

Overview: Mission/Vision Statement and Funding

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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

For 2022-2025, the Chapel Hill-Carrboro City Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

Vision:

Our Vision is to empower, inspire and engage all of our students to ensure that they acquire the knowledge, skills, behaviors and attitudes to achieve their learning potential. To develop their fullest potential, we will encourage students

to embrace diversity, contribute positively to their community, explore possibilities, and aspire to excellence with an understanding that joy and learning must coexist.

**Mission:**

Our mission is to promote habits of mind that grow creative problem solvers, passionate leaders, and lifetime learners

**Beliefs:**

We believe Learners ...

Need opportunities that challenge and inspire them to grow academically, intellectually, socially and emotionally.

Need adults who see their emerging talents and nurture their potential.

Need teachers who are aware of the nature and needs of their students, are resolved to meet those needs, and have expertise in doing so.

Need time during the school day to explore and create.

Need instruction that enables them to achieve at least one year of growth for one year of schooling.

Need advocates who recognize them, value them, and passionately support them.

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

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 120,000.00	* \$ 170,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 1: Student Identification**

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

**\* Practice A**

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

Student identification processes are articulated and made available to district constituents. We acknowledge our identification processes and procedures are complex, and communicating them clearly to members of our community remains a challenge. We continually work to educate and inform our teachers, administrators, families and community about our universal screening policy while also explaining the possible different identification outcomes. We strive to accurately identify students who are in need of advanced learning opportunities while also serving students who may need extension or enrichment yet are not identified as gifted. Making sure district leaders, teachers, and families know and understand the policies, processes, and procedures of our gifted program is vital to the success of this updated plan.

Our LEA response during the 2022-2025 Plan Cycle will include the following:

- Create quick reference guides and update the district website for AIG (g) identification and family/community referrals. These materials will be shared with the CHCCS (g) Registrar for new student registration materials. These documents will also be available in translated versions. This includes dates and timelines for summer testing opportunities along with information on the universal screening timelines during the regular academic year.

Our district is very mindful of falsely conflating school readiness and affluence with giftedness. In our K-3 grade levels we shifted our focus to talent detection and development. We understand that the need for advanced learning opportunities is present in our youngest learners; however, we understand that many of our students are school dependent learners who must receive high quality rigorous instruction at school, or they may not have any other access to instruction. We will use our school-based Gifted Programming Teams (GPT) to identify students who are referred based on a demonstrated, intense need. For example, a grade level Professional Learning Committee may discover that certain students are performing consistently two years above grade level on a variety of assessments. This advanced need may be so pronounced that the classroom teacher might struggle to provide appropriate content. The teacher may also need support to meet the social-emotional needs of a learner who may be exhibiting intense behaviors that are quite common in gifted students. This process will build teacher capacity in identifying historically underserved students while also allowing the adults who know the student best to work together to identify and support the extreme cases where a student is so different from their age peers, the classroom teacher alone cannot meet their needs. Guardians are key members of this team.

- Delineate the process for identifying students who demonstrate a profound need for differentiated instruction in the K-3 years prior to universal screening by providing guidance and frameworks to school teams about how to meet the needs of students who perform at least two years above their age peers in aptitude, achievement, and observational measures. This process may be initiated by the teacher or by the guardian. If a guardian thinks a student is consistently performing well above grade level standards and has intense learning needs, they should reach out to their classroom teacher and Gifted Education Specialist. Classroom teachers, instructional coaches, Gifted Educational Specialists and guardians will work together to address student needs. Data that schools can use may include the following (acronyms in table are spelled out and delineated in the plan glossary):

Grade and  
Data Indicators Math

ELA

Kindergarten  
ELI, iReady BOY, MOY, EOY, teacher's observations, common formative classroom assessment, data from thinking skills

ELI, mClass, IRLA and teacher's observations, common formative classroom assessment, data from thinking skills

1st Grade

iReady BOY, MOY, EOY, teacher's observations, common formative classroom assessment, data from thinking skills

mClass, IRLA and teacher's observations, common formative classroom assessment, data from thinking skills

Second Grade

iReady BOY, MOY, EOY, teacher's observations, common formative classroom assessment, data from thinking skills

mClass, IRLA and teacher's observations, common formative classroom assessment, data from thinking skills

Once data is gathered, the school's Gifted Programming Team (GPT) will convene to make a plan to support and identify students who demonstrate an early need for specific, advanced, differentiated instruction. This support could include collaboration with the Gifted Education Specialist, co-teaching, co-planning, small group instruction, and other supports as dictated by the student's learning profile. Guardians are included as important members of this decision making team.

- Continue training for classroom teachers at all levels, K-12, around the development of "low floor-high ceiling" activities, projects, and extension work that is open to all students, regardless of identification. Low floor-high ceiling activities are specifically created to provide easy access to the content (low floor) while also allowing for students to stretch into higher order and creative thinking opportunities (high ceiling). These extensions and activities can be implemented with the support of the building-level GESs as well as the Lead Gifted Education Specialist at the high school level.
- Provide identification procedures to community members, schools, and other stakeholders in different formats, including digital, written, and verbal communication. Technology formats will be used where applicable. This includes Connect-ed calls, apps such as Remind, which sends text message updates to those who opt-in to receive messages on their phones, email, school, and district websites, our Gifted Program Advisory Council (GPAC), as well as caregiver advocacy groups and school-based communications.
- Use translation department members to assist with communication in the native languages of our families and other communication platforms that address culturally proficient preferences for a variety of communities. For example, by teaming with our Multilingual Learners department, we learned that some families rely heavily on

text message reminders over email messages. We will also use the district Communications office to reach as wide an audience as possible.

- Utilize an opt-out rather than opt-in policy during the third grade year for families in order to assess and screen as many students as possible on the CogAT and the TerraNova, two of the assessments we use for identification. This allows for all students to have a strength-based assessment that can be used throughout their academic career.
- Afford students the opportunity to re-screen in fifth grade via parent, teacher, student, or community member referral prior to entering middle school. Students identified as Emerging Talent, outlined in Standard Two, are those students who have at least one measure indicated during the gifted identification process in their third or fourth grade year; they will automatically be re-screened on aptitude, achievement, or both in the area of strength(s) during the student's fifth grade year unless opted out by a guardian. This allows for focus on growth with an opportunity to re-screen prior to entering middle school.
- Use data and information gathered over the course of the K-5 years to support families in exploring AVID as a possible pathway for students to further develop talents and skills. Admission to AVID in the 6-9th grade years is possible based on student data, qualitative measures, and input from school teams. The Office of Advanced Learning and Student Leadership now houses both gifted education and the district AVID program, so the department is committed to ensuring that students demonstrate their talents and leadership abilities in a variety of ways. The department honors a variety of pathways to advancement and excellence.

**\* 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.

In accordance with Board of Education Policy Code: 3525, CHCCS believes that the educational program should challenge all students to aim for academic excellence. Academically or Intellectually Gifted students are those students who:

- Perform or show the potential to perform at substantially higher levels of accomplishment when compared with others of their age, experience, or environment;

- Exhibit high performance capability in specific academic fields (or in both intellectual areas and specific academic fields); and
- Require educational services specifically differentiated for academic and intellectual rigor.

In CHCCS, students may be identified according to the following designations and criteria:

**Academically Gifted (g):** Students who have demonstrated high academic performance in a specific academic field within the regular academic programming. Students can be identified in reading (AR)(g) or math (AM)(g), or both reading and math (AG) (g). These students perform highly on aptitude (g) and achievement assessments.

**Intellectually Gifted:** Students who have demonstrated high intellectual capacity, but have not yet demonstrated high academic performance (IG). These students demonstrate cognitive processing and reasoning abilities in scholarly areas of study outside of the regular academic programming. These students perform in the superior range on aptitude assessments with little evidence of achievement. This definition recognizes that not all intellectually gifted students are going to display gifted characteristics in an “achievement based” way.

CHCCS uses a variety of qualitative and quantitative research-based measures to identify students for our gifted program options. Using multiple criteria, we gather data to build a body of evidence for a multi-dimensional student profile to assist us with understanding a child’s abilities and learning needs. Recognizing that finite, quantitative measures do not reveal a complete learning profile of students, this plan’s criteria support student-centered components such as student interviews and portfolios to capture the uniqueness of the student.

Each school has a Gifted Program Team (GPT) to review student profiles and make AIG identification decisions. The GPT includes the school principal, GES, classroom teachers, student support services, equity coach, school counselor, and/or school psychologist as needed. A parent representative can also serve on the GPT to discuss matters such as communicating information with families and the school community and assisting with how the implementation of the district’s AIG plan is conducted at the school level. The parent representative should not be present at GPT meetings when student identification is discussed.

