parent night
Parent conference signatures
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: CCS's AIG program identifies K-12 students for gifted services based on strengths of students. Program service options are designed by grade span, offer services and enrichment in content areas. Differentiated Education Plans (DEPs) should match the students' achievement, performance, motivation, interest and needs. The AIG program in Caswell County Schools provides differentiated services based on best pedagogical practices. Students who are identified IG, AIG, and AG label are considered for all services listed on the DEP. NDTs, teachers, AIG specialist(s) and parents use comprehensive student profiles to develop DEPs for identified students indicating appropriate program service options. The data from these profiles is utilized to select DEPs program service options appropriate from the list of services listed on DEPs broken into three categories of services; learning environments, content area modifications, and other enrichment options. Students with an AR or AM label are offered environment program services as well as content services specific to the subject area of his/her identification. Enrichment services for students identified AR or AM are determined by student interest and subject area of identification. Appropriate AIG service options are chosen based on the student's indicated academic needs and subject area.

In cases where appropriate service options are not available to meet the student's needs on the DEP, the NDT will have the responsibility of designing an Individualized Differentiated Education Plan based on the student's identified needs. Some students needing an IDEP may include underachieving gifted children, gifted youngsters with disabilities, students with high potential from culturally diverse or economically disadvantaged families, and highly gifted students. These students are likely to need a variety of service options to address their learning needs, and may require an added counseling component as part of their Differentiated Education Program (DEP) plans.

The descriptions of service options which follow are defined in detail in the local AIG manual.

ENVIRONMENTAL SERVICES K-5
Flexible Grouping Within the Classroom (see manual description)

Cluster Grouping of AIG Students
A cluster group of AIG students is assigned to a regular education class. The cluster teacher is trained in gifted education and works with the NDT committee, AIG specialist(s), and AIG Director to develop appropriate differentiated curricula for this group. If a school has fewer than eight identified students in a grade, these students will be clustered in one classroom.
Consultative Services (see manual description)

Cross Grade Level Instruction/Subject Acceleration (IDEP required)
Students are allowed to test out of a specific subject or skill level based on assessments. They might receive a higher level of instruction with another group of students and remain with their peers for most of their instruction. Once begun, acceleration opportunities must remain available as long as data indicates a need for the service to continue. This option should be used with great caution since changes of this magnitude can actually hinder social and academic well-being if students are not ready. Credit by Demonstrated Mastery of a subject is the first avenue to pursue acceleration if available. If not, a county level committee will case study and consider placement of students who meet 5 of 6 of the following guidelines and make recommendations to principals:
• 95 percentile on nationally normed achievement assessments
• 99 percentile on most recent EOG
• Teacher observation/recommendation
• Social/emotional development
• Motivation
• Recommendation from NDT and parent approval
Other testing and evaluations may be utilized if deemed necessary by the Central Review Team.

CONTENT SERVICES K-5
Thematic or Integrated Units
Thematic units deal with information from various disciplines. This information is integrated under a broad-based theme such as conflict, power, patterns, etc. Some units provide opportunities to deal with content at a highly abstract level of sophistication.

Tiered Assignments
This option follows general class instruction and involves varying (tiering) the assignments given to students after instruction. The assignment may be for in class guided practice, independent practice, and/or short or long-term projects. Assignments are made based on student abilities and interests and relate to class instruction that all students receive. Teachers design assignments

Learning Centers
Learning centers are one way to provide content enrichment. Centers may be interest-based or performance-based at the discretion of the teacher. Although the use of learning centers occurs most frequently at the elementary level, it also is effective with middle school students. Learning centers may be located in regular classrooms, in media centers, or in resource rooms.

Computer-Based Instruction
Computer-based instruction can be used to enrich the curriculum, accelerate student skills, and remediate specific skills deficits. Care must be taken that software and applications are selected for enrichment that challenges thinking, problem-solving, and decision making or is adaptive to student mastery levels.

Curriculum Compacting
Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills. Students should receive curriculum compacting in the area of study where they are
demonstrating mastery of the regular curriculum as appropriate. Curriculum compacting can be implemented at any grade level.

Differentiated Instructional Units
Differentiated instructional units are designed to incorporate goals, tasks, and activities that are appropriate to individual learning abilities and skill of the students. Differentiation within a unit may include different content, processes to complete, and/or different products of learning.

Independent Contracts/Studies
Independent contracts are agreements made between the teacher and student outlining individual work agreement plans. Contracts may be utilized when a student is offered an independent study. Independent study and contracts should be offered when student data indicates a need. They allow students to work independently on either accelerated or enriched materials related to a unit of study. These may be chosen based on student need, student interest, and/or student motivation. To be effective, contract goals must be realistic and teachers must meet with students on a regular basis and review their progress.

Cooperative Learning
Students work together to learn material within structures that assure positive interdependence, equal participation, individual accountability, and simultaneous interaction.

Choices: Menus, Choice Boards or Tic Tac Toes
Choices can be given based on content (what they will learn), process (how they will learn), or product (how they will show what they learned). Menus and choice boards may be used to illustrate choices and differentiation available. A choice board is structured as a graphic organizer that allows students to choose content, processes, or products of learning. Menus are structured like restaurant menus with various choices where students choose from task options that address varying ability levels and learning styles.

ELEMENTARY ENRICHMENT
Competitions (Battle of Books, WordMasters, etc.)
Exploratory Activities (Robotics, STEM, enrichment clubs)
Leadership
Community service opportunities

ENVIRONMENTAL SERVICES GRADERS 6-8
Flexible Grouping Within the Regular Classroom (see K-5 description)

Subject Grouping of AIG Students within a Team

Subject Grouping of AIG Students across Teams

Consultative Services (see K-5 description)

Credit by Demonstrated Mastery (application and follow up required)
CDM allows a student to demonstrate command of high school course material at a level that exemplifies a deep understanding of the content standards and the ability to apply his or her knowledge of the material. CDM is the process by which LEAs shall, based upon a body-of-evidence,
award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time.

Cross Grade Level Instruction (IDEP required—description above)

NC Virtual Public School (NCVPS) classes (application required)
NCVPS allows students to take online courses in accord with advanced ability levels when certain criteria are met. NCVPS classes allow students added opportunities to take advanced courses in accord with their ability levels, personal interests, course availability, and feasibility within the school day.

CONTENT MODIFICATIONS GRADES 6-8
Computer-Based Instruction (described above)

Curriculum Compacting (described above)

Differentiated Instructional Units (described above)

Independent Contracts/Studies (described above)

Thematic or Integrated Units (described above)

Student Interest Projects (see manual description)

Tiered Assignments (described above)

Socratic Seminar
A Socratic Seminar is a teaching strategy in which all students read a challenging piece of literature. Then as a discussion forum, students engage in critical thinking, listening, communicating, and wonder. This creates an atmosphere of intellectual engagement, cooperation, and conversation during which the goal is not to answer questions, but to generate more questions.

Choices: Menus, Choice Boards or Tic Tac Toes (See K-5 description)

GRADES 6-8 ENRICHMENT
Numerous afterschool clubs, community service opportunities, STEM lab, and competitions (such as Battle of Books) offer many interest-based enrichment opportunities for students.

GRADES 9-12 PROGRAM SERVICE OPTIONS

Selected Advanced Courses

Honors Courses

Advanced Placement Courses
The AP program offers college level courses and examinations for high school students. AP course descriptions are carefully followed and are predominantly taught by teachers who have received specialized training. Courses and examinations are available in several curriculum areas. College
credit is available at some colleges and universities for passing AP tests. These courses may require clearly defined prerequisites.

NC Virtual Public School (NCVPS) classes (application required-described above)

Credit by Demonstrated Mastery (application and follow up required- see description above)

Dual Enrollment
Students may be enrolled in two levels of school at the same time. They remain at one level and attend another level for a specific course. Students may receive college credit while in high school.

Associate's Degree
As member of this program, students complete an accelerated course of study in the 9th and 10th grades to be prepared to enroll in college courses at PCC during their Junior and Senior years. Students complete college level courses during the summer semesters as well, and they participate in team building and college readiness experiences as a cohort, including field trips and seminars. Students who successfully complete the program can graduate with both a high school diploma and an Associate's Degree.

Work Place Ready Credentials
Students taking CTE courses have opportunities to earn the following industry-recognized credentials during high school: ServSafe, Veterinary Assisting, Community Emergency Response Training, Firefighting Technology, Microsoft Word Excel and PowerPoint, OSHA Safety and Forklift, Logistics Technician, Shop Safety, ICAR Collision Technician, Nurse Aide, Pharmacy Technician, etc. Students can use these credentials on their resumes for college entrance and job-readiness. AIG students have the opportunity to complete course pathways to provide them with skills necessary to pursue careers in fields of interest including pre-medicine, early childhood education, welding, veterinary science, business, etc.

Computer-Based Instruction

Independent Study
Each student is carefully assessed and follows an individualized instructional program. They continue to participate in regular classroom activities and still have an opportunity to work independently on higher-level tasks in areas of interest. This is particularly appropriate for gifted students that need or desire to remain with their age group. This may be used as a way to either accelerate or enrich learning. Students displaying content mastery or having a special interest may contract with their teacher for an independent study project. This works best for students that are self-directed, have strong interests and a clear idea of what they would like to investigate. The teacher serves as a supervisor and meets periodically with the student to assess progress. Considerations for independent study include:

• Demonstrates mastery of curriculum
• Evidence of appropriate independent work skills
• Evidence of ability to follow through with plans
• Site-based guidelines

Mentor Programs
Students having strong interest in specific topics are assigned to an adult with a similar interest who serves as a source to the student who is doing an independent investigation. Mentor programs have also been proven highly successful with culturally diverse students who might be paired with someone serving as a role model and who may continue contact with the student over several years. Considerations for independent study include:

- Special interest on the part of the student
- Interviews with parents and students
- Students should provide their own transportation
- Students agree to present or publish information learned through mentorship
- Site-based guidelines

Internship
Internships are opportunities for students to work in real-life situations that often involve professional areas. Students are usually selected based on their interest and motivation in specific disciplines. Internships may be established as a part of a regular instructional program or may be offered during the summer or after school. Students are usually required to complete a presentation, project or paper related to their experiences. Prerequisites for internships mirror the mentor programs.

HIGH SCHOOL ENRICHMENT
Numerous afterschool clubs, community service opportunities, and competitions offer many interest based enrichment opportunities for students.

Caswell County Schools will continue to strengthen alignment of program service options to student needs and interests. The DEP outlines content and environmental modifications. In addition to this focus of aligning student services to meet student needs, the AIG program offers professional development to assist teachers in DEP development and appropriate evidence-based differentiated instruction for gifted learners. NDTs and teachers of AIG students collaborate to offer needed services at each school. School chairs, AIG specialists, and the AIG director meet regularly to ensure that resources are vetted and shared throughout the district. AIG funding is used to meet program goals such as providing field trips, enrichment opportunities, resources, competitions, and professional development for school personnel influencing the gifted populations.

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

District Response: Caswell County Schools continuously examines models of services for gifted learner’s needs. The AIG program provides advanced content services in the areas of reading and math to meet the academic needs of gifted learners and potentially gifted learners. AIG students benefit from the strong CTE and secondary education programs offering graduation from high school with Associate's Degrees and Work Place Ready Credentials. The AIG program will continue to provide professional development and strengthen support and resources from school counselors and collaboration with other departments to aid in improving comprehensive services for AIG students. Those involved in the AIG program strive to coordinate the education of AIG students with other system initiatives including 1:1, robotics, differentiation, guided
reading instruction on level, MTSS, enrichment and remediation blocks, and professional development.
The AIG program extends and enriches the NC Standard Course of Study. It provides acceleration of content for qualifying students. Linking system-wide efforts is vital to increase student achievement and meet students' needs. Instructional coaches at each school support teachers in student data analysis, planning differentiated learning sequences, locating instructional resources, and planning enrichment. Through ongoing staff development training, teachers will become more proficient with best practices in differentiating instruction. This training benefits all students since our AIG students are served in the regular classroom through cluster grouping.
It is critical that the AIG Program be an integral part of other system-wide efforts in Caswell County Schools. AIG goals and objectives correlate with and support district initiatives to meet the academic and intellectual needs of students, increase their performance in all content areas, enhance their critical and creative thinking ability, and expand their technological skills. The school system provides articulation, alignment, and support as it links the AIG program to other system initiatives.
Caswell County Schools recognizes the importance of technology and its impact on the learning process. Technology differentiation will be explored through staff development and workshops offered by the technology department, curriculum offices, and the AIG program. The AIG department partners with the Instructional Technology (IT) department and media coordinators to provide Robotics and STEM activities. The AIG department partners with the curriculum department to align services, differentiation, and address instructional needs.
Caswell County Schools practices align with evidence based instruction dependent upon learning data. Data analysis practices are inclusive of not only proficiency rates but student, school, and instructional growth trends. Focusing on subgroup learning data throughout the district includes analyzing AIG student growth as well as student and teacher EVAAS scores in addition to proficiency. District and school PLCs meet quarterly to discuss student programming and share ideas for improvement. Multi-Tiered Systems of Support (MTSS) and School Improvement (SIT) teams at each school discuss levels of student support and programming to meet the evidenced based needs of students based on student data. NDTs at each school determine programming for each child based on student needs. An array of services is currently offered from the district level and school programming is additionally layered in.
District steering committee meetings foster collaboration of stakeholders to increase ideas enriching AIG programming. Each year, survey responses gauge effectiveness of programs and services offered.
School counselors will meet regularly with AIG specialist(s), teachers and NDT at each school to determine appropriate program service options, as well as counseling and group activities needed to meet the social and emotional needs of students. School counselors will aid in the delivery of resource information to students and parents as well as address how we meet the needs of our potentially gifted learners.
The AIG program will continue to provide professional development to student services personnel regarding the social and emotional needs of AIG learners.
New teachers receive overviews of AIG programming and introductory professional development at beginning teacher orientation and meetings.
Parents receive yearly overviews of services and resources at Annual AIG Parent nights.
The following list highlights initiatives provided by the school system which connect services within the gifted program to regular services:
Character education
Technology integration
Personnel recruitment and training
Advanced Placement and honors courses
AIG staff development
DPI resources (All content areas)
Professional Learning Communities
Creating and examining student learning profiles
Student learning data analysis
Broad administration of aptitude testing in grade three
Literacy initiatives (including but not limited to Guided Reading Leveled Instruction)
School counseling services
Career planning and career fairs
Project Based Learning
Community service projects
Enrollment for qualifying middle and high school students in North Carolina Virtual Public Schools
Formative assessments and benchmark assessments to ensure academic growth
District wide professional development offerings
Course acceleration
Credit by Demonstrated Mastery
Subject acceleration
Dual enrollment for high school students
Work Place Ready Credentials
High school graduation with an Associate's Degree
Interest-based clubs and organizations
CCS vision and mission includes providing all students with a solid foundation in knowledge and skills. District initiatives support added rigor, critical thinking, and high levels of student engagement.

