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

Approved by local Board of Education on: 24-JUN-19
LEA Superintendent’s Name: Matthew Stover
LEA AIG Contact Name: Jo-Nell Isenhour
Submitted to NC Department of Public Instruction on: 08-JUL-19

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

Catawba County Schools Vision for local AIG program: To discover, nurture, and develop the potential in all students, the Catawba County School System endeavors to meet the diverse cognitive and affective needs of gifted children through high-quality educational experiences. These services address the unique needs of gifted students who exist within all ethnic, geographic, and socioeconomic groups. Therefore, we believe the school system, parents, and community have a shared responsibility to provide a quality education for gifted students that includes an emphasis on 21st Century Skills, enabling our gifted students to be productive citizens in a global society.

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>
<th>Other Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>$865408.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
# Table of Contents

- **Standard 1: Student Identification** .............................................................. 3
- **Standard 2: Comprehensive Programming within a Total School Community** ............................................................ 9
- **Standard 3: Differentiated Curriculum and Instruction** .................................................................................................. 14
- **Standard 4: Personnel and Professional Development** .................................................................................................. 20
- **Standard 5: Partnerships** ................................................................................................. 24
- **Standard 6: Program Accountability** ................................................................................................. 27
Standard 1: Student Identification

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

Practice A
Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: The purpose of the screening and referral process is to find students who have academic or intellectual needs beyond those that can be met in the regular education classroom. Flowcharts, graphic organizers, narratives, and an AIG Leadership Team Procedures document clearly articulate the screening, referral, and identification processes (ScRIP) for student identification.

Initial Screening/Referral (grade 4)
The CogAt, an abilities test, is administered to all third-grade students and serves as a universal screener.
Students scoring in the 8th stanine or above in the Quantitative Reasoning subtest, Total Nonverbal subtest, Total Verbal subtest, or composite score are automatically entered into the pool.
Additional examination of CogAt scores is given to students who
Previously received ESL services,
Currently, receive ESL services, or
Reside in a household in which English is not the primary language.
ESL teachers also refer students who are progressing at a much faster rate than their peers to the AIG Leadership Team for consideration.
Once EOGs are completed, any student scoring a Level 5 in reading, math, or science is added to the screening pool.
Nominations from teachers, administrators, other school-based personnel, parents, and students can also add students to the pool for AIG Leadership Team review using the AIG 1 form.
Teachers are provided specific professional development related to identifying characteristics of gifted learners, as well as, behaviors that may mask giftedness across all special populations' spectrum.

Ongoing Screening/Referral
Nominations for AIG services are accepted throughout each year, grades K-12.
Requests for initial testing or retesting are considered by the AIG Leadership Team at each school.
Decisions about retesting are made after consultation with the AIG Coordinator, the principal, or his/her designee based on test data, observation instrument results, student motivation and the criteria listed in the AIG Plan.
The results from the instruments are shared with the AIG team and disaggregated to determine eligibility.
NC EOG scores are examined at the end of each year to determine if a student needs to be considered for AIG services.
The same criteria for identification continue through grade 12.

Screening/Referral K-3 Nurturing
While a universal screener is not implemented before 3rd grade for consideration of placement in 4th
grade, nominations for AIG services are taken for students in grades K-3. mClass/Dibels/TRC data, NC ENSI math data, AIMSWeb data, benchmarking data, PETS records, and teacher anecdotal data are also examined throughout these grades to determine if there is a need for formal testing and AIG services. K-3 teachers participate in professional development specific to the characteristics of primary grades advanced learners. These teachers are directed to submit the names, anecdotal records, and work samples of any students that meet the characteristics/criteria to the AIGLT.

Criteria for AIG Identification for K-3
98th percentile or higher on a nationally normed aptitude test
98th percentile or higher on a nationally normed achievement test
Teacher observation
Principal or designee observation
AIG Coordinator
Social and emotional considerations

If a student is nominated for consideration, the AIG Leadership Team, principal or designee, and the AIG Coordinator will determine if there is a need for more data collection, possibly including normed assessment instruments. No one criteria can keep a student from the needs determination process, although any single criterion can add them for consideration.

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: The use of multiple criteria has always been a cornerstone of the SCrIP for CCS. Input from teachers and parents using the Gifted Rating Scale, End of Grade scores, and other nationally normed abilities and achievement instruments can be part of the needs determination process, as well as a body of evidence from student work product.

After the universal screening process in 4th grade, the student search process continues until a student graduates.

The referral process is the same for grades K-12 and begins with completing the referral form with the following information:
- Why do you believe this student needs gifted education services?
- Examples of student's extraordinary performance or intense interest
- Identify the student's learning style, preference, or habits
- What distinguishes this student from other high ability peers?

The referral form is completed and submitted to the AIG Leadership Team to schedule a team meeting for discussion. If the Team decides to continue, they create the learner profile based on the qualitative and quantitative data in the profile document to determine a need for further data. If an assessment is required, a Request for Assessment document is submitted to the AIG department to schedule the appropriate testing with instruments that clarify the student's strengths and any areas of
need.