We understand the power of high expectations for all learners. This is addressed in our talent development and talent scouting model, which includes the majority of our K-3 service provision. Research from The National Association for Gifted Children (NAGC)(g), "Unlocking Emergent Talent: Supporting High Achievement of Low-income, High-Ability Students", (Olszewski-Kubilius & Clarenbach, 2012) (g) cautions against valuing test scores more highly than qualitative data, especially when considering emergent learners from traditionally underrepresented

populations. In grades K-3, we must emphasize cultivating young learners' potential rather than exclusively focusing on identification and labeling of students. We also understand that occasionally there may be a student who has advanced learning needs that cannot be met without early screening or identification. Guardians should reach out to the classroom teacher and Gifted Education Specialist if they have questions. The Gifted Program Team will meet to examine multiple pieces of evidence, including available quantitative data combined with qualitative evidence such as teacher observations, guardian observations, gifted characteristic checklists, and a portfolio of student work. Guardians are included as valuable members of this team. In the rare occasion the GPT determines the need for early identification, the student will receive an Individual Differentiation Education Plan (IDEP). We will consistently provide enrichment (g) opportunities through the core classroom (g) that foster higher level thinking skills and promote transfer to other content areas (g).

After the universal screening process begins in third grade, we must continue to emphasize talent development. As noted in "Challenges to the Pursuit of Equity in Excellence" (Islas, 2016), we must actively seek gifted students who exist in historically marginalized, underserved, under identified populations. We will use universal screening procedures and multiple criteria to identify students for gifted services. These practices cast the broadest possible net for high-potential students, including those from historically underserved populations who may not perform strongly on standardized testing measures typically used for identifying students with advanced learning needs.

As we move forward in the 2022-2025 Gifted Plan Cycle, we must consider how our identification practices align with district beliefs and long-term goals associated with Dr. Carol Dweck's Growth Mindset. We will build more comprehensive student learning profiles that include our emerging talent students when determining the need for rigorous or accelerated learning opportunities. Our LEA response during the 2022-2025 Plan Cycle will include the following:

- Continue training staff on the Teacher Observation of Potential Students (TOPS) (g) tool from the USTARS~PLUS (g) program and use it consistently in K-3
- Train teachers and GESs on the use of various forms of gifted rating scales as a way to find students who may exhibit non-teacher pleasing behaviors
- Build a body of evidence that demonstrates a pattern of achievement to be considered in making identification decisions, including quantitative and qualitative information.
- Use school-based performance assessments as data points including assessments in Spanish when available

- Administer whole grade screening with a research-based cognitive abilities test and a research-based achievement test at grade three and by request/referral in grade five. Students who are new to the district in fourth or fifth grade will be screened as part of the regular universal screening assessment alongside third graders. Secondary students who are new to our district and without a formal identification can also be screened.
- Various forms of communication will be provided to parents about testing dates, including ConnectEd calls, emails, text messages, website postings, letters, etc. Informed consent procedures will allow guardians to opt out rather than opt in. This will alleviate barriers of access to the screening and referral pool. Students identified by their schools as Emerging Talent in third grade will be rescreened in fifth grade in aptitude, achievement, or both depending on area(s) of strength unless their family opts out of the assessment process.
- Explore more options concerning aptitude and achievement assessments, including untimed and/or nonverbal tests, as well as assessments in languages other than English. During the 2022-2025 plan cycle, CHCCS will also research the impact of using the CogAT quantitative score without the nonverbal score as an identifying tool.

#### CHAPEL HILL-CARRBORO CITY SCHOOLS GIFTED IDENTIFICATION SERVICE OPTIONS:

The following gifted identification services are available to address the needs of advanced learners (g). Each option described below is detailed further in charts and diagrams that are available on the CHCCS district website. This information is also included in "A Parent's Guide to Gifted Education in Chapel Hill-Carrboro City Schools," and with various other communications created to support the 2022-2025 Plan for the Education of Gifted Students available on district and school websites. Hard copies are available by request from the Office of Advanced Learning and Student Leadership or the school-based Gifted Education Specialists.

School-based Gifted Programming Teams make decisions about level of identification based on quantitative and qualitative evidence using the criteria outlined below. These teams represent diverse roles within the school, including diverse lived experiences. They address decisions with an equity mindset and are prepared to examine the ways in which giftedness shows up in students from diverse backgrounds and cultures. It is our intent that the school-based GPT process will close the gap in gifted education identification.

**EARLY ENTRY TO KINDERGARTEN:** The state of North Carolina creates and controls the early entry to kindergarten policy and process. A four-year-old who demonstrates uniquely advanced learning needs and meets the state's qualifying criteria that are determined by North Carolina may be considered for Early Entrance to

Kindergarten. Guardian's must provide outside aptitude and achievement testing and submit complete test score reports to their building principal. A student who is granted early admission to kindergarten will be placed on a one-year Temporary Individualized Differentiated Education Plan (T-IDEP). According to the NC State Board Policy of Education, early admission to Kindergarten shall not automatically result in placement of a child in the program for academically gifted students.

TALENT DEVELOPMENT services are provided for K-3 students as well as those students who emerge with advanced learning needs after our initial universal screening in grades 3-5. Our district recognizes that developing talent in all students, with or without an identification, is a cornerstone of closing achievement, opportunity, and expectation gaps. Across grades K-3, Gifted Education Specialists will collaborate with classroom teachers to provide rigorous, high-level learning experiences to all students. Using critical thinking tools that are considered vetted best practices, they will conduct a series of instruction and observation cycles, focusing primarily on higher order thinking skills. Talent Development is critical for all students, and especially important for students who have had fewer experiences or opportunities to develop or demonstrate their potential.

#### Talent Development Identification Criteria:

All students in K-3 are nurtured prior to the universal screening window in 3rd grade. Students who show a profound need for identification outside of the universal screening window will be reviewed by the Gifted Program Team using both qualitative and quantitative data.

EMERGING TALENT is an internal, district list of students who had at least one piece of evidence that emerged during the universal screening or referral process but who did not have enough evidence for a formal identification. Emerging Talent students are determined in either third or fourth grade, depending on the year of initial screening data. GESS will foster the development of these students in their area(s) of strength, and these students can be identified in PowerSchool for monitoring and grouping. These students will be rescreened prior to 6th grade unless a family opts them out of the process.

GIFTED EDUCATION (AG, AM, AR) Supports are provided for students who demonstrate achievement and aptitude in reading and/or math that exceeds the expected performance of their grade level. Identified students are provided differentiated instruction and enrichment experiences based on data-driven demonstrated need. Services described

in the Differentiated Education Plan (DEP) (g) are provided by the classroom teacher and supported by the GES. Gifted identification applies to elementary, middle, and high school students. Students can be referred and identified K-12.

#### Gifted Identification Criteria

##### Aptitude\*:

- 90% or higher nationally normed aptitude test\*\* subtests V or QN (3rd-7th gr) or
- Achieve in top 10% of scores in student group (g)(3rd-7th gr)\*\*\*\*

AND

##### Achievement\*:

- 90% or higher Beginning of Grade (BOG) test (3rd Reading only) or
- 90% or higher on most recent End of Grade (EOG) test Reading and/or Math; or
- 90% or higher on nationally normed achievement test Reading and/or Math; or
- Achieve in top 10% of scores in a student group(3rd-7th gr)\*\*\*\*

AND \*\*\*

- Gifted Characteristics Checklist or
- Portfolio of supporting evidences or
- Student interview or
- World Class Instructional Design and Assessment (WIDA) progress

**HIGHLY GIFTED (HGR, HRM)** Some students consistently demonstrate advanced achievement and aptitude in reading and/or math that far exceeds grade level expectations prior to classroom instruction. These highly gifted students are primarily served by classroom teachers supported by the GES in flexible cluster groups (g). This identification allows teachers to plan for their advanced learning needs while also providing the flexibility of including students who display a similar need based on work samples and classroom participation. They receive specialized services in the area of need as described in the DEP.

#### Highly Gifted Identification Criteria

##### Aptitude\*:

- 97% or higher nationally normed aptitude test subtests V(Verbal )or QN (Quantitative +Nonverbal)(3rd-7th gr)

AND

##### Achievement:

- 97% or higher above-grade-level nationally normed achievement test Reading and/or Math;(3-7th gr)

AND \*\*\*

- Gifted Characteristics Checklist or
- Portfolio of supporting evidences or
- Student interview or
- World Class Instructional Design and Assessment (WIDA) progress

**INTELLECTUALLY GIFTED (IGM, IGR)** A few students demonstrate high intellectual capacity (IG) but have not yet demonstrated high academic achievement. These students demonstrate high aptitude in the tested subject, but do not yet demonstrate high achievement scores. Identified students receive services in the area of need as described

in the DEP. The GPT will also monitor the student to determine the possible causes for the discrepancy between aptitude and achievement. These students will likely benefit from flexible grouping with like-ability peers.

#### Intellectually Gifted Identification Criteria:

##### Aptitude\*:

- Nationally normed aptitude test Standard Age Score (SAS) 125 or higher subtests V or Q or N (3-7th gr) OR
- Top 10% of a student group in subtest V or Q or N

##### AND\*\*\*

- Gifted Characteristics Checklist

##### AND\*\*\*

- Portfolio of convincing evidence of cognitive processing and reasoning abilities in scholarly areas of study (inside or outside of school) reviewed by Gifted Program Team

##### OR\*\*\*

- Student Interview

#### LEARNING ENVIRONMENT FOR ADVANCED PROGRAMMING (LEAP)

According to Article 9B, which governs our gifted identification process and procedures, “academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students [can] exhibit high performance capability in both intellectual areas and specific academic fields. [They] require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.”