THE FOLLOWING OPPORTUNITIES ARE OFFERED TO AIG STUDENTS, ADVANCED LEARNERS, AND THOSE PARTICIPATING IN TALENT DEVELOPMENT AS APPROPRIATE

Grades K – 5
• Critical Thinking and Primary Education Thinking Skills (PETS) activities
• Enrichment programs by outside speakers and science and social studies programs
• Differentiated instruction and differentiated learning stations
• Adaptive computer-based instruction program (i.e. SuccessMaker, Freckle, etc.)
• Reading instruction based on reading levels
• Cluster grouping
• In-class flexible grouping
  • Academic competitions
• Duke TIP (fourth and fifth grade talent search)
• Lists of summer programs offered by museums, colleges, and universities
• After-school enrichment clubs (Science, Engineering, Technology, STEM, Robotics, History and other high interest engaging themes as appropriate)
• Enrichment outreach programs by regional science centers and history museums

Grade 6 – 8
• Subject grouping
• In-class flexible grouping
• Academic competitions
• Duke Talent Identification Program
• Lists of summer programs offered by museums, colleges, and universities
• After-school clubs (such as Drama, BETA, Technology, STEM, Robotics, History and other high interest engaging themes as appropriate)
• Enrichment programs by regional science centers and history museums
  Grades 9 -12
• Honors and advanced placement classes
• Academic competitions and clubs
• Governor’s School
• Work Place Ready Credentials
• Lists of other summer programs offered by businesses, colleges and universities provided
• AP/Honors courses and Associate's Degree pathway

**OTHER SYSTEMWIDE PRACTICES**
• Literacy initiatives
• After-school clubs
• School Counselor services
• Career planning and Workforce Credentials
• Project-Based Learning
• Community service projects
  * Pacing guide and unit , lesson, and differentiation tool development such as choice boards, menus, project based learning ideas, STEM extensions, etc.
  * Differentiation resource development (resources to be shared electronically)
  * Quality Assurance Inventory Walkthroughs and Data analysis at each school examining pedagogical trends and and school programming needs

**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:** Caswell County Schools strives to utilize best practices in grouping strategies. Students are cluster/subject grouped in grades K-8. The AIG director works with administrators to implement best practices in grouping. Curriculum and instruction professional development addresses flexible grouping practices and includes consideration of student assessment data, reading levels, student readiness, teacher observations, student interests, and other details in individual learner profiles to meet comprehensive student needs.

Districtwide professional development, coach support, and teacher expectations are grounded in using all available data about students to inform instruction and in class flexible grouping practices. All available data on students is collected to form learning profiles. These include student interest, motivation, teacher observation, students' levels of mastery of the content, and assessment data. CCS emphasizes the importance of formative, diagnostic, and summative assessments to inform
instructional decisions. Analyzing data in PLCs and using results to drive instruction is expected. Instructional groups should remain flexible and adjust as new data indicates the student's need for a change.

Using formative assessment to differentiate classroom instruction will continue to be a focus of local professional development. PLCs will maintain a focus on data analysis. Teachers will continue to be expected to use individual student data to differentiate instruction and create flexible instructional groups based on the learner's profile.

CCS is committed to using assessments to track student learning and inform instruction. Pacing guides and unit development include performance tasks and assessment suggestions. Teachers in the district use pre-assessments, daily formative assessment techniques, benchmarking and summative test results to monitor student learning and adjust instruction accordingly. Teachers work in PLCs to review data and make instructional decisions. Assessment results regularly drive curriculum decisions concerning student needs for pacing, content, and flexible group changes.

AIG students should be making academic gains. AIG subgroup data will be analyzed as it becomes available to determine needs of individuals and AIG cluster groups.

**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:** School administrators, school AIG committee chairs, district steering committee members, and each school's NDT chair receive a hard copy of the district AIG plan and related documents. The district AIG plan is posted on the AIG website for all stakeholders. District leadership, NDTs, and district AIG steering committees meet regularly and discuss the AIG plan, needs of gifted students, and AIG programming. Administrators and AIG/NDT chairs at each school report findings, lead professional development, and inform other teachers and committee members of practices, procedures, and strategies in the district plan. All instructional members have access to the plans online.

Each child in the gifted program has a Differentiated Education Plan (DEP). DEPs are completed annually.

DEPs contain lists of service options the AIG plan provides. Parents learn more about program service options at DEP meetings and AIG Parent Nights. Program standards, legislation, and program components are included in the district PD and district administration meetings. Instructional services and program service options are also components of locally offered PD and highlighted at each school in a mini-workshop refresher. A local AIG manual, in addition to the plan with flowcharts, required forms and background information, is available to all staff. Administrators and school AIG chairs also receive printed copies. Administrators, Steering Committee members, NDT chairs, NDT teams and AIG committees members meet in PLCs regularly to discuss policy and program changes needed. All administrators receive AIG updates, legislation, and policy in leadership meetings prior to the beginning of the year. Teachers who teach cluster groups or serve AIG students are expected to have obtained AIG licensure or complete the local required professional development.
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 AIG coordinator, AIG specialist(s), NDT, AIG chairs, teachers, as well as school counselors all work collaboratively with each other and other school personnel to ensure continuity of services for gifted students at key transition times and in cases of student transfers. School and district committees and PLCs create collaborative experiences among teachers in the district at varying grade spans. The schools NDT and AIG chairperson from each school meet regularly in district PLCs. Service options and transitions are both key points discussed in meetings. The AIG director coordinates the annual transfer of files and oversees placement spreadsheets completed at the end of fifth grade to aid in middle school placement. The school charts help to develop a learning profile that includes social emotional and other needs to be considered. Often administration and teachers discuss individual cases as well. Twice exceptional students schedules are preplanned and built as soon as possible due to the possibility of needing a broad array of services. The AIG coordinator, EC director and school administration work collaboratively in these individual cases. Each school’s Needs Determination Team supports the continuation of services by communicating with administrators and support staff to ensure appropriate placement of gifted students. Communication between former and future teachers of AIG students occurs at district level meetings. In addition, vertical alignment meetings occur between 5th and 6th grade teachers, as well as 8th and 9th grade teachers annually.
With four elementary schools feeding into one middle school, the AIG program offers an enrichment experience called Transition Saturday for identified 5th graders district-wide to come together for enrichment in science and/or social studies. The experience allows the students the opportunity to meet each other, some of the middle school teachers, and to be on the middle school campus prior to transitioning to the middle school. Each school also sends its fifth graders to Dillard for school tours and introductions to electives courses available.
Middle school teachers and counselors complete placement spreadsheets and work closely with the secondary director, CTE coordinator, and counselors at the middle and high school to create transition plans and Career Development plans for grades 8-12. Multiple meetings with 8th grade students and parents occur prior to the middle to high transition. This includes informational meetings, curriculum nights, freshman orientation, parents and students are invited to tour the high school. These include informational meetings to learn about classes clubs and programs from teachers and current high school students, and consultative and career meetings with 8th graders about high school coursework. There are also opportunities for students to learn about the electives that can lead to Work Place Ready credentials to select appropriate courses which fit interest and future career choices. Eighth grade students are able to select career pathways, choose electives, and sign up for the fast track Associate’s Degree pathway prior to entering high school.

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: Caswell County Schools strives to ensure AIG students social and emotional
needs are recognized and addressed. Professional development offered annually includes recognizing and addressing social and emotional needs of academically gifted students. District-wide school counselors and PLCs meet with the AIG director at least twice annually. NDTs provide follow up at each school site through yearly refreshers. School counselors, teachers, and administrators are encouraged to participate and collaborate to recognize and meet student needs. Parent involvement in this process is important. Schools and the district post available resources, articles, and other information concerning social and emotional needs for parents via the newsletter and AIG website. Parents are included in the referral process, DEP development, parent conferences, and AIG parent nights where additional resources for students’ social and emotional needs are discussed and distributed. The district plan includes descriptions of the school counseling efforts. The needs of the academically and/or intellectually gifted students may be overlooked within the framework of existing curricula and programs. Students with high IQs often have asynchronous development leading to social and emotional problems. Peer pressure and isolation in gifted students increases as they progress into adolescence. Schools must provide coping strategies when the social stigma is present. A gifted cohort is helpful in supporting adolescent gifted learners. Caswell County Schools offers cluster grouping in elementary schools and advanced subject area cohorts in the middle school. AIG students need to have accessibility to highly skilled and specially trained school counselors who understand their unique development. Nurturing and meeting the social and emotional needs of these students is crucial to their overall well-being and success. K-12 AIG students require counseling services in the areas of peer relationships, emotional and social adjustment, transition periods, and stress management. In order to meet these needs, school counselors should plan to include group and/or individual counseling sessions and peer support groups on a regular basis with identified students to assist them. Individual sessions, scheduled as needed, with underachieving gifted students, twice-exceptional students, gifted students from diverse populations and accelerated students are highly recommended to provide these students with educational encouragement and direction. Principals, teachers, and school counselors should ensure that students and parents are informed concerning after-school and/or summer enrichment programs that foster affective growth.

Teachers who receive AIG certification learn about the social and emotional aspects of gifted students. These AIG certified teachers are trained to identify and address special needs of subgroups that they encounter in their classroom. These may include accelerated, underachieving, twice-exceptional, and students from diverse populations. Interest-based enrichment workshops, field trips, and summer programs offer additional support. Counseling is available to students who participate in subject acceleration, grade acceleration, early entrance to kindergarten, and dual enrollment. Counselors may meet with these students in groups or individually to assist them with issues that arise. Counselors also meet the needs of gifted students by assisting them with course selections, grade transitions, college applications, career planning, internships, scholarships, and enrichment opportunities. Providing school counseling services ensures that gifted students are able to meet their potential both academically and emotionally.

SCHOOL COUNSELING EFFORTS

Meeting social and emotional needs of gifted learners is a critical component of any exemplary gifted education program. Gifted learners must be provided with differentiated counseling efforts to meet their unique socio-emotional development. Counselors will have specific training in the characteristics and socio-emotional needs of diverse gifted learners and seek opportunities to meet student interest areas. School counselors address specific social and emotional needs individually, in small groups, and in classroom programming.
Specific school counseling services are provided that meet the unique needs of under-achieving gifted students, gifted students from diverse populations, twice-exceptional students, and students who have been accelerated. These services include:

- Accelerated students receive school counseling services if appropriate.
- School Counselors collaborate with AIG teachers and regular education teachers to address the unique needs of gifted students.
- An Individual Differentiated Education Plan (IDEP) is provided to any academically gifted student who needs an individual program to meet his or her learning or emotional needs.
- Guidance and counseling services are regularly provided for underachieving and twice-exceptional gifted students.
- School counselors collaborate with the ESL staff to assist students from diverse populations.
- School counselors collaborate with the Exceptional Children's staff to assist students who are twice-exceptional

School counseling services are available to students who participate in the following acceleration options:
- Early Entrance into Kindergarten
- Grade Advancement
- Subject Advancement
- Advanced Placement/Concurrent Enrollment
- Early Graduation

School counseling services offered to gifted students include the following programs/activities that provide a scope and sequence for an affective curriculum.
- NC Standards for School Counselors
- NC Comprehensive School Counseling Program Standard Course of Study
- Character Education
- The D.A.R.E program
* Bibliotherapy (AIG lists provided on the website)

The career counseling program provides gifted students and their families with information on the changing career paradigms, academic planning, and personal/social awareness in the following ways:
- Career Exploration Electives: offered to middle school students
- Career Development Plan: for 8th – 12th grade students
- College Days, Career Fairs, Curriculum Fairs, and Open Houses are held for students to provide opportunities to communicate with counselors and representatives from all types of educational, career, and employment opportunities.

**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:** ELEMENTARY GUIDELINES FOR PROGRAM SERVICE OPTIONS

**GRADES K-8**

Cross Grade Level Instruction/Subject Acceleration (IDEP required)

Students are allowed to test out of a specific subject or skill level based on bodies-of-evidence. Students might receive a higher level of instruction with another group of students and remain with their peers for most of their instruction. Once begun, acceleration opportunities must continue to be available if needed.

A county level committee will case study and consider placement of students who meet 5 of 6 of the following guidelines and make recommendations to principals:

- 95 percentile on nationally normed achievement assessments
- 99 percentile on most recent EOG
- Teacher observation/recommendation
- Social/emotional development
- Motivation
- Recommendation from NDT and Parent approval

The committee will also utilize results from the Iowa Acceleration Scale to determine if students are ready for accelerated grade level services as needed.

**CROSS-GRADE-LEVEL INSTRUCTION (IDEP REQUIRED)**

Students are allowed to test out a specific subject or skill level on assessments. They might receive a higher level of instruction with another group of students and remain with their peers for most of their instruction. Once begun, acceleration opportunities must continue to be available. These opportunities may be provided through NC Virtual Public Schools, Credit by Demonstrated Mastery and subject grouping across teams. Students must meet certain criteria to be eligible.

**NC VIRTUAL PUBLIC SCHOOLS (NCVPS) CLASSES (APPLICATION REQUIRED) GRADES 6-8**

NCVPS allows students to take online courses in accord with advanced ability levels when certain criteria is met. NCVPS classes allow students added opportunities to take advanced courses in accord with their ability levels, personal interests, course availability, and feasibility within the school day.

**CREDIT BY DEMONSTRATED MASTERY (APPLICATION AND FOLLOW UP REQUIRED)**

CDM allows a student to demonstrate command of high school course material at a level that exemplifies a deep understanding of the content standards and the ability to apply his or her knowledge of the material. CDM is the process by which the LEA uses a body-of-evidence to award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. CDM procedures and guidelines are posted annually on the district website.

**GUIDELINES FOR PROGRAM SERVICE OPTIONS**

**GRADES 9-12**

Selected Advanced Courses

**Honors Courses**

Honors courses are advanced content courses that cover traditional content, but also focus on related issues, program, and themes. These courses allow students to develop a specific knowledge base and apply it at an advanced level. These courses are not limited to gifted students and may require clearly defined prerequisites.
Advanced Placement Courses
The AP program offers college level courses and examinations for high school students. AP course descriptions are carefully followed and are usually taught by teachers who have received specialized training. Courses and examinations are available in several curriculum areas. College credit is available at some colleges and universities for passing AP tests. These courses may require clearly defined prerequisites.

NC Virtual Public School (NCVPS) classes (application required)
NCVPS allows students to take online courses which might not be offered at the school site. NCVPS classes allow students added opportunities to take advanced courses in accord with their ability levels, personal interests, course availability, and feasibility within the school day.