**The following information is provided to all administrators, classroom teachers, and AIG Leadership Team constituents. It is used during the determination/eligibility meeting and by teachers during parent meetings to explain the criteria and components of AIG requirements. It is posted on the district's AIG website.**

Academically and Intellectually Gifted (AI)
• 8th stanine or higher composite score on a nationally normed abilities test, and
• Achievement Level of 5 on the NC EOG (Reading and Math) or 8th stanine or higher on a nationally normed achievement test (Reading and Math)

Intellectually Gifted (IG)
• Singleton indicator in the 9th stanine composite score on a nationally normed aptitude test (no qualifying achievement test scores)

Academically Gifted Reading (AR) (Two out of Three Criteria)
• 8th stanine or higher composite score on a nationally normed abilities test
• Achievement Level of 5 on the Reading NC EOG test or 8th stanine or higher verbal subtest score on a nationally normed achievement test
• A T score of 60 or higher on the Gifted Rating Scale in both qualifying areas (A/I and C/M/L)

Academically Gifted Math (AM) (Two out of Three Criteria)
• 8th stanine or higher composite score on a nationally normed abilities test
• Achievement Level of 5 on the Math NC EOG test or 8th or higher nonverbal subtest score on a nationally normed achievement test
• A T score of 60 or higher on the Gifted Rating Scale in both qualifying areas (A/I and C/M/L)

Academically Gifted in Reading and Math (AG)
• Academically Gifted Reading and Math
• Must meet the criteria for both areas listed above

The Team disaggregates all criteria. No one criterion is used to exclude a student from services; however, one superior criterion may be used to indicate a need in service.

**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:** CCS ensures that teachers are educated about the characteristics of non-traditional/underrepresented groups as part of the thirty-hour course, "Introduction to Gifted Education"
The district implements a K-3 Nurturing program that provides extensive and ongoing training for teachers to facilitate early identification measures.

Culturally/ethnically diverse and English Language Learners:
CCS uses a variety of standardized assessment measures including non-verbal instruments (Naglieri Nonverbal Achievement Test, The Test of Nonverbal Intelligence, KBIT-Nonverbal subtest, and quantitative and nonverbal subtests from the CogAT).
Training focused on the needs and identification of culturally/ethnically diverse students and English Language Learners is provided to ESL teachers and regular education teachers through a partnership between the ESL Department, AIG, and regular education.

Economically disadvantaged:
Professional development on the impact of poverty on student development and learning, and the implications of this impact has on identifying giftedness is emphasized with all stakeholders.
District-wide training on the following: Resilience Training, Growth Mindset, Youth Mental Health.

Highly Gifted:
Highly gifted students have an Individualized Differentiated Education Plan (IDEP) that details how their needs are met. This includes subject advancement, grade advancement, Credit by Demonstrated Mastery, online courses, concurrent enrollment, internships, apprenticeships, and individual studies. Counselors know about the needs of the highly gifted learner and provide social and emotional support as well as educate parents about ways to support their child.

Twice-Exceptional:
The needs and characteristics of twice-exceptional students are addressed in the "Introduction to Gifted Education" course.
In order to help regular education and exceptional children's teachers recognize the characteristics of twice-exceptional students and how to serve them in the full continuum of service options, the AIG Department partners with Exceptional Children's Department Specialists for specific training which they share with their constituents.
The AIG Coordinator participates in IEP meetings for twice exceptional students on an as-needed basis.
An alternate pathway for students who are twice exceptional, i.e. 504, LEP, EC, exists to help determine their giftedness without the other exceptionality impeding the determination of needs. The district's criteria remain the same, but a portfolio of student work over time can serve as evidence of a need for services.

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

District Response: The AIG Coordinator, in partnership with Testing and Accountability, creates the student pools.
After a careful review of the data in the learner profile and the steps followed in the needs determination process, the AIG Coordinator signs the "Permission to Place" documentation for each student before any student is entered into PowerSchool.
The AIG Coordinator meets with AIG Leadership Team Chairpersons as a group three times each year and individually to ensure that ScRIP procedures are congruent with the practices detailed in the AIG Procedures Manual.
AIG Leadership Team Chairpersons, in turn, work with teachers at their site to ensure that AIG documentation is completed accurately and in a timely fashion.
The AIG Coordinator audits exit-year folders. These audits ensure conformity of documentation at each transition grade level and affirm that the AIG Leadership Teams implement ScRIP procedures detailed in the AIG Plan. Introduction to Gifted Education (30-hour course) and Differentiation for the Gifted Learner (30-hour course) are used to educate the AIG Leadership Teams. ScRIP flowcharts, forms, checklists are provided for all members of the AIG Leadership Teams. AIG Coordinator attends monthly principal meetings and provides information in a variety of formats to all stakeholders. 

The steps for maintaining documentation for students in the AIG process; active files are kept at the current school for students who are identified, and documentation is maintained throughout the years until the exit grade of the building. Then, the file is sent to the AIG Department for an audit before transitioning to the next level. Files for the students who were not identified are reviewed, and the next level stakeholders are made aware of the inactive students so they can continue a talent search. In the AIG Procedures Manual, annual processes for folder transfer from exit grade levels are clearly stated. AIG folders are archived for five years once a student graduates.

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

**District Response:** When teachers meet with parents to review the Differentiated Education Plan (DEP), they discuss the service options for the student and clearly explain the process by which needs for services were determined.

A flowchart of the multiple pathways to identification has been provided to share with the parents during these meetings. The Pathways to Needs Determination is posted on the district AIG site and each schools' web page.

The communication plan includes the Principal Primer which details ScRIP procedures for school administrators.

A screencast or turnkey presentation is provided at the beginning of each year to all faculties. A narrative and graphic are located on the district's AIG webpage. All communication that is sent home is translated into Hmong and Spanish. A translator is provided for any additional language when we cannot provide a written translation.

AIG news and updates are included in the quarterly Curriculum & Instruction Newsletter from the district level. Information is shared through Workplace, an online team collaboration forum which uses Facebook features.

**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:** School personnel are provided with each AIG student's folder detailing identification and service delivery. The folder includes nomination forms, teacher observation instruments, student interest inventories, parent input about the student as a learner, and assessment data.
We have an official form for each step of the identification process. The documents confirm that a uniform process for the needs determination process to the school system and other stakeholders that is clearly articulated through infographics, video shorts, school newsletters, Parent Nights, and emails. The needs determination process is clearly stated in the Pathways to Identification document that teachers share with parents annually. All current files are kept at the school where a student receives services until the exit grade of the building. Files are sent to the AIG Department for an audit before transitioning to the next level. Files for the students who were not identified are reviewed, and the next level stakeholders are made aware of students who were considered for identification, but the evidence did not manifest to demonstrate a need for services outside the regular education classroom. Once identified, all students' qualifications are entered into PowerSchool. Inactive folders are housed in a central location. "Degifting" is not allowed in CCS. Students may need a change in services at some point, but the label is not removed.