LEAP is our most extreme level of service delivery for students who are identified as gifted. It is important to note that every Advanced Placement and honors level course in high school, and high school level courses offered in middle school, are open to any student regardless of gifted identification status. LEAP placement is not an academic win; it is designed to address specific learning intensities in students from all backgrounds, cultures, and groups which cannot be met in the student's neighborhood school. These students exhibit advanced capabilities in creativity, leadership, motivation, and academic learning along with demonstrated high aptitude and achievement when compared to their age peers. These students also present an extreme need for differentiation in all subject areas, particularly reading and math. LEAP is located in district-designated schools with gifted certified teachers instructing these students in specialized classrooms.

Screenings for LEAP are made after initial gifted identification is complete in third and fifth grade. Best entry points into the program are at 4th grade (Elementary Program) and 6th grade (Middle School Program) due to the demands of transition and curriculum alignment. Gifted Programming Teams at each elementary school refer students for LEAP placement consideration at the district level based on both qualitative and quantitative data. Students who defer initial placement may only enter at grade 5 or 6. Families may also decline placement and remain in their neighborhood schools. After a family defers LEAP placement, the Office of Advanced Learning and Student Leadership will reach back out to any family that has deferred placement to check on any updates to their status in the spring prior to the next school year to allow for the district registrar to coordinate placement and enrollment needs.

Learning Environment for Advanced Programming Criteria:

Guaranteed Placement:

- Aptitude: CogAT score of 136 or above on the V and QN subtests (3-7th gr) AND
- Achievement: TerraNova Scale Scores at or above the following:

Grade Reading Scale Score Math Scale Score

3rd 682 669

4th 697 694

5th 710 714

Considered for Placement:

- CogAT score of 134-135 in both V and QN (3-7th gr) OR
- CogAT score of 136 or higher in one area and a 134-135 in the other area AND
- TerraNova Scale Scores in both Reading and Math as indicated in the table below for each grade level:

Grade Reading Scale Score Math Scale Score

3rd 680-681 667-668

4th 695-696 692-693

5th 708-709 712-713

OR

- Aptitude or Achievement score in the top 10% of a student group

AND

- Qualitative evidence provided by building-level staff via gifted characteristics checklist. Building-level multidisciplinary teams include classroom teacher, principal, instructional coaches, specials teachers, equity specialists, and GES.

Process for LEAP Placement: LEAP serves our most profoundly gifted learners, generally 5% or less of our student population. Close examination of our April 2018 NCDPI AIG Child Count data revealed that the population of our program does not reflect our disaggregated district membership reported year after year. During the 2019-2022 plan cycle, we made pivots to address these discrepancies, specifically in the referral of students to LEAP. For the 2022-2025 AIG plan cycle, we are going to continue the following practices:

- Using data from the universal screening to create a pool of students from the top 10% of each student group: racial, ethnic, MLL, EC, gender, district, and school.
- Each student in this pool is evaluated using a gifted characteristic checklist, completed by different members of their school team: classroom teacher, previous grade level teacher, media specialist, “specials” teachers, etc. EC and ML teachers consult on students being served under those designations.
- School teams meet to discuss each student and whether or not to refer the student for further consideration for LEAP or if the student is better served at their neighborhood elementary school, or in the case of a fifth grader, their upcoming, neighborhood middle school.
- Students referred to the district team from each elementary school are added to the consideration pool, and the district committee makes placement decisions based on the qualitative information from the school along with aptitude and achievement data.
- Families and schools are notified of placement in LEAP or if the student is best served at the neighborhood school. Families then have the choice to accept, decline, or defer placement. Deferring allows students to finish their tenure at their neighborhood elementary school until the end of 5th grade and then move to LEAP in middle school. Students who enter LEAP as new-to-program 6th graders are offered an asynchronous math summer bridge which allows them to access the compacted curriculum prior to entering the 6th grade cohort. .

**High School:**

New high school identifications are very rare. New high school identifications are primarily new-to-district students who want to maintain a gifted identification from another state or district. If a student comes to us already identified as gifted in some form from another state or NC school district, we will maintain their identification status. Referrals are processed by the District Director of Advanced Learning and Student Leadership. High school gifted services are supported by teachers and a variety of support staff, including counselors, administrators, and instructional specialists.

Referrals may be based on the following criteria:

1. Enrollment in an honors level class
2. Enrollment in an Advanced Placement (AP) level class
3. Class rank in top 10% of student group or building\*\*\*\*
4. Enrollment in Advancement Via Individual Determination (AVID)
5. Referral to North Carolina Governor's School

6. Evidence of participation in recognized accelerated programs

7. Evidence of participation in Gifted and Talented or honors programs in a former middle or high school

8. Qualitative evidence as documented in a portfolio or a gifted characteristic checklist.

\*Documented evidence of identification for gifted services in another school district (Must provide supporting evidence)

\*It is the parent's responsibility to submit a valid referral form to the Director of Advanced Learning and Student Leadership.

\*Students must meet two of the criteria listed above to be identified as gifted.

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\* See district website for “Guidelines for Outside Evaluations: <http://www.chccs.k12.nc.us/academics/academic-programs/gifted-education/guidelines-for-independent-evaluations>  
NOTE: CHCCS administers an above-grade-level nationally normed achievement test(g). Grade level norms applied for Gifted and Highly Gifted identification. Above-grade-norms applied for LEAP identification.

\*\* Otis-Lennon School Achievement Test (OLSAT) available as additional assessment for students who meet Gifted achievement levels but do not meet aptitude levels. OLSAT not applied to HG or LEAP.

\*\*\*District rubrics establish required and reliable performance standards on qualitative measures for Gifted Services

\*\*\*\*Student groups include: Ethnically/Culturally Diverse (g), Limited English Proficient, Economically Disadvantaged (g), Students With Disabilities Gender Building



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### \* Practice C

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

In Excellence Gaps in Education by Plucker and Peters (2016), when speaking about inequality and inequity, the authors say, “gifted education did not cause this inequality, but its presence in K-12 schools often magnifies its extent.” In order to combat this identification inequality, CHCCS followed the recommendations to close the identification gap by using “different data differently” (Plucker and Peters, 2016). We changed our screening, referral, and identification procedures in the following ways.

Screening (g), referral and identification procedures are in place for each of our options for advanced learners.

As outlined above in Standard B, CHCCS addresses ways to find historically under-identified populations by using the following strategies:

- Use Universal Screening so that ALL students are assessed using a strength-based lens.

- Use an opt out instead of opt in screening method.

- Include in the quantitative consideration pool the top ten percent of each Powerschool group including race, gender, English Language Learner, Exceptional Children, socio-economic status.

- Use a multidisciplinary school-based team to assess qualitative evidence which may include portfolios, checklists, student interview results, and culturally relevant work samples.

- Conduct talent development and talent scouting using a strength-based lens in Pre-K -12th grade.

- Use the Racial Equity Impact Assessment (REIA) in all decision making.

- Mindfully include diverse lived experience participants for all teams including Gifted Program Advisory Council, Gifted Program Teams, and Gifted Education Specialist Team.

We use universal screening that includes opt-out of testing instead of opt-in language to ensure all students have access to the process. This move specifically helps equitable access for students whose families may not have familiarity or comfort navigating the school paperwork process, as well as families who are multilingual. It takes the responsibility for screening off of families and children and places the responsibility with school staff.

For students who are multi-language learners (MLL), we use WIDA (g) data to ensure that they are taking an appropriately leveled aptitude measure; for example, a third grade ML student who demonstrates a need for leveled testing will take the CogAT at the appropriate level as determined by their WIDA scores.

We understand that students have advanced learning needs before, during, and after the universal screening window. Students could be referred for identification outside of the normal testing window in the following ways:

- Students who were identified as “emerging talent” in 3rd grade will be referred for rescreening in 5th grade unless opted out by families.

- New-to-district students who enroll during the summer or after the fall testing window will have opportunities to complete the assessment process. Families who test in the summer will coordinate with the Office of Advanced Learning and Student Leadership. Students who do not test during the summer window will test in the fall during the regular universal screening process if they are an elementary student in grades three, four, or five.

- Students may be rescreened when their school-based gifted program team determines the need for reassessment based on mitigating factors that impacted initial screening.

- K-2 students who are showing compelling and consistent academic learning needs well above grade level may be referred for identification prior to the universal screening in 3rd grade..

- Active duty military families may be screened as needed at any time during the school year.

During identification, we have implemented the following measures to be inclusive when identifying students:

- Inclusion of Exceptional Children (EC) and Multi Language Learning (MLL) teachers on Gifted Programming Teams in order to speak to the strengths and learning profiles of twice-exceptional and multi-language learning students. This helps inform the identification process by using experts who see the child through a strength-based lens

- Utilizing scores from the top 10% of PowerSchool student group to enter students into the consideration pool, school-based teams will use quantitative data along with culturally relevant qualitative measures to make decisions.