Credit by Demonstrated Mastery (application and follow up required)
CDM allow a student to demonstrate command of high school course material at a level that exemplifies a deep understanding of the content standards and the ability to apply his or her knowledge of the material. CDM is the process by which LEAs shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time.

Dual Enrollment
Students may be enrolled in two levels of school at the same time. They remain at one level and attend another level for a specific course. Students may receive college credit while in high school.

Associate's Degree (application required)
Students who successfully complete required advanced course(s) prior to entering high school at the approved proficiency level, can complete an application to be a part of the Associate's Degree Program with Piedmont Community College. As member of this program, students complete an accelerated course of study in the ninth and tenth grades to be prepared to enroll in college courses at PCC during their Junior and Senior years.

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: Intentionally checking membership for traditionally under-represented populations has increased access to programming. Local PD occurs annually increasing knowledge of environmental factors that can mask giftedness and ways to respond. The AIG program includes critical thinking component (Primary Education Thinking Skills for K-3) in our rural and high poverty context to aid in preparing students for the 3rd grade CogAt screening. The AIG plan directs a K-2 critical thinking component due to our rural and high poverty local context. Enrichment activities and field trips are also integral in the plan to respond to the need to build background experiences for students from our economically depressed area. In addition to collaboration of specialists (EC and ELL specialists), inclusion of students who are not formally identified in talent development programs, enrichment, and self-selection at the high school
all contribute to increased services for under-represented populations. Caswell County Schools AIG professional development includes factors that may mute giftedness, identification processes, and district AIG PLCs in yearly trainings. Only teachers and school counselors with AIG licensure or completing the locally required professional development should sit on school NDT teams. Teachers are encouraged to gain participation in programs by including students being included in enrichment and talent development activities as well.

The central focus of the district on student learning profiles and student data analysis creates opportunities for all students to receive flexible learning opportunities which can include enrichment, taking advanced courses, and offering instruction based on students current needs. An additional district focus on rigor, critical thinking, and building student vocabulary creates added support for all students to access equitable learning opportunities.

THE FOLLOWING OPPORTUNITIES ARE OFFERED TO AIG STUDENTS, ADVANCED LEARNERS, AND THOSE PARTICIPATING IN TALENT DEVELOPMENT AS APPROPRIATE

Grades K – 5

• Critical Thinking and Primary Education Thinking Skills (PETS) activities
• Enrichment programs by outside speakers and science and social studies programs
• Differentiated instruction
• Adaptive computer-based instruction program (i.e. SuccessMaker, Freckle, etc.)
• Reading instruction based on reading levels
• Cluster grouping
• In-class flexible grouping
• Academic competitions
• Duke TIP (fourth and fifth grade talent search)
• Lists of summer programs offered by museums, colleges, and universities
• After-school enrichment clubs (Science, Engineering, Technology, STEM, Robotics, History and other high interest engaging themes as appropriate)
• Enrichment programs by regional science centers and history museums

Grade 6 – 8

• Subject grouping
• In-class flexible grouping
• Academic competitions
• Duke Talent Identification Program
• Lists of summer programs offered by museums, colleges, and universities
• After-school clubs (such as Drama, BETA, Technology, STEM, Robotics, History and other high interest engaging themes as appropriate)
• Enrichment programs by regional science centers and history museums

Grades 9 -12

• Honors and advanced placement classes
• Academic competitions and clubs
• Governor’s School
• Work Place Ready Credentials
• Lists of other summer programs offered by colleges and universities provided
- Advanced Placement courses, honors courses, and Associate’s Degree pathway
- OTHER SYSTEMWIDE
  - Literacy initiatives
  - After-school clubs
  - School Counselor services
  - Career planning and Workforce Credentials
  - Project-Based Learning
  - Community service projects

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

District Response: AIG programming offers in-school enrichment and encourages out-of-school enrichment. Schools provide after school enrichment opportunities. Information about upcoming events and activities will be placed on the school and district websites and be included in school and AIG newsletters. Students will complete interest inventories and possible opportunities matching high student interest areas will be pursued. Career fairs will be implemented to encourage diverse interests. Community service projects are encouraged and include AIG learners and those in talent development. School competitions will be promoted and included in communications with parents.

SPECIFIC OPPORTUNITIES INCLUDE:
- After-school clubs at each school
- Career planning and career fairs
- Project Based Learning
- Robotics, STEM, and Makerspace programs
- Junior National BETA club
- Community service projects
- Writing contests
- Math contests
- Battle of the Books (elementary and middle school)
- Duke TIP
- Summer Ventures
- Independent studies
- Online learning opportunities
- NC School of Math and Science (including enrichment and independent activities)
- Science and social studies enrichment programs including trunks, local historians, and visiting museum curators
- Local history and environmental learning opportunities
- Field trip opportunities
- Spelling Bee
- Work Place Ready Credentials and courses through CTE
- Numerous afterschool clubs at middle and high school which students may choose from based on interest
- PITSCO STEM labs at middle and high school
Ideas for Strengthen the Standard: Continued professional development focused on equity, vocabulary enhancement for our economically disadvantaged students/ELLs, critical thinking, evidence based teaching practices, rigor, project based learning, and differentiation. Continue to add components to talent development, enrichment opportunities, and evidence based instructional strategies to maximize student potential for all students.

Bibliotherapy Book Lists
Course syllabus
IDEPs
CRT minutes
NCVPS rosters
CDM portfolios
Student test data
Subgroup analysis of identified AIG student performance
Interest Inventories
Participation records in enhancement services
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: Teachers in Caswell County Schools utilize the NC Standard Course of Study K-12. Teachers employ strategies which target the needs of gifted students including academic, intellectual, social, and emotional needs. Differentiation of the curriculum is offered through acceleration, curriculum compacting, tiered assignments, projects, thematic units, choice boards, and independent study. Other program service options include enrichment activities, clubs, academic competitions, community service projects, and school counseling services. Teachers and school counselors are trained to offer service options meeting student needs. NDTs at each school choose service options for students based on student profiles. Service options are indicated on Differentiated Education Plans (DEPs). At each grade span, curriculum options are available based on student needs. Grade, subject, and class acceleration options are available. Teachers use formal and informal assessments to recognize AIG student readiness and mastery of content. Grade acceleration (K-8) and Credit by Demonstrated Mastery (grades 6-12) are available when conditions determine a need for these services.

CCS is committed to providing all students a rigorous, intentional, data based, future ready school experience to maximize all students potential. Curriculum, AIG, CTE, and Instructional Technology (IT) departments collaborate to provide STEM labs, makerspaces, 3D printers, robotics, and 1:1 technology at all grade spans. These are becoming integral parts of media, science, CTE, and regular curriculum programming as well as after-school programs. A strong focus on rigor and instruction based on student learning profiles at each school has enabled the district to provide multiple opportunities for enrichment, acceleration, and appropriate differentiation for all students. A districtwide focus on analyzing student learning and responding appropriately with evidence based practices and higher order thinking is the expected focus for teachers, coaches, grade level PLCs, school SIT and MTSS teams. From this data-based focus, all schools have employed remediation and enrichment times which are built into daily/weekly schedules during the regular school day. These blocks focus on flexible grouping for standards mastery and enrichment. The driving question for all students is what does their learning data tell us and what are the next steps for this learner? At each school intentional enrichment and remediation plans for content areas and grade levels are implemented during these blocks.

All grade spans of CCS schools and departments offer varied after-school enrichment clubs driven by student choice. Teachers at all grade spans provide opportunities for content-related independent projects. Elementary and middle schools partner with the local 4-H office to offer independent projects outside the regular curriculum based on student interest. Elementary grade level enrichment programs are offered in science, social studies, health and STEM areas.

Elementary:
Teachers at the elementary level are encouraged to offer project-based learning experiences, reading at the student's reading level, math Superstars, advanced math activities based on standards mastery and other regular differentiation linked to the curriculum, based on student learning needs. Remediation and enrichment times are built into daily/weekly schedules during the regular school day. Enrichment clubs focusing on science, social sciences, health and the arts meet after school. SuccessMaker, Freckles, Reading A to Z or other computer based adaptive software provides individual acceleration in reading and math for all elementary students. Teachers receive professional development and support for differentiation. Coaches, AIG specialist(s), and teachers develop, utilize, and share tiered assignments, choice boards, as well as content and theme based projects. These resources are linked to pacing guides and shared districtwide. Instructional coaches and AIG specialist(s) work collaboratively to train and support teachers and grade levels in extending, enriching, and accelerating the standard curriculum. These extension and enrichment activities are implemented in classroom instructional sequences, centers, enrichment blocks, and afterschool enrichment clubs. Student learning profile data drives the enrichment and acceleration of the content. Each teacher has access to math curriculum lessons and activities above his/her grade level. Math lessons in the district curriculum note extensions and enrichment opportunities for teachers to implement with students. Teachers have access to Superstar problems and other advanced math materials for centers and curriculum enrichment for advanced learners. Teacher's utilize News ELA and guided reading levels to offer reading on appropriate student levels. Students and teachers are also encouraged to select reading material according to interest and other learning profile qualities to allow flexible reading choices beyond only being assigned their reading level designation.

Middle School:
Middle School students are offered advanced level classes with curriculum compacting and subject acceleration. Advanced content curriculum maps are used which may indicate added content standards to be taught (i.e. Math Plus). Advanced students may also take NCVPS classes if conditions indicate the need for these services. Middle school students who demonstrate readiness may begin to receive high school level courses. Middle school teachers are encouraged to use project-based learning experiences, STEM and engineering activities, Socratic seminars, Choice Boards, and other differentiation linked to the curriculum, based on student needs. The middle school has its own STEM lab. Coaches support teachers in developing and sharing tiered assignments as well as content and theme based projects. Students are grouped based on standards mastery, interest, and other factors for quality evidence based enrichment and remediation blocks. The enrichment and remediation period is built into the schedule. Students are divided using learning profiles which can lead to varied learning activities, for example one student might be included in a group mastering a specific math standard while another is in a book club following the Socratic seminar methodology.

High School:
High school curriculum may be differentiated in advanced placement courses, honors courses, dual enrollment, and NCVPS courses. Steps toward Credit by Demonstrated Mastery is available to all students who apply and meet the requirements. Early Graduation is available and addressed in board policy. Self-selection is also available for honors and advanced placement classes. Governor's School and NC School of Science and Mathematics are also offered to those eligible. Students may graduate high school with an Associate's degree. Students who successfully complete required advanced course(s) prior to entering high school at the approved proficiency level can complete an application to be a part of the Associate's Degree Program with Piedmont Community College. As member of this program, students complete an accelerated course of study in the ninth and tenth grades to be prepared to enroll in college courses
at PCC during their Junior and Senior years. Students complete college level courses during the summer semesters as well, and they participate in team building and college readiness experiences as a cohort, including field trips and seminars. Students who successfully complete the program can graduate with both a high school diploma and an Associate's Degree in Arts or Sciences within four years.

High school students are also able to obtain Work Place Ready Credentials in areas of interest or in areas that align with future careers. Students taking CTE courses have opportunities to earn the following industry-recognized credentials during high school: ServSafe, Veterinary Assisting, Community Emergency Response Training, Firefighting Technology, Microsoft Word Excel and PowerPoint, OSHA Safety and Forklift, Logistics Technician, Shop Safety, ICAR Collision Technician, Nurse Aide, Pharmacy Technician, etc. Students can use these credentials on their resumes for college entrance and job-readiness. AIG students have the opportunity to complete course pathways to provide them with skills necessary to pursue careers in fields of interest including pre-medicine, early childhood education, welding, veterinary science, business, etc.

In K-8, AIG students are cluster-grouped in regular education classes where services are provided to meet the needs of AIG students. CCS recognizes national gifted education standards, and implements strategies to meet said standards. A variety of differentiated services assist in achieving this purpose: flexible and cluster grouping, Battle of the Books, reading incentive programs, cross-grade level instruction, and independent study options (Tiered assignments, independent contracts, computer-based instruction, etc.).

Resource development for differentiation aligned to each grade level and content area is supported through professional development, instructional coach support, and district-wide grade-level meetings to provide idea exchanges, collaborative time, and interaction with K-12 instructional resources for differentiation. Professional development activities are provided for staff focusing on differentiation and the gifted learner. School administrators purposefully place AIG and advanced learners in appropriate learning environments with teachers who have AIG licensure or the required local courses to promote the use of appropriate differentiated learning opportunities.

See added details in Standard 3, instructional strategies in practice B, and resources in practice C.

**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:** CCS promotes the use of evidence based instructional practices to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners. AIG service options including services comprised of learning environment adaptations, content modifications, and enrichment activities are developed and noted on each child's Differentiated Education Plan. The DEP indicates expected instructional practices to be used with AIG students. The AIG Program in Caswell County Schools strives to provide differentiated services based on best pedagogical practices. The descriptions and criteria of service options were described in Standard 2, Practice A. They were chosen or developed to provide evidence based instructional
strategies to differentiate curriculum for AIG students. Implementation of these options will challenge and meet the needs of AIG students and students of high potential. CCS recognizes all children need appropriate differentiation and evidence based practices to maximize potential. All coaches and teachers focus on matching student learning data to next steps in instruction. Added PD focusing on the needs and differentiation for gifted as well as the providing adequate and appropriate service options is provided to coaches, and required of NDTs and classroom teachers serving AIG.

This training includes student interest surveys, learning profiles, tiered assignments, choice boards, menus, Socratic seminars, project based learning, and other differentiating strategies. Those providing instruction choose service options appropriate for the student based on the comprehensive learning profile. Service options are documented on CCS's DEPs for each grade span (see Appendix and forms section).

Those serving AIG also look at comprehensive learning profiles to align services based on ability, mastery, interest (including Multiple Intelligences), and motivation. For example, student interest profiles may point towards certain Independent Projects, book choices, presentation choices, different enrichment choices, and various competitions entered as appropriate strategies.

DEPs include multiple evidence based instructional strategies (described in Standard 2, Practice A and in the local manual). These include:

- Flexible Grouping
- Subject Grouping
- Advanced Placement/Honors Courses
- Associate's Degree Programs and Dual Enrollment
- Curriculum Compacting
- Thematic or Integrated Unit Study
- Computer Based Adaptive Instruction
- Choice Boards/ Menus
- Socratic Seminar
- Differentiated Units/Projects
- Tiered Assignments
- Research Project
- Learning Contracts
- Independent Study
- Differentiated Learning Stations
- Subject Acceleration
- Competitions such as Battle of Books, Spelling Bee, Math League, and Word Master Challenges
- Academic clubs and recognition such as Jr. BETA, BETA
- Exploratory and Inquiry Activities
- Student Led Conferences
- Work Place Ready Credentials

In cases where appropriate service options are not available to meet the individual student's needs, the NDT will have the responsibility of designing an Individualized Differentiated Education Plan based on the student's identified needs. Students needing an IDEP may include under-achieving gifted children, gifted youngsters with disabilities, students with high potential from culturally diverse or economically disadvantaged families, and highly gifted students. These students are likely to need a variety of service options to address their learning needs, and may require an added counseling component as part of their IDEP. Student interviews as well as surveys should be utilized to determine any strong interests students have especially when determining service options, differentiation, and IDEP strategies.
A strong focus in CCS to reform instruction to include rigor, high level Blooms and critical thinking in all subjects has led to increased use of evidence based instructional strategies in all subjects. Reading and content area instruction which integrating reading emphasizes utilizing highly engaging texts (including culturally responsive materials and primary sources), utilizing strategies to analyze text and engage in discussion such as Socratic Seminar, using classical literature as appropriate, as well as examining and using guided reading and lexile levels to provide appropriately levelled, high interest, and challenging texts. These texts and vocabulary development provide added background knowledge for our students living in a rural economically depressed area our school system sits within. Vocabulary development is emphasized in all content areas.