**Ideas for Strengthen the Standard:** Educate stakeholders about LEA demographics and identify those underrepresented populations present in the district. Work with teachers, parents, administrators and specialists to have conversations about specific interventions for an underserved population. Teach educators how to examine EVAAS data to look for trends or outliers and equip them with strategies to know what to do with the information.

**Sources of Evidence:** District AIG webpage will post graphics specific to underserved populations and what is being done to address the disproportionality. Sign in sheets from EVAAS professional development Agenda for the PD on EVAAS
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: In grades K-3, students who need services beyond what is provided in the regular education classroom may need an enrichment grouping within their current grade based on their area of strength. Those students who have a more significant need for services beyond their peers can be subject advanced or grade advanced dependent upon the strength of need and social and emotional readiness.

For the 4th grade to 8th-grade span, students may need regrouping within the grade level to be with their academic and intellectual peers. In grades 4-6 the regrouping could be cluster grouping in the areas in which they are identified or ability grouping in the areas of service. For students who have significant needs beyond their grade level peers, subject or grade advancement are options. For grades 7 and 8, ability grouping, subject advancement, or grade advancement are options depending on the needs of the student.

During high school, there are many ways in which students needs can be met. CCS has a policy of open enrollment, and students can enroll in multiple honors and Advanced Placement classes. The Career and College Promise avenue is available as is the Challenger Early College High School. Another opportunity available to students is that of enrolling at Lenoir-Rhyne University as a junior and senior and finishing high school while dually enrolled at LRU. Credit by Demonstrated Mastery is advertised and promoted and is readily available for students who want to buy time out from a course they already know to get another one in its place.

Extra and co-curricular clubs and opportunities are available to students beginning at the elementary school level and continue through high school. Many of these clubs and opportunities facilitate the development of critical thinking, problem-solving, and other 21st century skills. Vertical and horizontal alignment meetings occur regularly.

Teachers working with advanced learners (including Honors and AP teachers) must obtain the local Professional Achievement Certification. AP teachers are required to attend the AP Summer Institute before teaching an AP course. AP teachers are expected to attend the yearly updates provided by the College Board. CCS delivers 90 hours of training for all teachers assigned to teach AIG, Honors, and AP students. CCS provides local K-12 professional development to strengthen and develop teacher understanding of meeting the needs of gifted learners. The Identification and Service Option Match process is fully aligned with the programs and services with each area of identification, program goals, and resources. Differentiated Education Plans (DEP) and Individual Differentiated Education Plans (IDEP) show how students are served.
Practice B
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:** The AIG Coordinator participates in the district Curriculum & Instruction Department meetings. This venue provides opportunities to collaborate with other departments as well as educate and inform other directors about AIG services and programming. The Coordinator is a de facto member of the AIG Leadership Team at each school and works with the AIG Teams and the building administrators to ensure consistent program implementation. The Coordinator collaborates with the Director of New Teacher Support to educate teachers new to the school system and new to teaching about AIG programs and services. The Coordinator also collaborates monthly or more often as needed with the elementary and secondary AIG Leadership Team Chairpersons and school-based administrators regarding what professional development is necessary, being offered, and how AIG aligns with the professional development goals of the school system. The AIG Coordinator integrates AIG services for gifted children into district-wide Modern Teacher implementation, including Personalized Learning and STEM initiatives. The Coordinator also serves as an NCStar Coach for two schools. AIG also has a role in the Multi-tiered System of Support. All professional development and any new programs are considered from an AIG perspective.

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:** AIG students must be cluster grouped (elementary option only) or ability grouped (middle or elementary) in the area in which they are identified. A cluster group is defined as a minimum of ten students. These grouping options allow teachers to differentiate within an appropriate spectrum of student aptitude and ability. Cluster grouping and subject/ability grouping are data driven based on student readiness, interest, and learner profile. Students are intentionally matched with teachers who have been trained to differentiate for the needs of gifted students in mixed-ability classrooms. Formative and summative assessments lead to flexible groupings that can be within or across grade levels based on the needs of the individual student. Enrichment groups change on a regular basis throughout the school year. These regroupings are data-driven.

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:** All new administrators are provided with a thorough introduction to the AIG Program. A document referred to as the Principal's Primer is updated annually for new and
experienced administrators to give them access to new information, practices, or policies affecting AIG programs and students.

All of the information about the plan, policies, and regulations related to gifted education and the local AIG Program is provided in a variety of formats to teachers, administrators: face to face, screencasts, flowcharts, google hangouts, faculty meetings, and school and district websites.

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: At transition points, the AIG Coordinator creates a document that includes longitudinal test data, EVAAS data, teacher input, and areas of identification/service that is used by the receiving school to facilitate grade level transitions. The spreadsheets are used by elementary and middle school teachers to ease the transition of students from elementary to middle grades. These meetings provide the opportunity to provide information about a student's strengths or needs that quantitative data may not show.

The high schools and middle schools have intentional data-driven conversations about scheduling and placement of AIG students into appropriately challenging courses. Information is provided to parents and students regarding specific levels of high school courses available to all students through a print and web-based version of the high school curriculum guide. Current CCS Board of Education policy allows choice in course selection. Therefore, enrollment in all levels of high school core and elective courses is open to all high school students. During the high school course registration process, counselors meet with rising ninth graders to explain the different levels of academic and elective courses. The web-based platform Clarity is in place to support the creation of five-year plans that are living documents and readily available to students and parents.