- Keeping a list of emerging talent students who are identified during screening but who do not have enough evidence for a full identification allows for staff to encourage and track their growth with the expectation of rescreening them in 5th grade.

- Indicate a specific designation of Highly Gifted in our identification pathways, and we ensure ways to address the needs of highly gifted learners through programming such as the Learning Environment for Advanced Programming (LEAP), mentioned above.

The collaborative work of the Exceptional Children (EC) department and the Advanced Learning and Student Leadership department will continue as we unite efforts to support twice exceptional (2E) students who are often missed due to the impact of their gifts masking their difficulties and their difficulties masking their giftedness. We will also examine how to better work with our Lead Dual Language and Lead MLL teachers to improve identification measures for those students.

For the 2022-2025 plan cycle, we will do the following:

- The Lead GES, along with building level GESs, will participate in the development structures to support 2E students. This can include support for transition from elementary to middle and from middle to high school while assisting staff using success strategies for 2E students. This can be achieved concretely by continued GES participation in IEP and 504 meetings, especially during key transition years, such as between fifth and sixth grade and between grades eight and nine. Guardians, students and staff work together to make sure needs are met.
- Partnering with Exceptional Children's leads with training EC teachers around strength-based approaches for twice-exceptional students.
- Work with the Dual Language/MLL/World Languages Department around how to better identify students who are MLL and who take the universal screening measures in elementary school. Also, we will work with them to understand the impact of dual language instruction and performance on aptitude and achievement measures in early grades.
- Explore the appropriate fit for gifted services in the district MTSS (g) Framework as well as how the GPT at each school can continue to play a role in shaping gifted programming.
- Use native language versions of standardized tests (g) where available.
- Consult with MLL and Dual Language (DL) (g) teachers regarding high potential MLL students as they screen World-Class Instructional Design and Assessment (WIDA) (g) test results for patterns of rapid growth and improvement among MLL students.
- Provide teacher training that emphasizes the importance of honoring cultural differences and seeing talents among all gifted students, including providing culturally responsive examples of behaviors in gifted characteristics checklists.
- Continue screening, referral, and identification for Intellectually Gifted identification. This will also support the identification of 2E students.
- School-based teams collaborate to include Emerging Talent students in cluster groups for enrichment and accelerated learning opportunities.

We work to make sure our linguistically diverse learners have access to all phases of screening, referral, and identification. The AIG Plan consistently includes student performance based on WIDA (World-Class Instructional Design and Assessment)(g) progress as one of the referral and identification criteria for ML (g) students. MLs need approximately two years to develop social language and five to seven years to develop academic language. Academic language is the type of language found in nationally normed achievement tests. To be more intentional in applying WIDA progress criteria, we will collaborate with the CHCCS MLL program to monitor data through ELLevations (g). This data warehouse will support progress monitoring and communication for individuals and groups of MLL students.

**\* Practice D**

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

Grouping of students can be an integral part of student growth, and cluster grouping in particular is a research-based best practice for students identified as gifted. As we continue to work to make sure all students get their academic, intellectual, and social-emotional needs met, our 2022-2025 plan will address intentional, flexible grouping practices in the following ways:

- GESs will work with classroom teachers in all grade levels to use data to create flexible groups based on sources such as pre-assessments, student interest in topics or subjects, and other metrics both qualitative and quantitative.
- Middle school GESs collaborate with school teams around cluster grouping of gifted students in core classes, with GESs offering co-planning and co-teaching models to ensure differentiation
- Elementary GESs work with flexible groups in grades four and five based on demonstrated need, particularly in reading and math, being sure to include students identified as Emerging Talent in these groups as well as any other student with a demonstrated need
- GESs support elementary teachers in developing strategies to address non-teacher-pleasing behaviors including an awareness that these behaviors may keep students from being seen by their teachers as in need of acceleration or challenge work

- GESs work with Exceptional Children's teachers around how to support 2E learners who may have difficulty working in groups for a variety of reasons. This includes ways to provide strategies to teachers when they create groups, assign groups, or allow students to make their own groups

**\* Practice E**

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

The GES is instrumental in communicating and supporting processes concerning services when students transfer from one grade level to the next and from school to school. For consistency throughout the district and from year to year, it is imperative that processes are delineated and followed consistently. Our LEA response during the 2022-2025 plan cycle will include the following:

- Provide instructional staff and administration a list of those students who are identified as gifted at the beginning of each year.
- Maintain a system of documentation using the AIG Identification Summary Sheet maintained in the student AIG file. This will ensure effective continuation of K-12 services. This documentation includes information about how the student was identified, how the student is currently being served, and how the student's services will continue or change as they transition from elementary school to middle school and from middle to high school.
  - Explore ways to digitize this process to reduce paper and to also allow easier access to information between GESs.
  - Work with the Office of Assessment and Research to utilize Powerschool to better track student AIG information, levels of identification, and to house the DEP.
- End-of-year transition meetings from feeder schools to the middle school to review program and student profiles, goals and services at the next level.
- GESs, Lead GES, and Director of Advanced Learning and Student Leadership will serve on transition meetings for 2E students as they transition between elementary and middle school and from middle to high school.

- GESs collaborate with classroom teachers annually to create and implement the Differentiated Learning Plan. These plans are created to address differentiation by grade level teams .
- For AIG students with unique needs - for example, students who are grade accelerated to another school - offer transition visits from feeder schools to middle school and high school level, where changes in service are discussed. These meetings should include teachers, school counselors, administrators, and GESs.
- Document gifted identification/service annually in AIG records with school-based GESs housing digital records of student scores and identification metrics.
- Continue to review expectations for record keeping, identification services, family communication, testing practices, instructional strategies, etc. with school-level teams on a recurring basis.
- Maintain system level databases. Collaborate with the Office of Assessment and Research to implement the new “data dashboard” as a way to standardize data practices and storage.

**\* 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.

CHCCS has varied and inclusive ways to identify students as gifted. Our screening and identification processes are multi-step and complex, and we are striving to make the process easier for students, school personnel, and families to understand.

Our LEA response to Standard 1f for the 2022-2025 plan cycle is as follows:

- Maintain electronic databases at the school and district level that contain each student’s aptitude and achievement data along with qualitative measures used for the identification process.
- Work with school data managers to properly update PowerSchool with identification designation. Building-level GESs will send communication to families regarding level of identification, criteria used to determine the identification, and what families can expect for their student moving forward in regards to instructional support.

- Explore how PowerSchool can be used to communicate gifted identification, Differentiated Education Plans, and other information in a way that families can easily access.
- Ensure family- and community-focused letters, forms, and identification decision-making is translated into various languages. Ensure interpreters are available for multilingual families for one-on-one conferences.
- Distribute screening and identification results in a timely manner to all families using preferred school-based communication methods. We will continue to improve our use of family- and student-friendly language in these communications around how to interpret and understand identification decisions.
- Host a district-wide informational meeting where universal screening procedures are carefully explained to all stakeholders including examples of how to interpret test results. This meeting will be translated into our most needed languages and recorded and stored on the district website for ease in viewing. The district will work to ensure that all families have ease of access to information by working with our Multilingual Language Learning, Exceptional Children, and Student Support Departments as well as neighborhood schools to ensure that information is shared in culturally responsive ways. For example, some families prefer face to face meetings and others prefer digital/screen based explanations, while others prefer phone contact.
- Schedule individual meetings with guardians as needed to answer screening, assessment, and identification questions in a timely manner with school-based GESs.
- Work towards the digitization of paper records to improve continuity of communication. As we create that digital process, we will continue to keep paper copies of AIG summary sheets, test score reports, and other AIG documentation in individual student folders housed with the school-based GES. When the student transitions from elementary to middle school, that record will transfer to the middle school GES receiving the student.
- When a student transfers from CHCCS to another district, data managers and GESs at the student's school will work to share identification information with families to take to their new district, being clear about level of identification received in CHCCS and the qualitative and quantitative data used, providing score reports as requested. Confidential information should be shared only with the family for their use if a student is transferring to a school outside of CHCCS.

**\* Ideas for Strengthening the Standard**

1. Focus on clarity in communication of gifted identification process, procedures, and timelines by including mini information sessions that are housed in the advanced learning website.
2. Consider using the nonverbal section of the CogAT only if it helps the student gain identification instead of using the combined qualitative + nonverbal for math identification.
3. Work with the Office of Equity and Inclusion to host multiple information sessions in the community where our most marginalized families prefer to attend meetings.
4. Specifically investigate students who are identified as IG to determine what causes the lower performance on achievement assessments. This could take place in school based grade level team meetings.

**Planned Sources of Evidence**

- \* Documents: reference guides, manuals, charts
- \* Meeting Agendas/notes
- \* CHCCS website: resources and links
- \* Translated documents
- \* Training materials
- \* Rating scales to capture qualitative feedback
- \* Transition plans

**Documents**

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

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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

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

**\* Practice A**

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

Differentiated services are available to students with advanced learning needs across all grade levels regardless of identification status. Equitable access is established across schools through consistent application of program processes and procedures with a focus on equity and inclusion. In a school district with many students performing at high levels, it is critical for appropriate differentiation of instruction to occur in the regular classroom every day. The total school community must support the needs of advanced learners by providing appropriately differentiated content, instruction, resources, grouping, and assessments. It is also imperative that all teachers act as talent detectives with a goal of providing stretch opportunities to any student with a demonstrated need regardless of identification status.