Mathematics instructional reform in the district has led to a shift from memorization and repetition to creating learning environments which focus on recognizing patterns, understanding, making sense of, thinking, reasoning, problem solving, and communicating mathematically. Building higher order thinking skills and rigorous activities have been an emphasis not only in math but in all content areas districtwide.

Technology, STEM, and engineering are being integrated and updated on an ongoing basis. Technology is utilized as a tool to research, produce varied and creative learning products, and deliver advanced curriculum meeting specific learners needs. STEM and Engineering activities are connected to the regular curriculum. STEM labs and Makerspaces allow for student exploration of concepts and ideas. Integrating technology, Makerspaces, STEM, and engineering activities throughout the school setting is developing scientifically minded problem solvers, coders, and critical thinking skills. Utilizing inquiry based learning, cooperative groups, and encouraging constant dialogue such as "Pair Share" is enabling students to look for and defend evidence, question ideas and processes, improve negotiation and collaboration skills, accept/listen/consider the ideas of others, form conclusions, communicate personal ideas effectively, and respect the work of others. These learning activities provide students with opportunities to reason, figure out how they think, be creative, and learn to reason verses only learning to produce right answers.

Career Education programming is integral at all schools. The district’s CTE program emphasizes programming that includes career exploration formally in 6th grade. Yearly career development counselling begins in 8th-12th grade. This includes career fairs, job interviews, interest inventories, and many other activities in addition to the varied Work Place ready credentials offered (previously listed). Guest speakers, career fairs, and integration of career awareness with literacy and content areas is evident K-12. Counselors address career development at all school levels.

CCS has employed a Quality Assurance Inventory (QAI) where district leadership examine whole school practices focusing on instructional strategies, learning environment, classroom management, and social - emotional factors. QAIs focus on the use of evidence based instructional practices within the school. After team walkthroughs, teacher interviews, and administrative data dives (which include learning trends and subgroup data analysis), schools receive reports indicating strengths, weaknesses, and ideas for improvement to follow up on before the next QAI. Next steps at the school include how to best meet students’ instructional needs at all levels. Differentiation based on learning evidences is expected. Cooperative grouping, inquiry based learning, and higher order learning activities are examined. Lesson plans and level of student and teacher questioning is noted. All of these strategies are reflected upon by the district team leaving school feedback as well as the school's administration and staff after the visit.

Strategies addressed in QAI include but are not limited to:
--Classroom Climate addressing social emotional issues including enthusiasm, respect, positive relationships, enjoyment, and structure
--Teacher Sensitivity including responses to students, awareness of individual academic and
emotional abilities/needs, provide appropriate levels of support for all students
-- Regard for Student Perspectives promoting student value through providing opportunities for students to make decisions, have choices, and assume leadership roles, making content useful, relevant, and rigorous for students, ensuring student ideas and opinions are valued, encouraging meaningful interactions with peers and content
-- Strategies That Foster Content Knowledge are focused on integrating understanding of facts, concepts, and principles into higher order learning activities rather than memorizing facts or definitions in isolation
-- Strategies That Foster Critical Thinking Skills include engaging students in higher order thinking skills and metacognition, cognitive demands of the task rest primarily with students, student opportunities to draw conclusions, independently reason, solve open ended /novel tasks, employing tasks that require students to integrate and apply existing knowledge and skills
-- Quality of Feedback emphasizes short feedback loops, focused on process and not right answer, is descriptive and actionable, provides students with specific information about their work and helps them reach a deeper understanding of concepts, feeds student learning forward
-- Instructional Dialogue observation stresses multiple dialogue structures, facilitation of language development in students; use dialogue structures such as student to teacher and student to student in addition to teacher to student; exposure to a variety of language uses and higher tier words, structures for collaborative productivity include dialogue and decision making among students
-- Productivity analyzes if students know what is expected and are able to do it, are transitions smooth, are students able to manage the learning task i.e. was it too hard, too easy causing off task behavior
-- Strategies for Engaging Students asks if instruction was provided in multiple modalities, were students active participants, is there evidence of facilitating learning verses only direct instruction, students are attentive, focused, and motivated; high levels of engagement (authentic engagement verses compliance)

In addition to these specific instructional practices being in place, CCS instructional coaches, teachers, and AIG support are committed to sharing these practices and classroom examples to be used district wide. Teachers create choice boards, menus, and projects as grade level teams with coaches, they are put into Google Drive and Canvas, attached to pacing guides and district course guides. Edufocus sessions are developed every year by teachers to share best instructional practices. We have had Edufocus sessions focused on specific computer based adaptive programs, sessions focused on particular differentiation strategies, as well as sessions focused on daily exit tickets and how to immediately respond to the learning data daily.

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

**District Response:** AIG licensure and locally required professional development provides training for AIG cluster group teachers to offer a variety of evidence based-based instructional strategies and supplemental resources. Representatives from each school are invited to the NCAGT conference to gather materials and new evidence based resources for the school and district. Reading and content area instruction is expected to be provided based on student capabilities. The district curriculum and AIG departments support Guided Reading, Jr. Great Books, News ELA,
Socratic Seminars, Battle of the Books, as well as assisting media centers and teachers in acquiring high interest and culturally relevant literature. Engage NY curriculum is utilized in grades 6-12 to promote reading, writing, listening, and speaking in response to high-quality texts, classic literary materials, and authentic reading materials. Authentic reading materials include published works that are typically encountered by students in daily life, such as in magazines, books or newspapers. The use of authentic reading material often leads to Socratic seminar discussions, exposure to multiple primary source documents, as well as historical and cultural perspective investigations. Engage NY/Eureka Math has also been implemented to drive the instructional change from rote memorization to understanding and deepening mathematics knowledge, problem solving, and reasoning. Super Star math problems, Math League, Achieve the Core, and computer applications and software also provide adaptive solutions that enable students to work at his/her individual mastery level. Science instruction is enhanced in multiple ways to promote hands on, active learning, and inquiry based science learning. The use of STEM science extensions, Seeds of Science, classroom science kits, and non-fiction literature extend and enrich the regular curriculum. Engineering is Elementary, STEM lessons, Nat Geo magazine, Wonderopolis, Learning Institute STEM bus, as well as kits from Delta, Carolina Biological, and other vendors provide science extensions and enrichment. Social Studies and history are extended through local historian speakers, explorations of our local rich history as well as history trunks from NC Museum of History, Guilford Historical Museum and the use of primary source documents. In addition to ongoing instructional differentiation, computer based adaptive programs such as Albert, News ELA, Freckles, SuccessMaker, Zearn, and Prodigy assist in providing students learning at their individual levels. Field trips and exploratory activities are planned for each grade span to enrich, extend, and explore topics. Technology integration includes WeDo 2.0 LEGO robotics in afterschool enrichment clubs as well as media center makerspaces for elementary schools and PITSCO STEM labs for the middle and high school.

Edufocus sessions after-school increase teacher interest and sharing of how resources and best practices are impacting classrooms throughout the district. Resources, supplies and lessons are shared in pacing guides. Other supplemental materials used in conjunction with the regular curriculum include honors portfolios (9-12), Building Critical Thinking Skills and Primary Education Thinking Skills(K-3), enrichment and interest clubs (elementary and middle), as well as competitions such as Word Masters, Math League Press, Battle of the Books, and Independent Projects. NC Museum of History History in a Box programs, local historians, NC Guilford History Museum speakers and artifact boxes trooped trunks, financial literacy extensions from local banks and businesses, partnerships with local extension offices to extend the regular curriculum (such as hatching chicks in second grade with Life Cycle study), FFA and other high school clubs offer extension and enrichment opportunities related to the standard course of study (such as soil study with 3rd grade). These resources are linked the AIG website and the pacing guide noting connections to the curriculum throughout the year. This also aides in timing extensions that match the curriculum as it is being taught.

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

**District Response:** Future ready skills have been a priority for teachers and professional development statewide as well as within the district. Focusing teachers to reflect on these instructional practices each year as part of the Professional Growth Process in the NCDPI Educator
Effectiveness self-assessment and evaluation system has and will continue to promote teacher growth of individual and collective instructional practices in this area. Caswell County Schools strives to foster the development of future ready skills and content. The district's QAIs emphasizes each school's use of critical thinking, communication, collaboration, creativity, and leadership as described in Practice 3, Standard B. Additionally, professional development has focused on increasing rigor and utilizing highly engaging classroom activities. The instructional practices that are emphasized in CCS has led to activities that naturally embed future ready skills. The transformation in math instruction, choice boards, menus, and increased use of flexible grouping, has involved teachers more as facilitators and students have had more opportunities for creativity, communication, critical thinking, collaboration and leadership opportunities.

In the local and state AIG training on curriculum and instruction, teachers are trained in providing opportunities for students to incorporate problem solving, critical thinking, local awareness, historical perspectives, and moral discussions involving high levels of communication, moral reasoning, civic competencies, health awareness, global issues, ethical dilemmas, and social responsibility. Teachers who took the coursework in previous renewal cycles are encouraged to repeat the local course every five years. Additionally, district teachers are trained in the use of inquiry in science, project-based learning, and effective lesson planning that incorporates Revised Bloom's Taxonomy. Student research, independent study, and community service projects are encouraged and are a part of student DEPs. Opportunities to partner with community organizations to problem solve and improve conditions in the area are offered through many school clubs and in grade-level groups district-wide. Students involved in Battle of the Books and Book Clubs interact after school in literary discussions. In addition to regular classroom instruction, district sponsored Super Saturdays and after-school enrichment focus on future ready skills for AIG students throughout the district. Several strong clubs at the middle and high school levels develop applied life skills and leadership opportunities. Schools have developed plans for student leadership opportunities at all levels, such as student ambassadors. To further develop leadership, schools have developed a partnership with 4-H to deliver leadership classes. Additionally, student leadership evidences from the classroom and the school are "look fors" on the Quality Assurance Inventory (QAI) observation instrument completed by district leaders completing school walkthroughs quarterly at each school. After-school clubs such as BETA and Jr BETA offer leadership opportunities through officer selection, community service projects, and competition teams.

Creativity is embedded throughout the curriculum. Choice Boards, menus, and project based learning creates opportunities for student choice in presentation modes. Often these contain video, song, visual, or other creative forms of creating products to illustrate learning. All CCS elementary schools employ Arts teachers at least one half of the school year, music teachers are employed the other half. At middle school, art and band instructors are employed year round. At the high school, band, art, and dance all serve students in providing multiple electives. Music Production and other CTE courses encourage creative expression as well. CCS partners with the Caswell Council for the Arts to provide two drama productions per year for all elementary schools, a drama club currently exists at the middle school. The Caswell Council for the Arts sponsors a district-wide Art Show and pieces are selected from each school for representation. Many schools host their own Art Show to illuminate multiple pieces of work by all students from multiple genres of artistic representation.

See also Standard 3 Practice A and B.

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

**District Response:** CCS is committed to using assessments to track student instruction and inform instruction. Pacing guides and unit development will include performance tasks and assessment suggestions. Teachers in the district will use pre-assessments, daily formative assessment techniques, benchmarking and summative test results to monitor student learning and adjust instruction accordingly. Teachers will work in PLCs to review data and make instructional decisions. Assessment results should regularly drive curriculum decisions concerning student needs for pacing, content, and flexible group changes.

CCS emphasizes the importance of formative, diagnostic, and summative assessments to inform instructional decisions. Analyzing classroom data, MTSS school wide data, grade level PLCs and utilizing the results to drive classroom instruction and appropriate differentiation is expected. This includes utilizing all levels of learning data and trends to create instruction that is responsive and flexible. This includes using learning profile data to prepare and regularly adjust individual differentiation, small group differentiation, center differentiation, classroom instructional adjustments to the regular curriculum, extensions and enrichment at the individual, classroom, grade level, and school levels according to evidence based needs.

Using formative assessment to differentiate classroom instruction will continue to be a focus of local professional development. As new resources to create and adjust learning profiles are implemented, coaches and AIG specialist(s) work with teachers to train them on data collection, what the data can mean, and things it might say about a child's learning. Utilizing more and more visible learning pieces to create a more comprehensive profile of learning and more clearly defining strengths and weaknesses and how to address them in a timely manner will continue to be a focus of instructional coach support with teachers. PLCs will maintain a focus on data analysis and teachers will continue to be encouraged to use individual student data to differentiate and continuously adjust instruction and flexible groups based on updated learning profiles. Progress monitoring, standards mastery, exit tickets, student work samples, assessment responses, and teacher observation should be collected daily and adjustments to instructional sequences, grouping, and differentiation should occur when a change is needed. For example, teachers are expected to use available reading comprehension data to provide reading comprehension instruction in multiple ways: DIBELS, text reading comprehension levels, Running Records, Lexile levels, progress monitoring, exit tickets, individual standards mastery proficiency, student interest in specific genres, pre-tests, observations of student behaviors in reading as well as other factors when creating flexible reading groups. These groups should be fluid and may change regularly given purpose of current instruction and the learning information available on students. In addition to fluid groups, students should be included in differing groups dependent upon the body of evidence as well, for example: enrichment activities or accelerated curriculum depending on standards mastery, appropriate setting for reading instruction such as guided reading groups based on reading level, and independent reading might be self-selected or based on motivation. When new information becomes available it is added to the learning profile and adjustments in instruction and grouping changes should occur. A change in reading level might cause a change in reading group, a pretest might indicate an acceleration need, a standards mastery might indicate a student should be added to an enrichment block, daily exit tickets might indicate a need for flexible in class group change where a student could receive added support or added extensions and enrichment. This focus on student learning data to drive instruction is a districtwide focus for all content areas.

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in the district will use pre-assessments, daily formative assessment techniques, benchmarking and summative test results to monitor student learning and adjust instruction accordingly. Teachers will work in PLCs to review data and make instructional decisions. Assessment results should regularly drive curriculum decisions concerning student needs for pacing, content, and flexible group changes.