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: Traditionally the classroom teacher creates the DEP independently unless a student is twice- exceptional or receives English as a Second Language service. CCS does not employ AIG specialists, nor is there collaborative planning time for AIG teachers and EC teachers to meet. Those meetings do not usually occur during the regular school day. EC and AIG collaboration is a careful process which is scheduled to examine student needs and engage in proactive strategies designed to meet student needs before a crisis occurs.

Parents, teachers, and administrators are provided extensive resources regarding the social and emotional needs of AIG students through the AIG web page and the AIG lending library. Classroom teachers and counselors are also provided specific professional development on the intensity of AIG students' feelings and self-perceptions. Parent nights also include the special SEL needs of advanced learners and strategies to support the student.
High school counselors collaborate on an as needed basis to problem solve for individual students. At times, students switch counselors to meet individual student needs. All schools in the LEA have an AIG Leadership Team. Student services provides professional development for counselors centered on meeting the social and emotional needs of gifted students.

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

**District Response:** The Identification and Service Option Match document and the high school curriculum guide, delineate opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need is clearly articulated.

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

**District Response:** The thirty-hour Introduction to Gifted Education course educates teachers on how to recognize and provide services to traditionally underrepresented populations. Thus, differentiated instruction occurs within classrooms, teams, and departments to meet the needs of these populations of students. Professional development and follow up through case studies and coaching is provided to other educators and specialty areas focusing on how to recognize AIG student needs and strategies for how to support them.

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

**District Response:** A comprehensive and varied menu of extra-curricular options is available to enhance and further develop the needs and interests of AIG students. Particular emphasis on robotics, coding, engineering, and other STEM activities is strongly encouraged, and financial support is provided.

Robotics competitions are increasing in number and quality. Schools are developing STEM labs that are fully staffed, and the instructors use student interests to keep students engaged while still challenging them appropriately.

The AIG Department funds STEM summer camps. The camps emphasize hands-on inquiry-based problem-solving. The "challenges" require students to use teamwork, design thinking, and
communication skills. The most substantial focus is on physics and math using round robots known as Spheros. Students begin with "draw," which is perfect for K-2 students, then coding in blockly, thus building a foundation for learning Java and Python. The camps are increasing in size, frequency, and demand.

I**deas for Strengthen the Standard:** Increase the number and kind of summer camps
Provide professional development to help teachers learn to integrate STEM content into their classrooms

S**ources of Evidence:** Spreadsheet of camps with a list of the kinds and the enrollment
Sign in sheet from PD for teachers and STEM integration
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:** Catawba County Schools utilizes the NCSCOS to guide instruction in the classroom, by increasing the complexity of the standards through the utilization of Webbs Depth of Knowledge (DoK) strategic and extended thinking to enrich and personalize while challenging the learning needs of our students. Differentiation is implemented in various ways, including, but not limited to:

- Shared Inquiry Seminars
- Project-Based Learning
- Curriculum Compacting
- Individual/Independent Studies
- Learning Contracts
- Pathways
- Playlists
- Paces

Each school designs an enrichment time daily to extend lessons and activities that challenge thinking to foster future ready citizens for a global community.

District Curriculum Specialists are available to support instruction in the classroom at the request of the teacher or principal.

**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:** Teachers select a balance of informational and literary complex texts based on interest, aptitude, preferred learning style, and areas of multiple intelligence to engage learning. Conceptually based topics are organized to include tiered vocabulary across multiple disciplines to develop more complex reading, writing, and speaking skills of learners. Abstract thinking and reasoning are developed through early numeracy skills, number sense fluency, relational correspondence of concepts to problem solve to apply to real-world situations. To produce evidence-based products that highlight the styles in which students learn, teachers use pathways, playlists, and paces to engage students through voice and choice. Assessments and benchmarks are used
throughout the instructional journey to modify instruction, gauge learning, and determine mastery. Results of assessments and data-based learning profiles guide the delivery of instructional strategies that are effective for learners.

All teachers are expected to complete professional development on formative and summative assessment and implement those practices in their classrooms as they use the data to determine student readiness. Embedded professional development focusing on Shared Inquiry and curriculum compacting is required.

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

**District Response:** The AIG Department provides supplemental resources that are congruent with the goals of the District Strategic Plan and are aligned with the recommendations of NAGC. Print resources are placed in the professional library at schools, and a variety of support mechanisms, including embedded staff development are in place to help teachers access and learn how to implement the content in the resources.

Resources supplied by the AIG department include, but are not limited to:
- Brain Matters: Translating Research into Classroom Practice, Patricia Wolfe
- Developing Minds: A Resource Book for Teaching Thinking, Arthur Costa
- Differentiated Assessment for Middle and High School Classrooms, Deborah Blaz
- The Differentiated Classroom, Carol Ann Tomlinson
- Differentiated Literacy Strategies for Student Growth and Achievement in Grades 7-12, Gayle Gregory and Lin Kuzmich
- How the Gifted Brain Learns, Dr. David Sousa
- How People Learn: Brain, Mind, Experience, and School, National Research Council
- How to Differentiate Instruction in Mixed-Ability Classrooms, Carol Ann Tomlinson
- Literature Circles, Harvey Daniels,
- A Nation Deceived: How Schools Hold Back America’s Brightest Students, Volume 1, The Templeton National Report on Acceleration
- The Owner's Manual for the Brain, Pierce J. Howard
- Powerful Learning, Ron Brandt
- Smart in the Middle Grades: Classrooms that Work for Bright Middle Schoolers, Carol Ann Tomlinson and Kristina Doubet
- Teaching with the Brain in Mind, Eric Jensen
- Thinking Maps: A Language for Learning, David Hyerle, and Chris Yeager
- Transforming Classroom Grading, Robert J. Marzano
- Teaching to the Top: Understanding and Meeting the Needs of Gifted Middle Schoolers, Susan Rakow
- Primary Education Thinking Skills
- Problem-Based Units from the College of William and Mary
- Designing Literacy Focused Schools, Learning-Focused Solutions, Inc.
- Visible Learning, John Hattie
- Modern Teacher
**Practice D**
Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