CHCCS primarily uses a consultation model to provide AIG services due to the large number of identified students. The classroom teacher and Gifted Education Specialist (GES) team together to create and implement Differentiated Education Plans (DEPs) to guide service provision. The total school community (families, teachers, school

counselors, social workers, instructional coaches, academic specialists, gifted education specialists, administrators, school-based committees, and district personnel) have a role in successfully implementing the school-wide program.

Every child deserves to learn at their stretch level during their school day. Our challenge is to meet students where they are and move them forward. Ensuring that ALL students experience respectful, engaging, and challenging work is the gold standard. Differentiation for students involves using low floor-high ceiling and tiered assignments to match students with “just right, right now” learning experiences; grouping students in a variety of ways for a variety of purposes; and providing experiences for student choice in content, process, and products. This differentiation may be delivered after formal identification of a student as gifted, or it may take the form of support for a student identified as Intellectually Gifted, or it could include the application and acceptance of a student to the AVID program in middle or high school. All students have access to differentiated instruction based on demonstrated need, regardless of identification status.

#### Description

All - Tier 1: The total school community collaborates to support students in Tier 1. Classroom instruction for ALL students utilizes evidence-based materials and practices to teach core subject areas (reading, writing, math, science, social studies). One way to achieve total school community collaboration is to create low floor/high ceiling opportunities and extension work for all students. Every student has access to learning extensions in their classroom that are crafted at a high level of critical thinking. These extensions are embedded in the classroom setting. By using these extensions alongside ongoing formative assessments (which take place during instructional units) and summative assessments (which take place at the end of instructional units), the classroom becomes a quality learning environment. The classroom teacher is the primary source of differentiated instruction with support from the GES and collaboration from the total school community.

1. Enrichment opportunities will be available at each school across the district for students in each grade level.

- a. Talent Development services are provided for K-3 students. Gifted Education Specialists (GES) collaborate with classroom teachers to conduct a series of instruction and observation cycles, focusing primarily on higher order thinking skills. Observation notes are combined with school assessment data and performance tasks and are used as portfolio examples. For those students who show a profound need, typically including data that places a student 2 years ahead of grade level expectation, identification can take place prior to the universal screening in 3rd grade. Teachers, GES, or guardians may initiate the early identification process. First steps would include meeting with the teacher, GES, and guardian. If evidence indicates early identification is required to meet the student learning needs, the Gifted Program Team can meet to move forward with identification.
  - b. Teachers use flexible grouping based on data to ensure that students have access to learning opportunities that match their learning needs.
  - c. Enrichment opportunities are also available at each school across the district for students in grades 4 through 12 (see chart in 2b).
2. Gifted Education Specialists and Instructional Coaches support classroom teachers in developing and incorporating appropriate curricular resources and materials for students with a demonstrated need for advancement in math and/or reading.
  3. Flexible instructional groups are planned for students identified in math and/or reading as well as those students who have a similar evidenced need. Instructional resources and materials are aligned with the NC Standard Course of Study and are augmented with research-based curricular resources and unit plans.
  4. Advanced courses including accelerated math pathways are available to students in grades 6-12.
- Some-Tier 2: Refers to a collaborative approach to instruction whereby SOME students need additional support based on student strengths, needs, and/or interest data.
1. This can include small group support within the general education classroom or various other groupings for instruction such as grouping with like-ability peers for advanced learning opportunities for part of the instructional day. Protocols are in place to provide stretch-level learning opportunities. A body of evidence about a student's strengths and weaknesses signals the need for accelerated instruction. Collaboration between the general education teacher and specialists is essential. When appropriate the specialists can be part of direct or indirect services.

2. Gifted Education Specialists and Instructional Coaches support classroom teachers in developing and incorporating appropriate curricular resources and materials for students identified in math and/or reading as well as students who show a demonstrated need for differentiated advanced instruction.
3. Intellectually Gifted students are those students who have high aptitude scores and who have not yet demonstrated a similar level of need on a nationally normed achievement test. This split in scores causes us to look for ways to provide stretch opportunities for IG students who may not show up as high achievers in their academic classes. Whenever possible and appropriate, these IG students should be included in GES-led small group instruction and classroom teacher-directed advanced learning opportunities. Teachers and families should watch for opportunities to stretch these students into their strengths. This may also be an opportunity to watch to see if a student has any hidden learning difficulties which mask achievement.

Few - Tier 3: Refers to specialized and more intense or individualized services for a FEW students whose learning needs cannot be met in Tier 1 or Tier 2. Tier 3 instruction can result in a self-contained or specialized setting for some or all of the instructional day. Data used to determine Tier 3 level of need may include measures that show a student has early mastery of content. Data may also include above-grade-level measures that indicate a student has mastered content well above their grade peers leaving them without a group of similar ability learning partners. A body of evidence about a student's strengths and weaknesses signals the need for accelerated instruction. The Gifted Education Specialist is an integral part of direct and/or indirect services.

1. Highly Gifted Services: Some students may have extremely high demonstrated need in either math or reading or both math and reading. Their scores and observational data indicate that they may need very little instruction before they master a topic or they may come into the classroom at a level of mastery prior to instruction. It is very helpful for the teacher to understand this about the student as soon as possible so they can begin to adjust instruction. The ability to proactively address the need for learning acceleration, content compacting and/or small group instruction can increase student engagement and decrease negative learning behaviors associated with highly gifted learners. These students will be instructed through differentiated curriculum, direct instruction from the GES when needed and through co-planning and co-instruction with the classroom teacher. It is likely these students may also need social and emotional support due to their learning differences. These supports may include bibliotherapy or peer lunch groups.

2. Learning Environment for Advanced Programming (LEAP) services are provided for gifted students in grades 4-8 who are consistently exceeding grade level performance expectations, well beyond their age and grade-level peers. These students present an extreme need for differentiation in all subject areas, particularly reading and math. These students may also have specific social and emotional needs because of their learning intensities. The unique learning needs are best met in a setting other than the grade-level classroom with their age peers. LEAP is a district-level instructional service provided in district-designated schools in self-contained classrooms. LEAP teachers hold AIG licensure or are actively working toward AIG licensure. Best entry points into the program are 4th grade (Elementary Program) and 6th grade (Middle School Program).

Our LEA response during the 2022-2025 Plan Cycle will include the following:

\*Services for Elementary Students:

ALL Students:

- ELA:
  - Paideia Seminars - modeling/capacity building will continue for all teachers
  - GES co-plans with grade level PLCs
  - Low Floor-High Ceiling Stretch Opportunities
  - Access to rigorous texts for all learners
- Math
  - GES co-plans with grade level PLCs
  - Algebraic Thinking problem solving materials
  - Low Floor-High Ceiling Stretch Opportunities

**SOME Students:**

- Cluster grouping of highly gifted students in ELA and Math with teachers who have an interest and willingness to pursue AIG certification or who are already certified
- Direct services for highly gifted students from GES
  - Push-in support and team-teaching in classes with highly gifted clusters
  - Small group instruction as needed with flexibility to include students who show similar need

**FEW Students:**

- Single Subject/Whole Grade Acceleration: IOWA Acceleration Scale (IAS)
- LEAP

**\*Services for Middle School Students:**

**ALL Students:**

- Whole School Enrichment:
  - School-based teams facilitate e.g., Genius Hour (lunch group interest club for any interested student regardless of identification status), Personal Projects, Science Olympiad, Clubs, Service Learning, Model United Nations, National Junior Honor Society
- ELA:
  - Paideia Seminars: modeling/capacity building will continue for all teachers
  - GES co-plans with core ELA PLC in grades 6-8
  - Integrating evidence-based resources to increase rigor in the core

- Providing professional development to focus on differentiation for all

- Math:

- Accelerated pathways are provided for students who score a Level 5 on the previous year End of Grade math test.
- Accelerated pathways two or more years beyond grade level are provided for students scoring at least two grades above grade level on AIG testing .

SOME Students:

- Cluster grouping of highly gifted students in ELA with teachers who show an interest and willingness to pursue AIG certification : (cluster ~ 6-8 students)
  - Direct services from GES with push-in support and team-teaching
  - Include IG students in highly gifted cluster groups
- Continue Math accelerated pathways
- Cross-training of GES and AVID Site Coordinators to create a dual focus
- Credit by Demonstrated Mastery (CDM) is an opportunity for students who have mastery of content without taking the class to test out of the class which provides more space in their schedules to take other subjects of interest. CDM is only applicable to high school credit courses and does not include Advanced Placement.