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

**District Response:** Affective curricular and instructional practices, supporting the social and emotional needs of AIG students are part of yearly professional developments offered. Teachers of AIG cluster groups are required to complete state licensure or local professional development which address the social/emotional needs of gifted, appropriate research based responses, and resource allocation to assist in recognition of and meeting student needs. Counselors, teachers, and AIG specialists are asked to create teaching materials they can use in the classrooms to address affective areas of social development at appropriate levels. Counselors use the AIG website which contains booklists, links, and other resources to promote Bibliotherapy.

CCS's AIG department and school counseling departments interact regularly (including yearly meetings with other counselors) to establish improved awareness and reactions to the social and emotional needs of gifted students. School counselors and AIG teachers are offered training in the social and emotional needs of gifted learners. Local professional development includes characteristics of underachievers, perfectionism, fear of failure, underdeveloped recognition of social cues, communication skills, social development for acceleration, and other areas of social development. Other area teachers and counselors are made aware of twice-exceptional students and the muting of gifted characteristics in some culturally diverse situations and high achievers. School counselors are involved in IDEP development and student support plans for underachieving students. School counselors also address AIG students' needs by assisting in course planning and college preparation. Counselors and teachers may also assist in study and time management skills, visits to local colleges and universities, course planning, curriculum fairs, community service projects, grade acceleration, and college scholarships. Counselors and administrators support an open-door policy for students seeking emotional support. Enrichment opportunities and community service projects will be available service options listed on student DEPs.

One Transition Saturday each year allows all rising AIG 6th graders from different elementary schools, the opportunity to meet, greet, and learn together at the middle school they will attend. Students meet some middle school teachers, complete getting to know you activities and participate in a collaborative enrichment activity. Gifted Newsletters highlight social and emotional needs of the gifted and best practices for teachers to utilize in the classroom. Topics include "AIG Perfectionists", "Serving Underachievers", etc. Counselors are encouraged to attend the district course on social and emotional needs of gifted, the state conference, as well as mini PD sessions yearly. School NDT teams, counselors, teachers, and AIG specialists work closely and respond to AIG needs within counselor, classroom, and AIG programming as needed. The CCS AIG department provides resources aligned to specific social emotional needs of students to parents, counselors, and teachers as well. Utilizing SENG and Hoagie suggestions for book reads, activities, and articles on best practices are provided for stakeholder
supporting students and students as appropriate. AIG specialist(s) and counselors have held group activities based on a specific or classroom issue. Examples include: AIG specialists working with 4th graders on peer pressure felt as a result of being a high achiever; Stripes, a K-1 read aloud, was provided to all schools along with learning activities concerning identity; sharing specific resource books from professional libraries with parents on anxiety; counselors and social workers utilizing lessons from NCDPI Counselor standards, the district's Choices, Anti Bullying, and Buddy program curriculums; classroom teachers utilizing Mistakes that Worked and Growth Mindset activities in the classroom. Teacher's Survival Guide:Gifted Education book is a component of the local professional development and each participant is provided a copy to keep to utilize in finding resources to help address specific concerns. Each school coach principal, and school professional resource library has a copy as well.

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

**District Response:** K-3 students benefit from the school counseling and AIG department collaboration described in Standard 2 Practice F. In addition, a K-3 nurturing program is provided to enhance and cultivate potential in K-3 students. Focus is placed on developing elementary critical-thinking skills and enhancing potential through the Building Critical Thinking Skills and Primary Education Thinking Skills Programs. The programs focus on the exposure of higher-order thinking skills to under-represented populations prior to being given the CogAt in third grade. USTARS lessons are utilized in K-3 by AIG specialist(s) to develop potential in underserved populations and young learners. The USTARS lessons are designed to promote creativity, problem solving, critical thinking, and collaboration.

Differentiation is an expectation of CCS teachers. In K-3, teachers are expected to utilize guided reading practices and provide instruction based on students' ability level, interest, motivation, as well as standard and skill mastery. Differentiation is offered through literacy activities on the student's level and challenging math curricula, as well as enrichment in science, social sciences and the arts. See detailed description of flexible grouping and using data to create purposeful differentiated instruction in Standard 3, Practice e also in Standard 3, Practice a- differentiation, Practice b- curriculum, Practice c- resources. SuccessMaker, Reading A to Z, Zearn and other adaptive computer programs are available to adapt to student abilities and provide appropriate advanced learning activities to supplement differentiated classroom instruction. Second grade teachers districtwide are provided with STEM extensions aligned with literacy units to promote critical thinking, creativity, problem solving, and collaboration.

K-3 students are screened using the district screening observation. Teachers are provided training to observe students for creativity, diverse interests, leadership, logical reasoning, verbal expression capabilities, resourcefulness, self-directed learner, intense interest in specific areas, advanced reasoning, spatial abilities, inquisitive, avid reader, and absorbs information. This has provided background knowledge to all K-3 teachers concerning those with high potential. K-3 students can be formally identified. Practices for screening and identification are included in Standard 1, Practice A.
Practice H
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

District Response: NDTs at each school include AIG teachers who have had training in recognizing the needs of AIG students. This training remains a priority and individuals with the training understand the need to collaborate with other specialists. ESL specialists, EC Specialists and other teaching staff are encouraged to collaborate regularly and attend local professional development.

NDTs are composed of individuals with AIG licensure and/or training, and provide AIG leadership at each school. Each year they are to provide mini-trainings in differentiation and the social and emotional needs of the gifted. This allows all members of the school staff to obtain basic knowledge of the needs of AIG learners thus enabling and encouraging collaboration. Collaboration among all stakeholders will ensure effective differentiated curricula and enrichment opportunities being implemented. These collaborative efforts along with training improves the understanding and identification of underachieving AIG students as well as how to best support their unique learning needs. Department teams, NDTs and school AIG committees meet regularly to promote understanding of gifted students social emotional and differentiation needs.

As described previously, teachers, coaches, MTSS teams, SIT and PLCs analyze learning data and examine the needs of gifted and other groups of proficient students to meet their individual learning needs and plan enrichment, acceleration, and extensions. The planned instruction is responsive of the most current data.

Caswell County Schools recognizes the importance of technology and its impact on the learning process. Technology differentiation will be explored through staff development and workshops offered by the technology department, curriculum offices, and the AIG program. The AIG department partners with the Instructional Technology (IT) department and media coordinators to provide Robotics and STEM activities. The AIG department partners with the curriculum department to align services, differentiation, and address instructional needs.

Caswell County Schools practices align with evidence based instruction dependent upon learning data. Data analysis practices are inclusive of not only proficiency rates but student, school, and instructional growth trends. Focusing on subgroup learning data throughout the district includes analyzing AIG student growth as well as student and teacher EVAAS scores in addition to proficiency. District and school PLCs meet quarterly to discuss student programming and share ideas for improvement. Multi-Tiered Systems of Support (MTSS) and School Improvement (SIT) teams at each school discuss levels of student support and programming to meet the evidenced based needs of students based on student data. NDTs at each school determine programming for each child based on student needs. An array of services is currently offered from the district level and school programming is additionally layered in.

Advanced courses adjusted pacing guides, pretests, curriculum provides extensions, enrichment blocks at all schools, and above grade level mathematics for those scoring a level 5 or demonstrating other evidence of mastery and readiness are all developed from collaboration of course providers, school teams, instructional coaches, and other teaching staff as appropriate.

See Standard 2, Practice B for added details.
Practice I
Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: Stakeholders agree the DEPs are developed and monitored appropriately district-wide. Surveys, Steering Committee meetings, school suggestions for programming, NDT chair meetings and other input is sought regularly to determine services provided by the AIG program documented on the DEP. See Standard 6, Practice G.
Parents are notified of screenings, nominations, and permission for screening evaluations is sought. At this time parents are given due process rights and informed of their role in the AIG identification process. Once evaluation results are collected for students who are screened for AIG services, the results are shared with parents. Parents are invited to meetings to create initial DEPs. At this meeting, student's evaluation results which lead to an AIG identification are then matched to student services.

Students may be identified for services with 5 designated labels of identification. Students who have an IG, AIG, and AG label are considered for all services listed on the DEP. NDTs, teachers, AIG specialist(s) and parents use comprehensive student profiles to develop DEPs for identified students indicating appropriate program service options. The data from these profiles is utilized to select DEPs program service options appropriate from the list of services listed on DEPs broken into three categories of services; learning environments, content area modifications, and other enrichment options. Students with an AR or AM label are offered environment program services as well as content services specific to the subject area of his/her identification. Enrichment services for students identified AR or AM are determined by student interest and subject area of identification. Appropriate AIG service options are chosen based on the student's indicated academic needs and subject area.

Parent input is solicited throughout the development of the DEP and their perspective as to which program services were most effective for their child is sought yearly on surveys, in informal communications, annual AIG nights, and mid-year review meetings. Students are included in the DEP process as appropriate. Student interest, motivation, and identification are considered along with data from learning profiles when creating student DEPs. Students also provide input on their perspective as to which services are meeting their needs annually on surveys. After initial DEP creation, each year DEPs are created and signed in the first 30 days of school.
DEPs indicate the evidence-based instructional strategies used with AIG identified students. Teachers maintain documentation of each instructional strategy utilized and maintain samples of students' work indicative of the students' academic abilities. Teachers, counselors, and parents evaluate DEPs biannually to ensure continuation of appropriate services within the gifted program. Parents are invited to sign, review, and discuss DEPs upon initial placement, at the beginning of each subsequent year, at any point they have questions or concerns, as well as whenever a change in the DEP is needed.
DEPs and student performance are analyzed at mid-year by regular education and AIG specialist(s) that serve the students. A copy of the mid-year evaluation is sent to parents with option for parents to request a conference to discuss the results and/or documents their input on the mid-year evaluation. If evaluation results or parents determine a need, NDT, parents, teachers and students come together to modify the DEP. Teachers, parents, NDT, AIG specialist(s) can come together to create an IDEPs if necessary after trying DEP modifications. DEPs are also reviewed by teachers at the end of the year and transition plans are in place for grade span transition such as elementary school
to middle school and middle school to high school.

**Ideas for Strengthen the Standard:** Focus on desired outcomes of differentiated curriculum, continue to look for evidence based resources, continue professional development and capacity building of evidence based pedagogical strategies, continue to build resource bank of evidence based instructional resources, identify additional ways to maximize student talent development, and promote achievement among underserved populations and subgroups

**Sources of Evidence:**
- Unit guides
- Curriculum maps
- Honors and Advanced Placement syllabi
- Classroom and student assessment data
- Student placement charts
- NCAIG lesson activities
- Tiered assignments
- Credit By Demonstrated Mastery documentation
- School counselor lessons
- Evidence of curriculum compacting
- Individual teacher lesson plans
- Individual AIG student growth
- Documentation of AIG professional development
- Documentation of school/district PLCs
- Rosters for enrichment clubs, school counselor group sessions, and participation in other activities such as Battle of the Books
- Differentiated Education Plans
- Individual Differentiated Education Plans
- Professional development descriptions and rosters
- Project descriptions, rubrics, and completed projects
- Honors portfolio frameworks
- Academic competition participation
- Math SuperStars
- Math League Press
- Word Masters
- Advanced mathematics courses
- Teacher/student use of technology
- Building Critical Thinking Activities
- Teacher evaluations
- Student projects
- Community service projects
- Local field trips
- Mentor opportunities
- Community partnerships with school clubs
- AIG professional development agendas and sign in sheets
- PLC minutes noting data analysis
- Differentiated Lesson Plans
Formative and summative assessment data
Benchmark results
Pre-assessment results
EOG/EOC data
Portfolios
Tic Tac Toe Boards
Choice Boards
School counselor agendas
Student course plans
School counselor lesson plans
NDT minutes
NDT training
Social and Emotional Characteristics of Gifted Students training rosters
Community Service Project records
Primary Education Thinking Skills (PETS) Lessons
USTARS lessons
Building Critical Thinking Lessons
Enrichment opportunities
Differentiated Curriculum offered
Identification pools
PLC minutes
Faculty meeting agendas
Enrichment opportunities
AIG Parent Nights rosters for parents to receive information about services and sign DEPs
Updated/maintained DEPs in students' files
Parent Conference logs
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 AIG Director at the Central Office level is the lead coordinator of AIG services, program oversight, and plan development and holds NCDPI AIG licensure. The director must guide, plan, develop, implement, revise, and monitor the local AIG program and plan. The director should possess NC AIG licensure and an administration degree is preferred. Roles and responsibilities include:

* Promoting advocacy for gifted students and gifted education
* Overseeing the financial budget for the gifted education program
* Providing the administrative leadership to assure adherence to program guidelines
* Helping to plan, develop, monitor, and evaluate the local AIG program
* Establishing clear, equitable, and comprehensive student identification procedures for gifted screening, referrals, and identification
* Ensuring consistency in program implementation
* Facilitating the resolution of disagreements or concerns related to gifted students, parent or staff
* Communicating district-wide program concerns to the Superintendent, Board of Education, principals, and the community as appropriate
* Maintaining the documentation of Central Review Team decisions
* Overseeing processes for Differentiated Education Plans and annual reviews
* Meeting regularly with AIG teachers to plan, develop, monitor and evaluate the local AIG program
* Providing curricular resources to appropriately challenge and serve gifted learners and students with gifted potential
* Providing support to personnel overseeing the delivery and planning of AIG instruction
*Encouraging and supporting the use of future ready content and resources

*Providing annual staff development for AIG teachers that addresses classroom differentiation, social and emotional needs of the gifted students, instructional groups, differentiation techniques, and managing an AIG classroom

*Providing annual staff development for stakeholders (including counselors and media coordinators) that review AIG Plan requirements and stakeholder expectations

*Organizing and overseeing district professional development required for teachers of gifted learners within advanced content courses

*Monitoring the credentials of teachers serving AIG students and AIG cluster grouping

*Providing professional development opportunities for AIG teachers to plan, implement, and refine applications of gifted programming

*Forming partnerships with school personnel from various departments including, but not limited to, MTSS Instructional Support, Instructional Technology (IT), Exceptional Children program specialists, finance and accountability officials, and school counselors to meet the academic, intellectual, social, and emotional needs of gifted learners

*Overseeing accelerative instructional and placement options within the schools

*Encouraging extra-curricular programs, competitions, and contests

*Forming partnerships with AIG stakeholders, including students' families, community members and district personnel to promote the goals of gifted education

*Coordinating communication with all AIG stakeholders including the AIG Leadership Team, district informational meetings, publications, and any paperwork regarding AIG program and services

*Evaluating, refining, and informing AIG stakeholders of all aspects of the AIG program (to include the written plan, services, fidelity, state funding, program evaluation, data collection and dissemination, as well as rights of AIG stakeholders)

*Chairing District Steering Committee and Central Review Team

*Participating actively in regional meetings, professional development opportunities, and other state initiatives to support gifted program

*Facilitating quarterly districtwide PLCs with school AIG committee chairs and vice-chairs to promote systematic programming, program evaluation, and synergize efforts to provide support in each school

*Creating common power points to be used in mini workshops at each school as refreshers and to make everyone aware of identification procedures, underachieving student characteristics, differentiation
strategies, social and emotional needs, gifted characteristics, and continued adult learning regarding high achieving students

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

**District Response:** Caswell County Schools employs teachers who are AIG certified or who complete local AIG professional development requirements to serve the district's AIG population. Teachers who serve AIG students, school counselors, media coordinators, and other school specialists are expected to meet the academic, intellectual, social, and emotional needs of gifted learners within the schools.