**District Response:** The following initiatives and practices are on-going in Catawba County Schools to develop future-ready students:

Beginning Teachers Institute – During a one-week induction program, novice teachers are exposed to the requisite skills students must have to be future-ready. Instructional Technology Facilitators and Media Coordinators team with teachers in developing lesson plans that foster critical thinking, problem-solving, communication, and collaboration. Seminars are implemented in all AIG ELA courses to facilitate critical thinking, respectful discourse, and analytical writing. Critical thinking skills are an integral component in all Honors and Advanced Placement courses. Schools partner with local businesses to solve real-world problems. Mentoring, job shadowing, internships, and apprenticeships are widely available and matched to student interests. Project-based Learning (PBL) is required at all elementary and middle schools. PETS - Primary Education Thinking Skills
Summer Camps use hands-on inquiry-based instruction to teach STEM content and skills. Explicit instruction in cooperation and collaboration is modeled and practiced so students can become future-ready citizens who can function successfully in the workforce. STEM tools and training are integrated K-8 to expand the use and development of computational thinking skills.

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

**District Response:** Teachers use formative and summative data, to differentiate classroom curriculum and instruction and inform flexible grouping practices. Teachers learn these assessment practices through a variety of professional development opportunities: Personalized Learning for the Gifted Learner
Using Technology to Meet the Needs of Gifted Learners
School Net training
Teachers obtain their assessment data through mClass, North Carolina Early Numeracy Skill Indicator (NCENSI), AimsWebplus, SchoolNet, benchmark assessments, EOGs, EOCs, NCFEs, classroom assessments, and pre/post assessments in addition to other informal assessments such as entrance/exit tickets.

School personnel analyzes benchmark assessments and progress monitoring data to develop fluid, flexible groupings to enrich students in content areas. Teachers and specialists review progress monitoring data on an ongoing basis to ensure students are receiving appropriate instruction. When
data indicate a need for change, students are regrouped to most appropriately serve them. Students participate in ability-grouped lessons and targeted skill groups to instruct and deepen critical thought.

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

**District Response:** In many ways, gifted children have the same social and emotional needs other children have, but their needs are often intensified by the characteristics that make them gifted. If educators fail to understand their needs, if their needs are not met, gifted children can be at risk for academic underachievement, social isolation, and depression. Retrieved from http://giftedkids.about.com/od/socialemotionalissues/Social_and_Emotional_Issues.htm.

Issues such as asynchronous development, advanced verbal and reasoning ability, perfectionism, and emotional sensitivity are addressed in the PAC course, "Introduction to Gifted Education." During this course, teachers learn not only to identify the characteristics that define gifted children but to also see how those very characteristics can hurt them in social and educational settings and as they progress through emotional milestones. Strategies for supporting AIG students in this arena are also provided in the introductory course.

Guidance counselors are educated about the social and emotional needs of gifted learners and ways to meet their specific needs. Through our Character Education programs, counselors lead ongoing training and updates for staff members to recognize the social and emotional needs of gifted students and how to support them. Counselors also work collaboratively with teachers to target needs and provide counseling and coping strategies.

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

**District Response:** Currently, we offer professional development in high yield strategies for gifted learners to all of our K-3 teachers. Teachers are encouraged to obtain the Professional Achievement Certification (PAC) in gifted education offered by CCS.

All K-3 teachers participate in professional development in the implementation of Primary Education Thinking Skills (PETS). Teachers keep running records of the PETS activities and the thinking skills at which students excel. This information is used for enrichment group activities and classroom instruction. This information is also shared with teachers in the next grade level so that subsequent teachers can continue to develop thinking processes that are a strength for students as well as be included as part of the learner profile and inclusion in the Talent Pool.

Yearly, teachers receive a refresher about the characteristics of gifted learners. This information helps them to remember not just the characteristics of typically developing gifted students, but also how to search for traditionally underserved populations and how to separate behaviors from intellect.
and other masking elements.

In addition to using the PETS as a method for Talent Search, progress monitoring data from mClass that includes TRC and DIBELS, NCENSI data, and benchmarking data are used to flexibly group students throughout the school year.

K-3 teachers provide the AIG Leadership Team with the names of any students who may need closer examination. The AIG Leadership Team Chairperson in conjunction with elementary specialists and school-based personnel examine each student's social and academic progress to determine if there is a need for more extensive services.

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

**District Response:** Classroom teachers are trained to serve gifted students in a mixed ability classroom. Through the collaboration with grade level peers, Academic Facilitators, the AIG Coordinator, ESL, and EC specialists, teachers develop differentiated curriculum and instruction. These collaborative opportunities include the analysis of data to determine the readiness and entry point in the curriculum for students. Once the data has been disaggregated, and the curriculum has been created, the instructional pathway is implemented. The principles of Personalized Learning are integrated into AIG services. Pathways and playlists are tailored to the academic needs of the learner while including the whole child as a guiding principle of student service.

**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:** Each student’s DEP is created based on quantitative data, and qualitative anecdotal records to match them with the appropriate service delivery. The student’s area(s) of strength, aptitude, interest, and learning profile are included when the DEP is written. Other information relating to any particular social/emotional needs is addressed in an IDEP. Parents are asked to work with their student to complete a learning profile of the student before the meeting so that teachers can include this information as part of the student learner profile when creating the DEP. Parents and students can participate in the creation of the DEP if they are inclined.