FEW Students:

- LEAP-like math pathway for students as needed
- Single Subject/Whole Grade Acceleration: IOWA Acceleration Scale is used to help guide the Gifted Program Team in making a decision about grade acceleration. Guardians are included as valued members of this team.
- LEAP

\* Services for High School Students:

- Lead Gifted Education Specialist serves as the GES for all three high schools, along with Phoenix Academy, our alternative high school
  - Lead GES consults with coaches and classroom teachers around models of differentiation in secondary, with an emphasis on process, product, or content
  - Addresses parent questions regarding AP and honors pathways for all students in consultation with the student's guidance counselor as lead.
  - Works with counselors to help students make informed, self-selected course pathways to ensure appropriate challenge, rigor, and joy in learning
  - Serves as the lead high school AVID coordinator, which allows the skills of using data and qualitative measures for gifted identification to be replicated with screening and selecting students for AVID who fit that profile
- Coordinate the district's Governor's School selection process, working to assemble applicants, the review team, and make decisions for state referral
- Support the Directors of Humanities and Math and Science in answering questions and understanding the process of Credit by Demonstrated Mastery from families
- Support teachers in developing clubs and groups that provide enrichment opportunities such as robotics; STEM; civic education and engagement; literary, language, and arts activities; and quiz/knowledge bowl competitions



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

**\* Practice B**

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

Collaboration within the total school community is essential for comprehensively meeting the needs of advanced learners. Social and emotional learning gets at the core of educating every child as it places emphasis on learning and life competencies (self-awareness, self-management, social efficacy and academic efficacy). These are skills we know that all students need. As we strive to improve outcomes for all students by ensuring appropriate rigor is in place to support academic learning, research shows that cultivating these life competencies in our youth yields/improves academic performance. We will continue to promote academic achievement as well as social and emotional development by educating the whole child through a continuum of services.

Our LEA response during the 2022-2025 plan cycle includes support for social/emotional needs. Examples include the following:

Grades K-5    Social/Emotional Supports

GESs directly support classroom teachers in:

- Cluster groupings in classes
- Second Step social emotional learning curriculum. Second Step is a vetted curriculum used to address a variety of social emotional learning needs commonly shared with students. It is leveled to include age appropriate examples.
- After school activities based on student interest - ex: affinity groups, interest-based opportunities
- Restorative Circles

- Lunch bunch social interaction. GESs can meet with a small group of students during lunch who have similar interests and/or learning needs to increase opportunity for social interaction. This is typically used when a student is struggling to make and maintain friendships.
- Guardian Support Meetings . Families may request time to talk with the GES to gain insights into social/emotional learning needs such as perfectionism, task avoidance, and executive function challenges. ( Executive Function includes time management, planning, impulse control and organization)
- Educating teachers around the disconnect between intellectual development and social/emotional development that can occur in gifted learners at an early age and supports for managing that disconnect
- Sponsoring or organizing clubs in connection with the greater school community such as Odyssey of the Mind, Battle of the Books, Chess club, Robotic club. These clubs vary by school.

GES collaboration with others can include:

- Counselors provide support for students who demonstrate learning intensities such as perfectionism, task avoidance, procrastination
- Librarians provide reading recommendations to support bibliotherapeutic needs
- Instructional Technology Facilitators provide supports to address digital curation and differentiation
- EC/Resource teachers provide support to twice exceptional students who may need scaffolds to understand their own learning needs
- Family specialists support families who may need extra scaffolding to access process and procedures or after school enrichment

opportunities

- MTSS team provides support to address behavioral and social emotional learning needs
- Administration team who oversees all aspects of school-based experience

#### Grades 6-8 Social/Emotional Supports

GESs directly support classroom teachers in:

- Cluster grouping in class
- Bibliotherapy in the form of reading recommendations
- Sponsoring and/or organizing opportunities such as Model United Nations, robotics club, genius hour, National Junior Honor Society, Math Olympiad, Odyssey of the Mind, Chess club, Battle of the Books, etc. that allow students chances to connect, socialize, and work with students with similar interests and passions
- Educating teachers around the disconnect between intellectual development and social/emotional development that can occur in gifted learners at an early age and supports for managing that disconnect

GES collaboration with others can include:

- Support EC teachers when working with 2E students, especially for key transition meetings, such as elementary to middle or middle to high school

- Counselors provide support for students who demonstrate learning intensities such as perfectionism, task avoidance, procrastination
- Work with counselors in helping gifted students take more ownership over course selection, choosing appropriate rigor, and mapping out high school course pathway to minimize burnout and anxiety
- Librarians provide reading recommendations to support bibliotherapeutic needs and to create book club opportunities based on affinity group, interest, and social/emotional support
- Instructional Technology Facilitators provide supports to address digital curation and differentiation
- EC/Resource teachers provide support to twice exceptional students who may need scaffolds to understand their own learning needs
- Family specialists support families who may need extra scaffolding to access process and procedures or after school enrichment opportunities
- MTSS team provides support to address behavioral and social emotional learning needs
- Administration team who oversees all aspects of school based experience

## Grades 9-12 Social/Emotional Supports

The Lead Gifted Education Specialist serves the three traditional high schools in our district, along with Phoenix Academy, our alternative school; therefore, most of the social/emotional supports offered at the high school

level are consultative with the building-level staff. The Director of Advanced Learning and Student Leadership often collaborates with high school staff to help with balancing presence in schools.

Lead GES collaboration with others can include the following:

- Serve with EC teachers on IEP meetings to address strength-based approaches to goal creation, social/emotional supports, and post-high school planning.
- Co-plan with counselors when talking to families of gifted learners around course selection for the scope of high school and building more student advocacy and ownership over their pathway.
- Assist counselors and families with navigating opportunities for dual enrollment
- Work with the Director of Digital Learning and Libraries around opportunities for students to take courses through NCVPS for acceleration, such as AVID students in the summer.
- Consult with instructional coaches around addressing flexible grouping and purposeful scheduling of gifted learners to better allow teachers to differentiate.
- Advise and help shape district policies around student mental health, particularly with a focus on the impact of overloading schedules with multiple Advanced Placement and honors courses. Create opportunities to work with families to address this rising need.
- Address ways to continue to build out AVID as a viable acceleration pathway for students who need the daily academic and social/emotional support offered by the elective class and program. This involves continuing to strengthen existing referral and screening policies, applicant pools, and more.

**\* Practice C**

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

Our district leadership challenges all departments to focus on the following streamlined expectations

- Use data to make decisions
- Center equity when making decisions
- Align to the 5 year district strategic plan when making decisions

Our AIG plan for 2022-2025 will use data, center equity and align to the strategic plan by doing the following:

- GESs at each middle school continue to work with instructional coaches and ELA teachers to create lesson plans and materials that differentiate core ELA district curriculum.
- Lead GES works with high school instructional coaches and teachers to support the blended instructional model which encourages open access to advanced learning pathways for all. The Lead GES focuses on increasing access for historically underserved, under identified student groups into advanced pathways
- GESs maintain a digital and physical AIG library of materials housed at each school in order to encourage sharing and alignment of supplemental materials used to extend core
- GESs at each elementary school use algebraic thinking materials as a way to infuse differentiated work into core math instruction for all students as needed
- GESs K-12 utilize Paideia seminar training as a means to co-teach and model with classroom teachers as another means of differentiation
- GESs work with classroom teachers on interpreting the results of aptitude and achievement testing in order to drive core classroom instruction

- GESs use data talks and data-driven discussions in PLCs at every level to assist classroom teachers with interpreting the needs of all learners through a strength-based lens
- Director of Advanced Learning and Student Leadership meets annually with administration to discuss cluster grouping and provide research that supports the appropriate use of clustering

**\* Practice D**

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

Grouping of students can be an integral part of student growth, and cluster grouping in particular is a research-based best practice for students identified as gifted. As we continue to work to make sure all students get their academic, intellectual, and social-emotional needs met, our 2022-2025 plan will address intentional, flexible grouping practices in the following ways:

- GESs will work with classroom teachers in all grade levels to use data to create flexible groups based on sources such as pre-assessments, student interest in topics or subjects, and other metrics both qualitative and quantitative.
- Middle school GESs collaborate with school teams around cluster grouping of gifted students in core classes, with GESs offering co-planning and co-teaching models to ensure differentiation
- Elementary GESs work with flexible groups in grades four and five based on demonstrated need, particularly in reading and math, being sure to include students identified as Emerging Talent in these groups as well as any other student with a demonstrated need
- GESs support elementary teachers in developing strategies to address non-teacher-pleasing behaviors including an awareness that these behaviors may keep students from being seen by their teachers as in need of acceleration or challenge work
- GESs work with Exceptional Children's teachers around how to support 2E learners who may have difficulty working in groups for a variety of reasons. This includes ways to provide strategies to teachers when they create groups, assign groups, or allow students to make their own groups

### \* Practice E

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

The GES is instrumental in communicating and supporting processes concerning services when students transfer from one grade level to the next and from school to school. For consistency throughout the district and from year to year, it is imperative that processes are delineated and followed consistently. Our LEA response during the 2022-2025 plan cycle will include the following:

- Provide instructional staff and administration a list of those students who are identified as gifted at the beginning of each year.
- Maintain a system of documentation using the AIG Identification Summary Sheet maintained in the student AIG file. This will ensure effective continuation of K-12 services. This documentation includes information about how the student was identified, how the student is currently being served, and how the student's services will continue or change as they transition from elementary school to middle school and from middle to high school.
  - Explore ways to digitize this process to reduce paper and to also allow easier access to information between GESs.
  - Work with the Office of Assessment and Research to utilize Powerschool to better track student AIG information, levels of identification, and to house the DEP.
- End-of-year transition meetings from feeder schools to the middle school to review program and student profiles, goals and services at the next level.
- GESs, Lead GES, and Director of Advanced Learning and Student Leadership will serve on transition meetings for 2E students as they transition between elementary and middle school and from middle to high school.
- GESs collaborate with classroom teachers annually to create and implement the Differentiated Learning Plan. These plans are created to address differentiation by grade level teams .