Each school has an AIG committee that meets and facilitates AIG programming within the school. A Needs Determination Team (NDT) at each school identifies and places students in need of AIG services. All members of NDT teams have AIG licensure or have completed two locally required professional development courses. NDTs assess the academic, intellectual, social, and emotional needs of gifted learners within the school and match program service options on students' DEPs. AIG committees and NDTs at each school are actively engaged in tasks that analyze the needs of gifted learners and plan program options to help meet needs through differentiation (content, product, and process), competitions, acceleration, and enrichment activities.

The Caswell County Schools AIG Plan is coordinated and monitored by an AIG coordinator. At each school site, the responsibilities of the NDT, AIG committees, teachers of AIG students, and school counselors' include implementation of the plan and components that address student needs. The following describes their roles and responsibilities within the program.

**KNOWLEDGE AND RESPONSIBILITIES OF NEEDS DETERMINATION TEAM**

*Coordinates AIG identification by educating school staff on characteristics of gifted, sharing AIG nomination process procedures with teachers, gathering available data on students being nominated, supporting the AIG Review Team, and overseeing the appropriate implementation of the Differentiated Education Plan (DEP)*

*Oversees implementation of service delivery options by conferencing with teachers concerning appropriate differentiation strategies and meeting DEP expectations*

*Provides support to cluster teachers through dissemination of appropriate curricular materials and training (differentiation strategies, developing instructional strategies, modeling lessons, analyzing student data to meet the needs of AIG students)*

*Checks fidelity regarding student placement, teacher credentials, and DEP component completion*

*Supports teachers enrolled in the required AIG professional development courses*

*Assists the principal and central office staff in providing leadership to improve instruction for AIG*
*Facilitates staff development at schools when new, relevant information is used to revitalize the program

*Helps plan, develop, coordinate, and monitor the school program for gifted learners

*Collaborates with classroom teachers to assist in developing and implementing Differentiated Education Plans for gifted students

*Assists K-2 teachers in implementing an evidence based talent development program

*Attends professional conferences, institutes, workshops and seminars on gifted education

*Provides information to parents about gifted education

*Participates in AIG programming planning and evaluation

*Performs duties designated by principals and AIG director

RESPONSIBILITIES OF EDUCATORS TEACHING AIG STUDENTS (K-12)

*Implements DEP services, conduct mid year and end of the year reviews

*Communicates student progress to parents

*Provides appropriate and regular differentiation for identified gifted students

*Collaborates with NDT and AIG teachers to develop and implement Differentiated Education Plans for gifted students

*Documents and maintains ongoing evidence of Differentiated Education Plan and student work samples in a portfolio for identified students

*Provides referral information to the NDT for students nominated to the gifted program

*Participates in local and state professional development in gifted education and is strongly encouraged to obtain a state certification or an advanced degree in gifted education

*Provides appropriate updates to parents in the form of progress reports, report cards, and DEPs/IDEPs

ADDITIONAL RESPONSIBILITIES OF ADVANCED PLACEMENT/HONOR COURSES(GRADE 9-12)

*Teaches specialized courses for which they have been trained
*Prepares class syllabus with adequate rigor

*Provides college board approved syllabi for advanced placement courses

*Provides adequate honors portfolio/honors frameworks

*Communicates student performance, class expectations, and other information to parents

*Plans enrichment opportunities at each school

*Encourages student participation in enrichment activities and enrollment in classes with the appropriate rigor

*Attends content specific Advanced Placement Institutes as well as local and state AIG Professional development

RESPONSIBILITIES OF SCHOOL COUNSELORS

*Provides counseling and affective education for gifted students in need of socio-emotional support

*Attends professional development addressing the socio-emotional needs of gifted students

*Provides college and career guidance that is appropriately different and delivered earlier than typical programs

*Provides specialized intervention services for gifted students who do not demonstrate satisfactory performance in regular and/or gifted education classes

*Provides specific guidance and counseling services that address the problems and issues of underachieving gifted students

QUALIFICATIONS FOR ALL TEACHERS OF AIG STUDENTS, AIG COMMITTEE MEMBERS, AND NDT MEMBERS:

*Bachelor's Degree or higher in Education from an accredited college/university with teacher licensure

*Academically or Intellectually Gifted Licensure or completion of local professional development coursework

*Knowledge of state standards, educational guidelines, and effective differentiation teaching methods
Practice C
Establishes specific and appropriate professional development requirements for all personnel
involved in AIG programs and services, including classroom teachers, special education teachers,
counselors, and school administrators.

District Response: All stakeholders need to be involved in AIG programs and services.
Understanding characteristics of AIG learners as well as identifying and meeting their needs is an
integral part of AIG programming. All stakeholders need training to ensure services are rendered
effectively. AIG professional development is offered annually. This includes mini workshops at the
school level as well as district wide PD, administrator meetings, and state conferences.

Teachers are encouraged to seek AIG licensure. Professional development sessions are offered
annually to all teachers, school counselors, and administrators in the district. Annual staff
development includes 48 hours of class and coursework. NDTs should provide each school staff with
professional development related to identification, underachievers, differentiation, social-emotional
needs, and other relevant topics annually.

This training is provided on a continuous basis to assure that all teachers are provided with the skills
necessary to recognize and respond to the differing learning needs of children across the system.

Staff development requirements reflect the plan's emphasis on the shared responsibility for gifted
learners through recognizing the needs of all students. Administrators and teachers receive an
annual overview of the plan procedures, where the role of each of the service providers is clearly
defined. Teachers new to the AIG program, those with cluster groups, and those in need of
refreshers, receive additional staff development and support from the AIG director.

Teachers of AIG students will be afforded opportunities to acquire the knowledge, skills, and
understanding that are essential for successfully implementing instruction for gifted learners in local
professional development. Cluster group teachers must have AIG licensure or the two locally
provided courses, 48 hours total.

The major focus of this training will be:

* Characteristics of gifted learners
* Effective differentiation of instruction
* Effective strategies and models of teaching
* Use of various assessment tools
* Trends and issues related to the education of gifted students
* Using evidence based strategies to identify gifted students and ensuring that they are identified
equitably and served appropriately
* Recognizing ethic, socio-economic, and home language factors that can mask giftedness
*Recognizing the characteristics and special cognitive needs of gifted students and planning instruction accordingly

*Addressing the achievement motivation, emotional development, health, and social behaviors of gifted students

*Best practices in differentiation of the curriculum and instruction (research-based)

*Utilize surveys and program evaluation data to drive yearly AIG PD plans

Teachers who have been recently employed by Caswell County Schools will receive an introductory staff development to these topics (new teacher orientation and BT meetings).

Certified staff at each school will be given an overview of the plan for advanced learners annually. This overview will include any changes in the plan, procedures and/or requirements, best practices, and the methods to be used for monitoring the program.

It is additionally recommended that school counselors complete Intro to Gifted and Social and Emotional Needs of Gifted at a minimum of 2 CEUs in gifted programming & needs. Exceptional Children's teachers should also have training related to twice-exceptional students.

ESL personnel, administrators, and other personnel receive the yearly mini-workshop training and are encouraged to take local and/or licensure courses. To ensure that AIG services are provided by those with AIG coursework, AIG committee members, K-8 teachers serving AIG students, as well as AP and Honors Teachers are required to have acquired NC AIG licensure, be in the process of completing licensure courses at a NC Institute of Higher Education, or complete 48 hours of local professional development to include (1)-Introduction to Gifted and Social and Emotional Needs of Gifted as well as (2) Curriculum, Instruction, and Differentiation.

**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:** Caswell County Schools needs to ensure that every AIG student is placed in a classroom setting with a teacher who is highly qualified. In order to be considered highly qualified to teach gifted students, teachers should have AIG licensure, a degree in Gifted Education, or the required local professional development courses. This includes 2 courses, Introduction and Social and Emotional Needs of Gifted as well as Curriculum, Instruction, and Differentiation, totaling 48 hours or 4.8 CEUs.

Teachers’ AIG licensure, CEU's and AP coursework will be examined and shared with school administration prior to scheduling.

Masters in Gifted Education, AIG licensure or local AIG professional development is required for NDT members, AIG committee members, and teachers of honors/AP courses. Classroom teachers serving
AIG students should also possess AIG licensure or meet the local AIG professional development requirements. Teachers of Advanced Placement courses will be provided opportunities to attend AP training through the College Board Institutes and Workshops. School counselors and those involved in registration of high school students will ensure proper placement in advanced classes. High school DEPs ensure high school students register for honors and advanced placement courses as appropriate.

Students in grades K-8 are to be cluster-grouped and placed in classrooms with teachers who meet specified requirements. The AIG Director and Human Resources director keep lists of professional development rosters, individuals completing required training, teachers with AIG licensure, and educators with master's degrees in gifted education. Administrators at each school will develop lists of cluster grouped students and match them to teachers with appropriate training.

In grades K-5, a cluster group of AIG students is assigned to a regular education class. The cluster teacher is trained in gifted education and works with the AIG chairperson, and AIG director to develop appropriate differentiated curriculum. If a school has fewer than eight identified students in a grade, these students will be clustered in one classroom.

In Grades 6-8, core subject grouping within a team is assigned for specific blocks of instruction to content area teachers who are trained in gifted education. The group placement is open to AIG students as well as other students who meet certain criteria. Courses should not have less than eight cluster-grouped AIG students.

AIG chairs and the AIG district coordinator will partner with school-based administrators to ensure effective AIG student placement.

Students will be identified for middle school advanced pathways. These courses will be taught by teachers who have completed the AIG coursework or have the AIG licensure.

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

**District Response:** A strong focus on student data analysis and alignment to instructional needs along with Multi-Tiered System of Support (MTSS) has promoted a system-wide emphasis on differentiated instruction that works for all students. Departments work together to consistently provide integrated PD. For example, STEM activities and LEGO robotics will be utilized in enrichment clubs, media center makerspaces, and classrooms as appropriate. The Instructional Technology Department, Curriculum Department, and AIG departments and personnel collaborate on this project and all PD will include multiple stakeholders. Additional examples include PD promoting critical thinking in all content areas, project based learning, differentiation strategies, and increased depth of knowledge. An increased awareness to meet students at their instructional level through data analysis, Guided Reading, and understanding how students attain math knowledge drives professional development plans as well. Global awareness, and cultural diversity remain district priorities and are integrated into AIG professional development as well. AIG teachers and NDTs will
continue to collaborate and share best practices. Local AIG professional development is offered annually. AIG and district professional development needs are assessed regularly. All teachers are given the opportunity to make professional development suggestions and requests on the annual AIG teacher and administrator surveys. District Strategic Planning includes providing students with individualized instruction. District-wide professional development includes topics related to differentiation strategies and research based best practices.

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

**District Response:** Each school has developed plans for Professional Learning Communities. Teachers in each school participate in PLCs which meet regularly. Common planning time has been established to encourage refining and improving instructional practices.

AIG committee chairs at each school meet district-wide with the AIG director quarterly. These district level PLCs include sharing of best practices, recent professional development experiences, new ideas to improve instruction, and instructional successes. AIG teachers who serve on school committees are invited to participate as well. These PLC sessions are improving idea exchanges among schools throughout the district. In addition to grade level and team PLCs, teachers of advanced students at each school are encouraged to form a PLC as well. Often these are cross departmental and/or varied grade-level sessions. These groups of teachers also share best practices, recent professional development experiences, new ideas to improve instruction, and instructional successes from their other ongoing PLCs. Teachers who attend the NCAGT conference are expected to present new ideas and resources in PLCs and faculty meetings to colleagues. Several forms of mini PD sessions occur throughout the year. Instructional coaches and AIG specialist(s) share appropriately challenging differentiation techniques and assist teachers in creation of these materials. Edufocus afterschool PD sessions are encouraged where teachers share evidence based strategies they are having success with. District-wide grade-level PLCs will serve as opportunities for differentiation, choice boards, and project sharing ideas. Grade levels will add resources to unit and pacing guides in Google Drive for electronic storage and sharing of resources. Lessons and assignment examples are provided in local courses. Teachers are also assigned project and differentiation tool creation during local AIG professional development. Exemplary activities created will be added to Google Drive resources for each grade. These practices result in professional growth for teachers and the improvement of instruction and programming at all of our schools. Initiatives at different schools have been developed from some of these sessions.

**Ideas for Strengthen the Standard:** The LEA continues to implement practices to recruit highly qualified professionals and provides relevant and effective local professional development courses
concerning the needs of gifted learners that is on-going and comprehensive. For local courses, priority registration is given to teachers who are or will serve AIG students but have not obtained licensure nor taken the locally required professional development courses.

*Seek solutions to maximize time to collaborate within grade levels across the district
* Continue to develop avenues to collaborate with other nearby districts to develop, improve upon, and collaborate on PD plans which meet needs
*Continue to seek opportunities for NC AIG licensure paths and master's coursework offered from NC Institutes of Higher Ed (online and on-campus)
*Continue to seek funding for course reimbursement and partnerships to offer the complete classes locally, either free or at a reasonable cost
*Encourage candidates to take the AIG Licensure Praxis upon completing the coursework
*Adjust local coursework if needed to assist in candidates passing the Praxis

**Sources of Evidence:** AIG Plan
Credentials of AIG director
CEUs
Professional development descriptions
Professional development rosters
Professional development agendas
Professional development evaluations
Central Review Team, NDT, AIG Committee, and District Steering Committee minutes
Due Process documentation
Headcounts
Reports
AIG budget, purchases, and invoices
AIG director job description
Student attendance records for after school programs
Lesson plans for enrichment activities, classroom differentiation, and guidance programming
Services provided according to the DEPs and other AIG program needs at the school
Guidance programming
AIG Local Manual
AIG committee meetings
AIG teacher PLCs
District grade level PLCs
School personnel surveys
Teacher surveys
Spreadsheets of student data used for placement
Lists of teachers with master's in gifted education, with AIG licensure, and those who are completing or have completed local AIG training
Elementary cluster-group rosters
Middle school subject-grouping rosters
PLC minutes
Faculty meeting agendas
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: Caswell County Schools places a high priority on family and community involvement. In an effort to ensure active participation with families and community, our program seeks representation from school personnel, parent/guardians of gifted children, and interested community members to plan and make decisions regarding program design, implementation, and evaluation of the plan. Representatives from these groups participate in surveys and in focus groups as well as serving on the Needs Determination Team. The Needs Determination Team will work with schools and teachers serving AIG students to monitor the AIG plan, facilitate communication with stakeholders, and develop partnerships with community organizations.
Communication with parents and community is also an important component of the AIG program. Dialogue exists to inform families and community about aspects of the AIG program and provide the program with feedback from these groups. Surveys are utilized each year for program evaluation and to make program decisions. The following initiatives will be implemented and/or continued as part of the AIG program:

GIFTED NEWSLETTER
Communication through this bi-annual publication (November & May) will inform families and the community of the county policy, county events, and state events. This newsletter may also provide tips for families to address social and emotional needs of the gifted as well as articles submitted by students. Contact information for the local AIG program director, AIG specialist(s) and regional resources will be included.