The DEP is annually reviewed with the parent; however, at anytime a review is necessary, the team will meet to consider the needs and adjust service delivery appropriately. It is also reviewed at the end of the year to determine if a change in services is needed.
Ideas for Strengthen the Standard: Follow up the required Professional Achievement Certificate (PAC) in Gifted Education with coaching as needed. Follow up professional development is focused on the non-negotiables included in students' Differentiated Education Plans (DEP). Non-negotiables will include:
- Shared Inquiry or Socratic Seminar in ELA class
- Curriculum Compacting in math
- PETS K-3 Nurturing

Sources of Evidence: Sign in sheets or LINQ lists for follow-up professional development Agendas for the follow up professional development on non-negotiables
Sign in sheets or LINQ lists for PETS training
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 Coordinator is state-licensed and guides, plans, develops, implements, revises, and monitors the local AIG program and plan.

The following list details some of the tasks that the role encompasses:

- Coordinates implementation and evaluation of the AIG plan
- Ensures the implementation of K-3 Nurturing services
- Assists middle schools with the identification of students eligible for advanced math and language arts classes
- Facilitates the transition of AIG students from elementary school to middle school and from middle school to high school
- Consults with teachers/administrators regarding the AIG Plan, AIG Leadership team responsibilities, identification, and planning for students
- Develops/oversees or conducts enrichment opportunities for AIG students, parent sessions, and professional development opportunities for district staff
- Disaggregates data concerning AIG students
- Disseminates information regarding AIG Plan and current research to all constituent groups Ensures that school-based scheduling and grouping is congruent with the AIG Plan and best practices in gifted education
- Meets with parents to resolve disagreements Monitors AIG student course selection (Grades 7-12)
- Observes students assist with identification, placement and service delivery issues
- Coordinates the Governor’s School Program
- Coordinates the AIG Advisory Board
- Reviews AIG folders and initial placement of students
- Serves on Administrative Placement Committee, AIG Advisory Board, and is a de facto member of all school-based AIG Leadership Teams
- Serves as testing coordinator for Advanced Placement exams
- Compiles and disaggregates data for AP classes/Honors classes
- Serves as LEA liaison with High School Scholars Academy (HSSA) at Lenoir-Rhyne University

**Practice B**
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of gifted learners.
**District Response:** While CCS does not employ specialists devoted solely to gifted education, teachers who provide services to Gifted Learners focus their efforts on meeting the needs of advanced learners in a variety of ways. They coach other teachers in their school when needed. AIG Leadership Teams help problem-solve student needs. Administrators ensure that guidance counselors work with teachers on SEL of gifted students.

**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:** Anyone teaching AIG students or teaching Honors or Advanced Placement (AP) courses is required to obtain the local Professional Achievement Certification (PAC) in gifted education, have state licensure in gifted education, or be in pursuit of either credential.

CCS local PAC consists of three thirty-hour courses:
- Introduction to Gifted Education
- Differentiation for the Gifted Learner
- Using Tech Tools for Differentiated Services

AP teachers must attend a week-long summer institute sponsored by the College Board. The Advanced Placement Summer Institute can take the place of the Using Tech Tools for Differentiated Services.

Additional professional development is required based on non-negotiable elements in student Differentiated Education Plans (DEPs). This includes, but is not limited to:
- Shared Inquiry or Socratic Seminar
- Compacting
- Concept-Based Units
- Primary Education Thinking Skills (PETS) for K-3 Nurturing Teachers

Canvas provides just in time Professional Development as needed.

Targeted professional development is offered based on stakeholder groups:
- Principals have AIG primers and regular updates
- Media Coordinators are specifically invited to all AIG PAC courses
- Guidance Counselors are encouraged to attend the Introduction to Gifted Education PAC course because it specifically addresses social/emotional needs and issues related to underrepresented populations.

**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:** Each year principals submit a list of classrooms where AIG students are served. This list is compared to the licensure/PAC information. If there is a disconnect between the two, then
affected teachers are given priority enrollment into AIG courses.

The AIG Coordinator maintains documentation that details the licensure and PAC status of any teacher who serves AIG students. Regular updates to this document are provided to administrators to supply needed information when making student assignment choices. During yearly administrative retreats, principals are reminded that the CCS BOE requires that all AIG teachers have licensure, achieve PAC status, or are in pursuit of either.

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

**District Response:** All professional development in the district is congruent with the district's strategic plan.

The AIG Coordinator is a member of the team that creates the long-term professional development plan for the school system. As the team assesses the needs of the district, how AIG students are served are taken into account, ensuring that teachers are given the necessary knowledge and skills to provide curriculum and instruction that is appropriate for gifted learners.

The AIG Coordinator serves on the Strategic Planning Committee. For any of the major initiatives, the Coordinator has a seat at the table to advocate for advanced learners. For example, STEM initiatives, Personalized Learning implementation, MTSS committee, and NCStar Building Leadership Team coach at two schools are part of the roles the Coordinator fills.

Individuals providing professional development are expected to differentiate their content to include a focus on the needs of the gifted learners pushing participants to focus on ways to implement the strategies for advanced students. Our instructors will include in their presentations ways for teachers to utilize the strategies taught with their advanced learners.

Professional Development, AIG 101, is provided to all K-3 teachers. The opportunity to attend the same session will be provided to all teachers K-12 including those who have already had 30 hours of PD specifically focused on characteristics, behaviors, and the social and emotional needs of gifted learners.

The content and instructional design of the local AIG Professional Achievement Certification is consistently being re-tooled to meet changing research and instructional advancements in Gifted Education. Technology tools are integrated throughout and are adjusted to meet the needs of teachers so they can utilize the latest technology to differentiate efficiently to address student needs.

**Practice F**
Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.
**District Response:** The Academic Facilitator (AF) at each school is included in ongoing AIG Professional Development. There are regularly scheduled times that the AF works with their faculty and shares, models, and coaches teachers on best practices in gifted education.