- For AIG students with unique needs - for example, students who are grade accelerated to another school - offer transition visits from feeder schools to middle school and high school level, where changes in service are discussed. These meetings should include teachers, school counselors, administrators, and GESs.
- Document gifted identification/service annually in AIG records with school-based GESs housing digital records of student scores and identification metrics.
- Continue to review expectations for record keeping, identification services, family communication, testing practices, instructional strategies, etc. with school-level teams on a recurring basis.
- Maintain system level databases. Collaborate with the Office of Assessment and Research to implement the new “data dashboard” as a way to standardize data practices and storage.

**\* Practice F**

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

It is important that we communicate effectively to ensure that our students have the social and emotional support they need to be happy and successful. This is particularly important when students are transitioning between buildings due to transfers or because they are entering middle school or high school. As we strive to improve outcomes for all students by ensuring appropriate rigor is in place it is also important that we also communicate about what supports our students’ need to be happy and content. We will continue to promote academic achievement as well as social and emotional development by educating the whole child through a continuum of services. It is important to incorporate student voice and choice as we implement support. When appropriate, students should be included in transition meetings. Social workers and Counselors should also be included in these efforts.

Our LEA response during the 2022-2025 Plan Cycle will include the following:

- Utilize existing collaborative team structures, like PLCs and MTSS to share tools and resources that support the social/emotional development of students in need of advanced opportunities

- Establish an interdisciplinary team including teachers, counselors, gifted ed, MLL, EC, administrators, parent representative and student rep as appropriate to focus on and plan for social and emotional needs of advanced learning students, including Twice Exceptional (2E) learners.

Support will include:

ALL: Tier 1

- Classroom Teachers, Support Staff
  - PBIS, Trauma Informed Care, Mentoring Programs, Advisories, Mindfulness, MTSS, Service-Learning, Second Step, Health and PE Units
  - Implement Paideia (g) within core instruction and in consultation groups to support students with understanding social/emotional needs
- Consulting for affective support:
  - Parent conferences
  - Library of resources
  - Gifted rating scales tool training to address non-teacher-pleasing behaviors (g)

SOME: Tier 2

- Support Staff, GES
  - PBIS, MTSS, Restorative Practices, I'm Not Just Gifted, Teaching Tenacity, Resilience, and a Drive for Excellence
  - Resource Development: compile resources both in literature and math to support social emotional health. For example, use professional resources such as Some of My Best Friends are Books (Halsted, 2005) to support bibliotherapy (g). This may also include biographies (ex:mathematicians in history) to understand social/emotional needs. Junior Great Books (g) or book clubs can also be resources.

FEW: Tier 3

- Team (Counselors, Psychologists, Social Workers, GES)
  - Bibliotherapy, MTSS, Restorative Practices

**\* Practice G**

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

In a 2015 report, A Nation Empowered: Evidence trumps the excuses holding back America’s brightest students, Dr. Colangelo notes, “One of the main causes of underachievement isn’t that the work is too difficult, it’s that the work is below what the student is ready to learn. And when a student becomes disengaged because he or she is bored, you see considerably less achievement.” For each of our students, a quality core curriculum is essential, but not necessarily sufficient. Some of our students often understand and can perform the skills that teachers are planning to teach before they teach them. We must be aware that students may exhibit similar characteristics and learning needs without a formal gifted identification. Our Office must work to make sure students have access to acceleration. Therefore, students with a demonstrated need require curriculum above and beyond Tier 1 in order to meet their unique needs. Students performing above Tier 1 should be moved into Tier 2 or Tier 3 interventions.

The CHCCS Acceleration Policy states (3420): Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options.

The district follows state guidelines for early entrance to Kindergarten. For the LEAP program, students who fit the quantitative and qualitative metrics laid out in Standard One for this magnet program are referred for placement to a district committee to evaluate the need for this self-contained placement. A wide array of Advanced Placement(g)

courses are offered at the high schools that all students have access to with or without an identification label. In grades 6-12, students can access Credit by Demonstrated Mastery as a pathway to acceleration. The process for CDM is clearly outlined on our CHCCS website. While the Office of Advanced Learning and Student Leadership does not directly facilitate the CDM process, we work closely with content area directors on answering parent questions, consulting on assessment practices. The office of Advanced Learning and Student Leadership also will work with all departments to actively seek out and support students who have been historically underrepresented in gifted programming at all levels including enrollment in honors and advanced placement courses. Our LEA response during the 2022-2025 plan cycle for this standard will include the following:

- The Iowa Acceleration Scale (IAS) is a systematic process for gathering quantitative and qualitative data that will inform the instructional placement of a student. A few students in K-8 will demonstrate highly precocious characteristics that prompt further investigation for acceleration. To address these unique circumstances, the IAS will be the framework for compiling a body of evidence to determine student readiness. Acceleration can include single subject acceleration (SSA) or whole grade acceleration (grade skipping). Members from the total school community collaborate to gather the evidence.
  - This process can be initiated by a parent/guardian, school administrator, GES, or classroom teacher who sees in the student a profound need for acceleration of grade or subject. The guardian will ask for a meeting with the teacher and GES to determine if there is adequate evidence to begin the grade acceleration process. This evidence would include data that demonstrates the student is at least a full year above grade level expectations in all core subjects. If yes, the GPT would convene with the Director of Advanced Learning in attendance to collect evidence required of the Iowa Acceleration Scale (IAS).
  - A school team working through the IAS must include the following: school administrator, counselor, school-based GES, Lead Gifted Education Specialist, the Director of Advanced Learning and Student Leadership, and other adults who know the child at the school and can speak to the social-emotional, intellectual, and academic needs of the child.
  - The team meets and uses the IAS to look at all pieces of the student's qualitative and quantitative data and makes a determination as to next steps, which might be to recommend whole grade acceleration, single-subject acceleration, or no action at this time. The family of the student is contacted, and the results of the process are shared.

- The family makes the final decision around whole-grade acceleration. If the placement is accepted and the acceleration occurs in the same school the child currently attends, the school team will work in concert with the family on a successful transition.
- Acceleration can also include virtual learning opportunities such as North Carolina Virtual Public Schools (NCVPS). NCVPS courses can be accessed by any student who expresses an interest in taking a course that is not offered in the 6-12 school setting by the child's base school, or if a student has maxed out the available course pathway at their school in a specific subject or area. High school AVID students will have the opportunity to take an NCVPS course for enrichment during the summer term provided the course is not offered at their base CHCCS school.
- Utilize the REIA and the Office of Equity and Engagement to review policies and procedures that may be barriers to acceleration pathways or opportunities.
- Under the direction of the Chief Academic Officer, develop clearer, centralized policies and practices around partnering with local universities for dual enrollment offerings, especially in courses that have been long-standing partnerships between CHCCS and schools such as Elon University. The Department of Advanced Learning and Student Leadership has just acquired dual enrollment as an area of oversight, so a review of existing practices is needed to adjust for improvements and expansion of the opportunity.
- Encourage the use of pre-assessments on a regular basis to inform curriculum compacting. When students demonstrate mastery prior to receiving instruction, compacted learning opportunities like challenge points for ELA and Math units designed by/or in collaboration with the GES should be offered. These challenge opportunities can supplant the regular classroom instruction rather than “only after” or “in addition to” the regular instruction.

**\* Practice H**

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

CHCCS is determined to close the expectation gap that often serves to limit the opportunities of our historically marginalized student groups. We will disrupt and dismantle the systems and structures which protect and maintain the gap. GESs work with MLL/EC and classroom teachers to extend services to students with a demonstrated need

regardless of identification. As we work to better identify our underrepresented students, we must also ensure that we serve them appropriately in a manner that will nurture their high potential and ability. Our goal is comprehensive, effective programming for all our students. We will continue implementing equitable methods for identification, and we will seek best practices and alternative instructional strategies for serving diverse populations. Our LEA response during the 2022-2025 Plan Cycle will include the following:

- Through Talent Development, use the observational components of the USTARS-PLUS and/or PETS observation scales, and other approved observational tools in all K-3 classes to gather and assess data to support identification.
- Use universal screening to capture the aptitude and achievement needs of all students and not only those students who are referred. We will use this data to support strength-based observations and qualitative data collection.
- Use the top ten percent of each student group to create an equitable identification pool.
- Use multidisciplinary teams composed of diverse lived experience staff to evaluate qualitative data for identification.
- Include equity coaches on district level identification/placement/appeal teams.
- Include equity coaches on the Gifted Program Advisory Council (GPAC).
- Actively recruit diverse lived experience members onto GPAC.
- Actively recruit staff from diverse backgrounds to attend ELON AIG Cohort training to increase diversity of AIG certified staff.
- Apply learning in the field to design opportunities that nurture (g) and build on the strengths of students from historically underserved and under identified student groups.
- School teams will collaborate to identify and cluster elementary students from the “emerging talent” pool especially in math. Through regular experiences with complex math tasks, students will be prepared to demonstrate potential for possible placement in compacted math pathways (g) in middle school. Also, students

identified as Emerging Talent in third grade will automatically rescreen for formal identification in fifth grade unless their family opts them out.