GIFTED BROCHURE
A brochure has been developed in order to provide written, accurate information about the AIG program for families and community. The brochures will be available at each school.

PARENT INVOLVEMENT WORKSHOP
The Director of AIG and the Needs Determination Team from each school will work with school principals to provide workshops for parents/guardians regarding issues related to the gifted student. Among those topics will be the process of AIG eligibility and placement, differentiation, strategies to meet social and emotional needs of gifted students, and understanding DEP program service options (often completed at AIG family nights).

PARENT INVOLVEMENT IN REFERRAL/ELIGIBILITY PROCESS
Appropriate communication through the use of Prior Notice and Parent/Guardian Consent for
Evaluation, Summary of Evaluation Results, and Differentiated Education Plan forms will communicate to parents/guardians their child’s eligibility. Parents/guardians are provided copies of all documents. All communication is provided in Spanish as well as English as needed.

PARENT INVOLVEMENT IN THE DEVELOPMENT OF THE ANNUAL DEP/IDEP
Parents/guardians of identified children will be invited to attend a group meeting each year to develop/sign DEP/IDEPs. Parents/guardians are provided a copy of the DEP/IDEP. IDEPs and DEPs may include specific school counseling and other supports as deemed necessary for social and emotional support.

Additional strategies to facilitate effective communication include:
* Parent Workshops
* Parent-Teacher Conferences
* Open House Activities
* Curriculum Nights
* STEM Events
* AIG plan available to the public through the school district website

PARENTS AND COMMUNITY COMMUNICATION PLAN
Families and community will be informed regularly through the school’s newsletters, district AIG newsletters, and district AIG websites concerning AIG activities and enrichment. Parents at each grade span, and from all schools as well as community members will be included on the AIG Advisory Board.

ACADEMICALLY GIFTED PROGRAM NEWSLETTER
* Latest AIG News
* Counselor and AIG chairpersons from each school should publish AIG news and upcoming events in school newsletters
* Educate others about system-wide efforts
* Publish on the website

ADVANCED LEARNER WEBSITE
* Maintain and update website
* Feature links and information on activities and resources
* Provide information about university and summer opportunities
* Provide links to articles, websites, and bibliotherapy book lists to help others understand students’ social and emotional needs and ways to address them

AIG BROCHURE
* Provides written, accurate information about the Academically/Intellectually Gifted program for parents and community
* Defines identification and placement of academically gifted students and outlines goals for the program
* Made available in English and Spanish to interested persons through counseling department of each school
* Posted on website

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:** District communication plans with the community and parents have previously been outlined in Standard 5 Practice A including newsletters, brochures, and website postings as well as describing parent involvement in placement and DEP development. Additionally, the district maintains a district AIG steering committee and posts the AIG plan online. AIG program information is presented in District Steering Committee Meetings as well as Principal Meetings. Additional details concerning program evaluation and information dissemination may be found in Standard 6, Practice I.

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

**District Response:** CCS AIG Steering committee involves stakeholders, who reflect the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan. The Steering Committee, made up of community, AIG parents, teachers and other instructional staff, develops, implements, and monitors the local AIG program and plan.

Caswell County Schools strives to effectively partner with stakeholders to create, evaluate, and maintain the AIG program. A district advisory board is in place. CCS district AIG steering committee is made up of parents, AIG school chairpersons from each school, a principal, two community members, and other instructional staff. This committee includes representatives that will include members of diverse populations in the community. The group meets multiple times per year and discusses AIG evaluation data, gathers input, analyzes survey input, and discusses programming and budget.

The AIG Advisory Board cooperatively develops the AIG plan from analysis of data and program evaluation.

**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:** Newsletters, publications, brochures, and letters are made available in Spanish as needed. Spanish brochures explaining eligibility and programming are also available. Spanish speaking staff members are also used during Open House, parent conferences, and other events to help translate information about the AIG program and services needed. ESL staff work closely with AIG director to be knowledgeable of AIG program components and identification procedures. Additionally the district website is ADA accessible and contains information about available opportunities for students on an ongoing basis.
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: Community stakeholders are represented on the District Steering Committee. Community members are included in AIG event and competition planning as appropriate. AIG parent night meetings are planned in advance and will be posted to the calendar on the school website. Parents, community stakeholders, and institutions of higher education will be invited and encouraged to participate. Career fairs at all schools bring varied and numerous small businesses and local representatives of national companies onto school grounds to generate student interest in careers.

COMMUNITY CONNECTIONS
• The Caswell Veterans sponsors an essay contest, the Patriot's Pen, for middle and high school students.
• The Caswell County Sheriff's Department sponsors the D.A.R.E program for elementary and middle school students.
• Piedmont Community College offers Dual Enrollment Program for high school students.
• The Caswell County Public Library offers summer reading programs as well as enrichment throughout the year. The local library also partners with the AIG department to support the local elementary Battle of Books competition. The AIG department also provides the library released Battle of Books book lists for elementary and middle school. The library purchases the books and makes them readily available for summer reading.
• The local 4-H coordinator and Caswell County Schools have forged an ongoing partnership to provide enrichment programming, leadership classes, and community outreach for students in all grade spans.
• NC Cooperative Extension Services Project Record Books are utilized to provide AIG students additional choices for independent study in elementary school.
• Local field trips and enrichment opportunities are arranged for AIG students to connect with historians and environmental projects within the community.
• Community service projects each school develops partnerships with multiple nonprofit agencies through-out each school year.
• Partnerships between school clubs and local businesses and organizations provide community service and enrichment opportunities for students. School groups and clubs partner with local service organizations and assisted care facilities such as Kiwanis, Brian Center, Caswell House, and Caswell Ruritans. School clubs at all grade spans have active clubs student may joins which provide opportunities to volunteer, collects items, and donations for various organizations including the Caswell Parish, Brian Center, Senior Center, and the Animal Protection Society.
• NC Museum of Natural History (History in a Box)
• Greensboro History Museum (Travelling Trunks)
• The AIG director and CTE director work collaboratively. The AIG director joins the CTE Advisory meetings. The CTE and secondary director is on the AIG steering committee. The secondary director has created multiple pathways for graduation, courses of study and career pathways. Through the CTE advisory committee meetings, local business and industry partners provide input on
opportunities for students, including pathway programs and hands-on work-based learning experiences.

- Piedmont Community College has partnered with CCS to provide Associate's Degree pathways allowing students to graduate high school with an Associate's Degree.

See Standard 5, A for additional ways the AIG department reaches out to families and community members.

**Ideas for Strengthen the Standard:** Continue to work collaboratively with PCC and Institutes of Higher Education to develop advanced programming and opportunities for AIG students

Continue to work with Institutes of Higher Education to locate enrichment and summer camp opportunities for students as well as professional development opportunities for faculty

Continue to acquire business partnerships

Look for business sponsorship of district-wide events such as competition prizes

**Sources of Evidence:** Copies of newsletters

Websites

Brochures

Survey results

Newspaper articles

Enrichment activity participation

D.A.R.E.

Community service records

Independent project record books

AIG Parent night sign in sheets

Signed DEPs

Calendars

District AIG Steering Committee member list

District AIG Steering Committee meeting calendar

District AIG Steering Committee minutes and agendas

Plan data analysis to aid monitoring

AIG Plan

Materials printed in English and Spanish

Parent conference logs indicating translators present

Career Fairs

Documentation of career fairs and guest speakers

AIG programming supplies donated or bought by local businesses
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: NC statutes require each Local Education Agency to develop a three-year local AIG plan designed to identify and establish procedures for providing appropriate services to academically and intellectually gifted students. The CCS AIG Steering Committee and Advisory Board develop a LEA AIG plan based on the six standards of the North Carolina Academically or Intellectually Gifted Program Standards.

When completing an AIG program evaluation, self-assessment, survey results, steering committee, administrative meetings, AIG chair meetings, NDT and SIT team input, board input, student achievement, program membership, informal communications, and other data sets are analyzed to drive the development of a comprehensive AIG program. The plan is developed with consideration to local factors such as our rural nature, lack of big businesses, diverse cultures and community poverty. AIG Program updates are done as needed with the inclusion of stakeholder input (see Standard 6, Practice I). Every three years comprehensive needs assessments are also completed and stakeholder input drives the plan update. The plan outlines the procedures for student identification, provides differentiated curriculum and instruction, describes personnel roles and professional development, creates partnerships and involves various stakeholders and ensures program accountability. Updates within these components are considered and discussed at multiple meetings per year with various stakeholders listed above and the Steering Committee. If plan changes are needed and direct services are affected, the plan is changed through Steering Committee input and data collection. The Steering Committee meets 3-4 times annually. When plan changes become necessary, specific changes are taken to the CCS Board of Education and upon approval, submitted to DPI.

Due to the comprehensive nature of the plan and the multitude of services and program components, this plan creation cycle involved input from all stakeholders as listed above in data collection throughout the last three years as well as the following procedures. The Steering Committee, AIG specialists, and other stakeholder groups analyze the yearly data collections, self assessment, evaluation results, input as well as DPI suggestions to determine program needs. Steering Committee meeting agendas considered specific program components based on standards and consider areas in need of focus for revisions. The AIG director and AIG specialist compiled a draft plan based on the input and evidence based practices. A meeting for AIG chairs, additional NDT members, and administrative representatives examined Differentiated Curriculum Standard 3 components. The Steering Committee then examined the draft document in subcommittees. Feedback from the subcommittees and AIG specialists drove the next draft changes prior to going to the Board of Education. The plan is submitted to the local Board of Education for approval upon updating. Once
approved, the AIG director submits the local plan is submitted to SBE/DPI for review and comment.

**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:** Caswell County Schools monitors the implementation of the program and plan in accordance with Article 9B. The District Steering Committee, principals, superintendent, NDTs, and the AIG coordinator annually monitor components of the AIG program.

The District Steering Committee will meets three times annually, each year during the three year cycle. The committee will monitor and address AIG issues. School level committee meetings will take place quarterly with all stakeholders in attendance. Scheduled meetings should be established and maintained throughout the year.

Surveys of stakeholders are completed annually. The director will distribute, collect, and disseminate the survey data and share results with the public through the district website. The committee will also make recommendations for program improvement as needed. Procedures to ensure program accountability:

* Maintain AIG rosters, student records, and headcounts
* Maintain current data regarding credentials of teachers serving AIG students
* Analyze AIG survey results annually
* Post AIG survey results on the Caswell County Schools's website
* Monitor representation and retention of under-represented populations in the local AIG program
* Monitor student performance, growth, and achievement
* Ensure that the Steering Committee represents the diverse population of Caswell County Schools
* Post AIG plan on-line for use by all stakeholders
* Maintain a district steering committee with parents, teachers, and community stakeholders
* Maintain policies and procedures that protect the rights of all AIG students and parents
* QAI visits facilitate examination of school instructional practices and complete administrative student learning data dives that include subgroup data analysis
* The AIG director monitors school compliance with identification, grouping, DEPs, and program service option availability on an ongoing basis
* AIG specialist(s) meet regularly with teachers of gifted cluster groups to ensure program services are appropriate and being delivered
* AIG director meets regularly with administration, instructional coaches, curriculum directors, and testing director to analyze data as it becomes available and shares it with the Steering Committee

The AIG director also completes interim reports to NCDPI to assess progress towards program implementation and effectiveness. The interim report will utilize feedback from individual schools, district level staff, and other key stakeholders.

The AIG Program Interim Report and other program evaluation information will be completed based on stakeholder input. The interim report will be shared with stakeholders, district leadership, and AIG
Steering Committee.

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 AIG director is a member of the district administrative team, meeting with all principals and district level directors.

Funds are used to provide above grade level opportunities, including staff and resources, as well as implementation of enrichment opportunities and provide items needed to ensure program service options are available for AIG students. The AIG director monitors expenditures to ensure funds are utilized for comprehensive AIG plan implementation.

AIG funds are budgeted and utilized to provide supplies for enrichment activities, district identification assessments, individual student evaluation assessments, school transition activities, materials for instructional differentiation and program service options, acceleration, field trips, enrichment workshops for students, professional development for teachers, and requested technology tools, devices, and software if appropriate. Professional development costs include contracts for local training, attendees from each school for the NCAGT conference and teacher stipends for course completion and Saturday workshops.

Required costs such as salary needs, identification assessment costs, required professional development and costs specific to providing program service options are prioritized prior to the fund year beginning and set aside. Benefits to students, alignment to plan, costs vs. values added are considered prior to any other purchases and expenditures. Yearly budgets are used in accordance with the local plan considering student needs, stakeholder input and plan implementation with AIG and finance department collaboration.

Within the new MTSS models where student data and tiers of support are analyzed, school SIT teams, MTSS, and NDT teams regularly analyze student data, programming, and support for students at all tiers that includes enrichment and remediation models. These programming options have provided avenues to add rigor and differentiation to the core curriculum for all students. Enrichment blocks and a focus on differentiation have enabled multiple departments to fund projects through schoolwide and blended options to assist total school programming such as WeDo 2.0 robotics and adaptive computer software applications. CTE, Curriculum, Title I, AIG, and state funds are often combined to create schoolwide programs that benefit all students. Grants produced from multiple departments collaborating as well as technology partnerships have provided resources to assist in AIG programming and enrichment.

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

District Response: The testing coordinator will work closely with the AIG director to maintain, analyze, and share student performance, growth, and drop-out rates. AIG student growth and
achievement data including EOG, EOC, AP, ACT and other qualitative data will be analyzed yearly. The indicators should be evaluated annually in district steering committees, administration meetings, school AIG committees, and school SIT teams. Data is posted by subgroup, including AIG, at each school on the district website. Leadership teams at the district and school level analyze each data set as soon as it is released. School and district staff make programming changes that appropriately respond to meet student needs discovered by data analysis. See detailed description of dissemination in Standard 6, Practice I.