AIG Team Leaders are brought together a minimum of three times a year, and refreshers and introductions to current research and best practices are addressed. They, in turn, with the AF support classroom teachers as they serve advanced learners.

As part of each AIG course, teachers must submit an outside assignment reflective of the course in which they are enrolled. The lessons they submit are vetted by a national consultant and the local AIG Coordinator. Once teachers have made any necessary revisions, and the Consultant and Coordinator feel that the product is exemplary, it is posted on the web for all teachers to access.

Workplace, an online collaboration tool modeled in Facebook-like format, has a designated AIG "workgroup." This workgroup is a place where teachers post their ideas, ask questions of other teachers of gifted learners, and provide a readily accessible pool of resource materials.

The AIG Coordinator posts best practices, up-to-date research, and practical strategies to the workgroup page. As new initiatives in the district are implemented, the Coordinator helps to frame these through an AIG lens.

District level meetings for AIG teachers are offered each semester as opportunities to share and ask questions.

**Ideas for Strengthen the Standard:** Analyzing AIG student data for proficiency and growth Deploying student, parent, teacher surveys to obtain feedback Researching best practices in gifted education in order to keep AIG professional development reflective of student needs, responsive to stakeholders, and pedagogically sound.

**Sources of Evidence:** AIG proficiency and growth data from Testing and Accountability Sample surveys and their analysis Purchase orders for gifted publications PAC information from the AIG Coordinator State licensure data from Human Resources
Standard 5: Partnerships
The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

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

District Response: The AIG Department provides district-level parent nights that focus on the academic/intellectual needs and the social/emotional needs of gifted learners. The AIG Department, with the assistance of local partnerships, hosts several community events such as Battle of the Books, Sumo Fest, Science Olympiad, Little Read, Math Olympiad, and summer STEM camps.

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: One of the most consistent messages from this year’s plan revision has been the lack of communication among all the stakeholders in the gifted education community. While the AIG plan is posted on the AIG web page, not all stakeholders know where to find it.

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

District Response: The AIG Advisory Board is comprised of a diverse population which includes teachers in various stages of their professional careers, administrators, parents, students, community members, and district office support. Each feeder area within the district is represented. The board constituency is reflective of the multiple ethnicities within our schools.

The Advisory Board meets at least twice yearly. In the fall of non-plan years, the Advisory Board reviews AIG student performance data, budget expenditures, and results from stakeholder surveys. During the second semester, the Advisory Board makes programming recommendations, considerations for a tentative budget, and suggestions for improvement to the program as a whole.
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: While AIG opportunities are shared with the parents on a regular basis, this communication has not been shared in native languages except on an as-needed 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: Catawba County Schools has an exemplary relationship with Catawba Valley Community College. This relationship is clarified through the Career and College Promise (CCP) initiative. The elements of the CCP include the Cooperative Innovative High School Program (Challenger Early College), High School College Transfer Pathways and the Career Technical Education (CTE) Pathway.

Ideas for Strengthen the Standard: Provide a parent night in each feeder (total of 5) provided by school and district leaders focused on the academic/intellectual needs and the social/emotional needs of gifted learners. Promote and encourage community partnerships with the assistance of the Education Foundation, K-64, and Catawba Valley Community College. Continue to survey all stakeholders to improve AIG service delivery. Continue to use the Newcomer Center for translating all AIG documents. The AIG Department, with the assistance of local partnerships, will continue to support community events such as Battle of the Books, Sumo Fest, Science Olympiad, Little Read, Math Olympiad, and summer STEM camps. To improve communication, a variety of strategies will be implemented: Utilize existing parent meetings (such as PTO meetings and Open House nights) to share information with stakeholders. Ensure stakeholders know where the AIG plan is on the district and school websites, including the local AIG contact at each school. Create brochures, flyers, and an online AIG Handbook for Parents to outline information regarding the plan and policies relating to gifted students (translated into native languages). Create a digital presentation informing stakeholders of the program, plan, and policies and post on web pages for district and schools. Use social media to promote AIG activities and events.

Sources of Evidence: Sign in sheets to events
Flyers for events
LINQ documentation
Survey results
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:** An examination of the existing AIG plan evidences a program that is in accordance with state legislation and policy. The document includes the CCS BOE’s approval of the Plan. The Plan will be sent to SBE/DPI for review and comment. Any commendations or recommendations will be taken into consideration for further development or revision of the plan.

**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:** Previously the AIG Coordinator examined the plan at regular intervals to ensure that it adhered to the letter and intent of Article 9B. Moving forward, the AIG Advisory Board will assist in this process. The Advisory Board will review data collected relative to service options, service delivery option match, AIG student growth, identification of underserved populations, and how AIG fits into the overall regular education model in the school system.

**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:** In collaboration with the Curriculum and Instruction Department, in the spring of the prior school year, budgeting priorities are created. Using the AIG Plan and the Strategic Plan for Catawba County Schools, a zero-balance budget is created. Any expenditure from AIG funds can be traced directly to the goals and objectives from the AIG Plan. The budget is reviewed monthly by the AIG administrative assistant, AIG Coordinator, and the Chief Financial Officer.

**Practice D**
Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.
**District Response:** Most local, state and federal assessments can be disaggregated through subgroups, including AIG students. This information is distributed to all school-based administrators for instructional purposes. Extensive professional development is implemented in CCS with administrators and teachers regarding ways to interpret and analyze data. The data, in turn, direct, intentional changes in instructional practice to respond to student needs.

EVAAS teacher, school, and feeder area data regarding the growth or lack thereof of AIG students are used to find teachers who do an exceptional job of growing gifted learners so that their expertise is shared with other teachers who need additional assistance in growing AIG students. This data also helps administrators make informed decisions about which teachers are more apt at providing differentiated instruction to AIG learners.