At all school levels, administration, instructional coaches, and teachers are expected to analyze data on an ongoing basis to determine learning needs. This includes analysis of specific subgroup data which includes AIG. All schools include the report of the ongoing subgroup analysis in QAI visits annually. School SIT and MTSS teams, as well as grade level and content area PLCs, analyze student data on an ongoing basis.

**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:** Representation: Biannual headcounts will be analyzed by the district. The membership headcounts will be divided into subgroup information and shared with each school. Discussion of membership data on the school level should include trend data concerning achievement, identification, performance, and screening.

The district steering committee analyzes available data concerning the subgroups for gender, race, ethnicity, and economically disadvantaged students. The district coordinator will analyze this information at the building level for each school. School teams will also analyze the subgroup data looking for and responding to any disparities of gender, culture, race and economically disadvantaged. Disproportionality issues will be addressed by the school team and district AIG director. ELL, highly-gifted, and twice-exceptional students are monitored individually with EC, ELL, regular ed. and AIG chairs working in collaboration to complete and discuss mid-year and yearly reviews noted on DEPs.

Performance: Individual student performance of students identified gifted is completed biannually, mid year and end of the year. Students who are in need of a change in services are noted and IDEPs are created. Cluster groups of student performance is noted at the school level on a continuous basis through teacher and grade level data analysis to analyze enrichment and remediation needs. Yearly student subgroup data performance (which includes underrepresented populations) is analyzed through QAI and other venues at the leadership, administrative, and school level as described in Standard 6, Practice D.

Retention: Students in Caswell county are not degifted. They receive an IDEP to determine services that best fit needs. Student drop out is analyzed yearly as previously described. Student retention, especially at grade span and grade level changes is noted annually.
**Practice F**
Maintains current data regarding the credentials of personnel serving AIG students.

**District Response:** The district maintains current data regarding the credentials of personnel serving AIG students. It is essential that teachers serving AIG students understand the needs of the students they serve and develop practices to address those needs.

The AIG program director and the human resources office for the district maintain current data regarding AIG licensure, local professional development requirements, and which teachers are serving AIG students. AIG professional development requirements include AIG licensure, Advanced Placement certification, or completion of approved professional development. Cluster grouping AIG students is essential to meeting their social and emotional needs. Research indicates that AIG students grow academically and emotionally when with like peers. Instruction from licensed AIG teachers or those meeting local or Advanced Placement professional development requirements is important to the success of advanced learners.

**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:** Stakeholders are provided opportunities for providing feedback on the quality and effectiveness of the local AIG program across the district. Each stakeholder group form each school is surveyed.

The AIG director will disseminate surveys to multiple stakeholder groups in the spring of each school year to examine effectiveness. The Steering Committee will analyze the results of the survey. Notification of the survey will be printed in the AIG newsletter, school communications, and county website. It will be sent home with all AIG students, given to AIG teachers, and collected on paper and online. Results will be shared in PLCs, at school sites, and on the AIG website for easy access to all stakeholders in the district.

Other less formal feedback will be collected regularly through feedback from stakeholders and families at open houses, DEP meetings, AIG parent nights, student interviews, administrator observations, and district leadership meetings. This qualitative data will be shared, discussed, and evaluated by the District AIG steering committee. Program services are consistently analyzed throughout the year and input is sought from every stakeholder group on yearly surveys as to perceived effectiveness of service options. These responses are part of the surveys published on the website. Additionally, AIG chair meetings, AIG steering committee meetings, parent conferences, AIG specialist(s), PLC, and district-wide principal meetings include discussions of program services options. This includes changes, additions, and deletions that need to be made to program services. These are published in our newsletters, shared with stakeholder groups, and online.

See also Standard 6, Practice H.
Practice H
Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: The AIG program coordinator collects and uses multiple sources of data for continuous improvement of the AIG program. Surveys are collected from various stakeholders yearly.

Regular monitoring of the AIG program and its implementation helps ensure that identified students continue to receive appropriate academic services, including yearly reviews and mid-term plan interims. Teachers of AIG students, administrators, NDTs, and District AIG Steering Committees meet to discuss program planning and implementation to improve practice. PLCs within the district such as the high school AP teacher PLC, discuss the needs of our advanced students in addition to the District Steering Committee.

Caswell County Schools collects AIG surveys from various stakeholders to evaluate program effectiveness. Surveys are collected from students at each school, parents at each school, administration in the schools and Central Office, assistant principals, and teachers at each school. Survey results are collected by stakeholder group and analyzed to carefully consider input from each group from each school to determine program strengths and weaknesses at each site in addition to analyzing the district results. Summer leadership retreats include dissemination of each school's results to administration who take the results back to the school level stakeholder groups (such as faculty, School Improvement Teams, school leadership teams, etc.). AIG survey results are also posted on the website. District and school AIG performance data (including not only proficiency but EOG growth data and EVAAS data) is analyzed within various school and district levels comparable to the surveys. The district website publishes NC report cards and test data for AIG subgroups. The AIG steering committee, administrators, school improvement teams, MTSS teams, and school NDTs analyze the AIG subgroup data and discuss programming updates, instructional changes, and enrichment opportunities to make school adjustments and give district input. AIG membership is analyzed at each headcount. Administrative principal meetings include AIG director dissemination of membership information specific to each school so the trends for AIG identification can be analyzed by each school and its NDT team as well.

Quantitative and qualitative data is analyzed regularly by AIG stakeholders and the AIG steering committee to make programming decisions. Comprehensive data is analyzed every three years to complete plan updates. Data sets are analyzed yearly and midway through plan cycles. The trends and information gleaned drives AIG programming and changes are made to programming as well as plan updates as necessary.

Data is collected from all stakeholders and includes stakeholder group surveys, student achievement and membership data, communications from DEP meetings, AIG parent nights, district administration meetings, and school AIG teams.
See Standard 6, Practice G for added details.
Disseminates all data from evaluation of the local AIG program to the public.

**District Response:** Caswell County Schools collects AIG surveys from various stakeholders to evaluate program effectiveness. Surveys are collected from students at each school, parents at each school, administration in the schools and Central Office, assistant principals, and teachers at each school. Survey results are collected by stakeholder group and analyzed to carefully consider input from each group from each school to determine program strengths and weaknesses at each site in addition to analyzing the district results. Summer leadership retreats include dissemination of each school's results to administration who take the results back to the school level stakeholder groups (such as faculty, School Improvement Teams, school leadership teams, etc.). AIG survey results are also posted on the website. District and school AIG performance data (including not only proficiency but EOG growth data and EVAAS data) is analyzed within various school and district levels comparable to the surveys. The district website publishes NC report cards and test data for AIG subgroups. The AIG steering committee, administrators, school improvement teams, MTSS teams, and school NDTs analyze the AIG subgroup data and discuss programming updates, instructional changes, and enrichment opportunities to make school adjustments and give district input. AIG membership is analyzed at each headcount. Administrative principal meetings include AIG director dissemination of membership information specific to each school so the trends for AIG identification can be analyzed by each school and its NDT team as well.

Program services are consistently analyzed throughout the year and input is sought from every stakeholder group on yearly surveys as to perceived effectiveness of service options. These responses are part of the surveys published on the website. Additionally, AIG chair meetings, AIG steering committee meetings, parent conferences, AIG specialist(s) PLC, and districtwide principal meetings include discussions of program services options. This includes changes, additions, and deletions that need to be made to program services. These are published in our newsletters, shared with stakeholder groups, and online.

**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 AIG steering committee annually reviews the policies and procedures related to informed consent, identification, placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements. To ensure personnel working with gifted children consider the rights of these students, potentially gifted students, and their families when making decisions, the AIG plan outlines procedures for resolving disagreements, parental rights, and informed consent. Parents are informed through direct print communication called "Your Rights as Parents." This, as well as "Consent for Evaluation" forms, must be sent to parents and signed before any evaluation of the student begins. These forms are required to be signed by the parent and placed in the initial placement AIG folder that is sent to the office of the AIG director. The procedures and "Your Rights as Parents" are also found online on the district website. Students who transfer in from other LEAs are cluster grouped with AIG, and Consent for Evaluation and Parental Rights are sent home with parents. Upon return, the school AIG NDT chair should convene the committee to determine placement (IG, AI, AG, AR, or AM). Annual reviews of student
performance indicate next steps recorded on DEPs. The district coordinator is notified of students who need individualized alternative service and support options, and an IDEP is created. The screening and placement steps have been previously described. District AIG procedures require parent signatures on consent for evaluation, and Your Rights as Parents, which include informed consent and procedures for the due process rights for the AIG program. Parents are also invited to DEP meetings to discuss program service decisions including initial placement.

CONSENT FOR PLACEMENT and YOUR RIGHTS AS A PARENT are located in the Forms section of the Appendix.

YOUR RIGHTS AS A PARENT FORM
Due Process Rights
All academically or intellectually gifted students must be provided a free appropriate public education. Differentiated services will be provided for the academically or intellectually gifted student (1) at no expense to the parent, (2) according to the guidelines of the North Carolina Department of Public Instruction and the Caswell County Schools AIG Program, and (3) according to the student's Differentiated Education Plan (DEP).

Nomination: When any person thinks that a child is academically or intellectually gifted and may need differentiated educational services, that person should inform school personnel in writing the reasons for referring the child and complete the appropriate student checklist as requested. The referral should include information about the student's characteristics and strengths that require differentiated services. A student must be enrolled in public school, and the nomination should be given to the student's teacher, principal, or school NDT chairperson.

Screening and Evaluation: After a child has been nominated and in order to determine his/her needs for differentiated services in the AIG Program, a screening process must be followed:
1. A NDT must review all nominations and, based on need, make recommendations for referral for further evaluation
2. The parent must give written permission before any individual evaluation may be administered.
3. Student eligibility for differentiated services will be determined by a NDT trained to make appropriate recommendations for an individual student.

If the parent does not agree with the system's decision concerning eligibility, he/she has the right to submit results of an independent educational and intellectual evaluation. The evaluation must be administered by a qualified examiner who is not employed by the education agency responsible for the student's education. Measures of intellectual aptitude and achievement are two of the formal criteria used in determining eligibility, and additional measures do not necessarily guarantee placement in the AIG Program, although those results will be considered.

THE SCHOOL SYSTEM DOES NOT PAY FOR INDEPENDENT EDUCATIONAL OR INTELLECTUAL EVALUATIONS.
The parent has the right to ask to meet with the NDT to review the decision.

For students identified as academically or intellectually gifted, a Differentiated Education Plan or program must be written. Such a plan will include student strengths and the options considered by the school-site team as appropriate to the student's educational needs. Placement is the end result of referral, evaluation, consideration of all criteria involved in giftedness, and the development of the DEP. The school system must ensure that placement is based on multiple indicators of giftedness and that options chosen are based on the needs of the student.

If a parent disagrees with any decision(s) of the school-site committee regarding referral,
identification, or services, the following procedure will be followed:
1. The parent may request in writing a conference with the NDT within 10 days of the decision being appealed. Written response will be sent to the parent within 10 days.
2. If the parent still disagrees with the decision, he/she may appeal in writing to the principal within 10 days. The principal will schedule a Central Review Team conference with the district Academically Gifted Director within 10 days.
3. If the disagreement is not resolved, the parent may make a written appeal to the superintendent within 10 days. A conference will be scheduled within 10 days of the request. Superintendent will respond in writing within ten days. Mediation may be an option at this point.
4. The superintendent's decision may be appealed in writing to the local Board of Education within 10 days. Following Board review, a written decision will be made within 30 days of the complaint being received by the Board.
5. If local efforts fail to resolve the disagreement, the parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The hearing will be limited to consideration of (1) whether the local school unit improperly failed to identify the student as an academically gifted student or (2) whether the local plan has been implemented appropriately.

Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. ATTORNEY FEES ARE THE RESPONSIBILITY OF THE PARENT.

______________________________________________________________ Date:

Parent or Guardian Signature
Parent/Guardian signature indicates parent has received copy

These procedures are included in the CCS AIG manual for each principal, NDT chair, and online:
CASWELL COUNTY SCHOOLS
PROCEDURES TO RESOLVE DISAGREEMENT
(DUE PROCESS RIGHTS)

Educators in Caswell County are committed to excellence for all students. Collaboration between the home and school is a significant factor in the attainment of maximum student potential.

The goals, objectives, and service options of the Caswell County AIG Program should be clearly communicated to all parents. In the event that a parent/guardian does not agree with a decision, it is hoped that the concern may be resolved at the school level. The following procedure should be followed to resolve any disagreements.

Revised 2015

Overview of Procedures to Resolve Disagreement
1. Appeal to the Needs Determination Team (NDT)
2. Appeal to the Central Review Team
3. Appeal to the Superintendent
4. Appeal to the Local Board of Education
5. File a petition under Article 3 of Chapter 150 B of General Statutes
CONSENT FOR EVALUATION (FORM EXCERPT)

Dear Parent,

Your child has been referred for evaluation to identify his/her needs for differentiated services within the AIG Program. Sign below to indicate if you would like for the Needs Determination Team to review your child's academic achievement and request additional testing needed to determine eligibility. Evaluation results will be shared with you.

Enclosed is Your Rights as a Parent. Please review and contact me if you have questions or concerns. (signed the NDT chair at the school)

Parents must declare

___ I give permission for my child to be evaluated. I have received a copy of Your Rights as a Parent.

___ I do not give permission for my child to be evaluated. I have received a copy of Your Rights as a Parent.

**Ideas for Strengthen the Standard:** Create a calendar of data that should be analyzed (e.g. AIG subgroup data, EVAAS AIG growth, retention rates)
Continued deeper analysis of trend data in program evaluation

**Sources of Evidence:**
- School Board agenda
- Documentation of approval
- Steering Committee minutes noting updates and plan monitoring
- AIG Plan & program updates and monitoring data
- Student achievement data
- Fidelity checks
- Annual paperwork
- Interim reports
- Agendas and attendance rosters from all AIG Steering Committee meetings
- Agendas and attendance rosters from school level AIG PLCs
- Drop out information
- AIG headcounts
- Testing data
- AIG budget
- Approved requests
- POs
- Requisitions
- Invoices
- Orders
- Administration, school NDT, and SIT meeting agendas
- District websites
- PowerSchool reports
- Database of teachers with AIG licensure, master's degrees in gifted, and completed local trainings
- Teacher licensure
- Database of homeroom teachers who have cluster groups or advanced classes
- Copies of surveys for representative stakeholders
- Results of surveys
Survey results posted online
Data analysis of results
Annual surveys for parents, teachers, students, and administrators
Growth data and student performance data from EOG and EOC courses by subject and subgroup
Benchmark results
PLC minutes
DEPs
NDT minutes
NC School Report Cards
Glossary (optional):

Appendix (optional):
AIG Forms 2019-22.docx (Appendix)