AP testing information is collected and analyzed in several ways. Longitudinal school/teacher performance is analyzed to determine if the instructor has successful students. Information about specific teachers helps to determine if a teacher needs additional training or resources. Trends in enrollment vs. participation (how many students enrolled in the class take the AP exam) are scrutinized annually. Examination of individual AP teacher reports also provides data to inform instructional practices in a given AP course. AP data and professional development also play a role in teacher assignment.

ACT data is disaggregated to determine areas of strength and need so that substantive changes can be made K-12.

The AIG Coordinator collects the information from PowerSchool regarding AIG students who drop out. School-based personnel follows up with drop-outs to try to re-engage the students in school.

**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:** Twice-yearly, demographic data for AIG students are disaggregated and compared with that of the rest of the school system to determine the proportionality of representation. Data are examined from a school and feeder area to look for trends in identification or under-representation.

Schools monitor AIG student performance through a variety of data sources, which include benchmark and summative assessment data. This data is kept longitudinally and examined yearly by school AIG Leadership Teams in consultation with the AIG Coordinator to determine appropriate service delivery, with a particular focus on underrepresented student populations. Data is mined to ensure that special populations are meeting or exceeding growth in their area of service. As part of examining data for underrepresented student populations, we intentionally purchased a new universal screener for third grade. This instrument facilitates finding students who may be EL, but demonstrate above grade level abilities in nonverbal areas. Combined with EOG achievement data, the discrepant scores between the achievement and abilities test helps highlight underachievement and the possibility of learning differences.

High schools counselors advise advanced learners during registration to ensure selection of appropriate courses to keep students engaged and challenged. Throughout the semester, conversations are held if students are failing classes, and counselors intervene to determine barriers prohibiting success. Counselors support students who are experiencing academic, social/emotional, and physical needs and work with the students and their families to make sure the needs are met and
issues are addressed.

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

**District Response:** Since Article 9B came into effect, our system has continuously offered courses leading to state licensure and a local Professional Achievement Certification (PAC). The AIG Department has a complete listing of what courses have been offered, who has taken them, and which level of licensure or certification each teacher has achieved.

**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:** During AIG plan development years, all stakeholders are surveyed to solicit feedback regarding the quality and effectiveness of the AIG program. All AP students are surveyed annually. Meaningful conversations occur at AIG Leadership Team meetings to obtain feedback.

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

**District Response:** Data used to review and revise the local AIG program and plan include AIG parent, teacher, and student surveys, focus group interviews, Strategic Plan surveys, Growth and proficiency data from the Testing and Accountability Department.

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

**District Response:** Once NCDPI returns the plan to CCS and the commendations and recommendations are considered and any changes or modifications have been made, the feedback and plan are shared with the Board of Education, school-based administrators, and teachers. Disseminating the information to parents, community groups, and other stakeholders will be shared on school and district sites, through social media, and during parent nights.

**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 CCS AIG plan includes many documents designed to protect the rights of all AIG students through policies, procedures, and practices. Parent's and student's rights are delineated during initial placement and DEP conferences in subsequent years. Documents that evidence Parent's/Student's rights include Permission to Evaluate, Permission to Place in AIG Program, Notice of Placement, Federal Education Right to Privacy Act (FERPA).

Procedure to Resolve Disagreements

According to Chapter 115C, Article 9B of the General Statutes of North Carolina, a parent or guardian who disagrees with a school's AIG Leadership Team's decision concerning the identification of a student for differentiated services in the school's AIG Program, or appropriate services for the student, has the right to appeal that decision.

**Step One**
Conference with the teacher/principal. If the matter is not resolved at this level, the parent will proceed to Step Two.

**Step Two**
The parent may request a conference with the AIG Coordinator and Assistant Superintendent for Curriculum and Instruction.

The AIG Coordinator/Assistant Superintendent for Curriculum and Instruction reviews the concern with the parents.

The AIG Coordinator/Assistant Superintendent for Curriculum and Instruction grants the conference within ten working days of the request and responds in writing within ten working days of the meeting.

**Step Three**
The parent may appeal to the AIG Coordinator/Assistant Superintendent's decision to the Superintendent or designee within five days of receiving the response.

The Superintendent or designee reviews the concern within ten days of receipt of the appeal.

The Superintendent responds concerning the outcome of the review within ten working days to the parent and principal.

**Step Four**
Pursuant to General Statute 115.C-45:
All decisions made by school personnel may be appealed to the Board of Education.

115C-150.8 Review of Disagreement

In the event that the procedure developed under G.S. 115C-150 fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S.115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney's fees are not available to parents in the event they prevail in a due process matter.
The District appeals process is shared with parents during meetings and on school and district websites.
A "Permission to Place" document is required before any student is entered into PowerSchool.
Rights are translated and available in various formats and in the students' native language(s).
At the end of each academic year, AIG Leadership Teams conduct another student search to seek out advance learners using available test data, anecdotal records, and recommendations to determine if a reassessment is needed.
Transfers from LEAs within NC are automatically accepted. Students from other states are evaluated one on one through an examination of permanent folders, other assessment information from their prior school, and teacher observation.

**Ideas for Strengthen the Standard:** The Advisory Board will review data collected relative to service options, service delivery option match, AIG student growth, identification of underserved populations, and how AIG fits into the overall regular education model in the school system.
Publish program evaluation data on the district and AIG web pages.
Develop an AIG fact sheet to be shared at DEP meetings.

**Sources of Evidence:** AIG Advisory Board Agendas and minutes CCS and AIG web pages
Sample FAQ sheet
Parent's and Student's Rights Handbook
Glossary (optional):

Appendix (optional):
BOE Approval.pdf *(Local Board Approval Document)*