- Provide low floor-high ceiling learning opportunities for any and all students who show demonstrated need, independent from any identification.
- Use frequent pre-assessment to provide differentiated instruction to students with demonstrated need.
- Team with Head Start PreK programming to expose PreK teachers and assistants to strength-based learning observations to capture both pleasing and non pleasing behaviors often associated with students who have advanced learning needs.
- Work with community partnership to host information sessions on strength-based, at-home and community-centered learning and leadership opportunities.
- Use AVID pathways to advanced learning to ensure students who are first generation college families have support and celebration in their pathway to honors and AP courses.
- Include Executive Function and Twice Exceptional learning training for staff and families to increase understanding of learning barriers that may lessen access to honor and AP courses.
- Consider an “opt in” to honor pathways at the high school level for all students in order to increase access for students.
- Implement blended classrooms where standard and honors content is taught in the same classroom with the same teacher so all students have access to rigor and stretch.
- In the secondary grades, work with core academic subject directors and the Office of Equity and Engagement to provide appropriate training for teachers around the following:
  - Culturally Responsive Teaching practices
  - Paideia seminars
  - Flexible grouping

- Best practices for differentiation in order to address the move in our high schools to “blending” students who are signed up for honors courses with students who did not sign up for honors courses. This intentional work should be developed around where each traditional high school is in the process in order to build fair and equitable practices as classes in the core subject areas move to this blended model.
  - Example: current math teachers are involved in a book study around grading for equity. Another high school uses performance checklists and has students self-assess in order to help determine their grade for a course based on mastery of standards and skills, with the ability to earn honors distinction for the course.

**\* Practice I**

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

Chapel Hill-Carrboro City Schools offers many different clubs, organizations, and enrichment opportunities for all students, and the Gifted Education Specialists serve as facilitators for many of those activities for all students, not just those formally identified.

Our LEA response during the 2022-2025 plan cycle will include the following:

- Continue to sponsor and support (through direct supervision or co-facilitating) opportunities such as Model United Nations, National Junior Honor Society, National Honor Society, Theater productions, Musical performance groups, Art clubs, Gay-Straight Alliance Club, Student Leadership Clubs, robotics and STEM clubs, Math Olympiad and regional/national math competitions, Science Olympiad participation, Genius Hour during the school day, student-led projects, service learning opportunities, and more

**\* Ideas for Strengthening the Standard**

1. Work with entire school community to disrupt and dismantle road blocks that serve to benefit some students while hindering other students.
2. Support high school departments as they do the work to de track and desegregate school classrooms.
3. Increase communication with community members about enrollment in AP classes and the option of Credit by Demonstrated Mastery.

4. Increase communication with school staff and community about the impact of AVID in increasing honors and AP registration for students from historically under represented populations.

**Planned Sources of Evidence**

- \* District agendas where AIG topics are included: Instructional Service Department, MultiTier System of Support Team, Gifted Education Specialist, Equity Advisory Council, Senior Leadership Team, etc.
- \* Joint documents produced in collaborative work.
- \* DEP/IDEPs
- \* GES Process and Procedure Manual
- \* Revised Policy and Procedures
- \* Minutes/Plans/Notes from transition meetings

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	

Standard 3: Differentiated Curriculum and Instruction

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

The North Carolina Essential Standards (g) demand that core curriculum and instruction become more challenging, rigorous (g) and relevant to all learners. Planning methods emphasize the transfer of skills and knowledge across content areas. These goals highlight the effective uses of understanding, knowledge, and skill that we want students to be able to do when they confront new challenges, both in and outside of school.

The Standard Course of Study is an entry point for differentiation. As instructional teacher leaders, Gifted Education Specialists (GES) will continue to support the CHCCS initiatives for unit design and lesson planning to meet the academic and intellectual needs of our learners. GES participation in collaborative unit development and lesson planning will ensure that learning experiences designed for advanced learners align with and are an integral part of core instructional units instead of work that has no connection to the core instruction that is taking place in the classroom.

The shift to serve students more inclusively and coach teachers in best practices for rigorous instruction necessitates a blended service model. The Collaborative and Consultation Framework (Landrum, M.S. 2002) is a combination of direct and indirect service delivery. Collaboration and consultation should enhance, rather than diminish, existing school efforts regarding support services for gifted learners. The enhanced services involve the GES in modeling high level instructional strategies and co-teaching (g) differentiated lessons to support, engage and challenge all learners,

particularly students with advanced learning needs, in their classrooms. Direct services provided by the GES will also include instruction designed to meet the needs of highly gifted and intellectually gifted students within the classroom and/or in consultation groups. Sharing responsibility for student learning through indirect services, such as co-planning, data analysis that informs instruction, cycles of observation, tiering assignments and curriculum compacting (g), will provide for the varied needs of students, especially in their identification areas: gifted reading, gifted math, or intellectually gifted. GES also are available to support students who show a demonstrated need without an identification label.

Our LEA response during the 2022-2025 plan cycle will include the following:

- Interdisciplinary teams that include the GES will design and implement differentiated learning opportunities within grade and subject. This will include learning, interest and student readiness profiles to intentionally design differentiated units and lessons that are rich, rigorous and responsive to a wide range of learner needs.
- GES will collaborate with Professional Learning Communities (PLCs) (g) and individual teachers on an on-going basis to plan learning opportunities, model high level instructional strategies, to co-teach differentiated lessons, and support core teachers in engaging and challenging all learners, particularly advanced learners, in their classrooms. This will be evidenced by the bank of low floor-high ceiling lessons created by GES and classroom teachers, co-teaching schedules, and PLC meeting notes.
- School teams including GES, EC, and ML teachers will incorporate diverse instructional practices that address a range of learning needs, including those students who present as twice exceptional or who are emerging language learners.
- Lessons from the Department of Public Instruction's Academically and/or Intellectually Gifted Instructional Resources Project (AIG~IRP) (g) can be digitally accessed to provide Common Core-aligned instructional resources for students who show a demonstrated need and/or an interest in extension work.
- Collaborative teams will develop learning opportunities using technology as a delivery platform - e.g., flipped classrooms, Google Classroom, Canvas, Pear Deck, Jamboard, FlipGrid and other platforms that were developed during remote learning.
- Middle school teams that include the GES will support extension(g) and enrichment opportunities through clubs and special events, and through electives that promote executive functioning skills (such as AVID).

- Cross-departmental district teams will explore virtual classrooms and online resources to create personalized learning for students. Virtual learning and/or blended learning opportunities can be a viable platform for service delivery. North Carolina Virtual Public School (NCVPS) is an option for students who need coursework pathways not available at their building.
- District Director of Advanced Learning and Student Leadership will collaborate with Coordinators for ELA, Math, Science and Social Studies to align the LEAP curriculum with evidence-based and research-based materials that align with and extend the core curriculum.

**\* 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.

The Differentiated Education Plan (DEP) calls for enrichment, extension, and acceleration as required to meet the needs of advanced learners. A variety of program and curricular models are available to teachers to address a wide range of learning needs. Gifted Education Specialists in each elementary and middle school are adept at designing differentiated lessons and modeling effective instructional practices that can provide rigor and challenge for advanced learners. The Lead Gifted Education Specialist supports the high schools around these same topics in partnership with building-level instructional coaches. Our LEA response during the 2022-2025 plan cycle will include the following:

- Deductive and inductive logic activities (particularly K-3)
- Open-ended creative activities (particularly K-3)
- Spatial reasoning activities (particularly K-3)
- Challenging Common Core Math Lessons (3-5)
- Differentiated, Digitized, Core English Language Arts Curriculum
- Project-based learning opportunities K-12
- Professional learning opportunities for GESs, classroom teachers, and other school personnel on the development of low floor-high ceiling extension opportunities for all students in core

- Continue working with PLCs around how to utilize gifted characteristics checklists including examples of non-teacher pleasing behaviors of gifted students in order to address in class intellectual and social-emotional needs of gifted students
- GESs trained in the Paideia seminar method, with the expectation of using this training in classrooms with students and core teachers via modeling and co-teaching. This is for K-12 implementation and refreshing teachers as needed
- Continue the use of talent development and thinking skills in K-3 classrooms, utilizing PETS and U-STARs as a resource
- Frequent use of the TOPS tool in elementary schools in order to build student learning profiles and to effectively talent scout with classroom teachers
- Equipping GESs with Groundworks algebraic thinking materials as a way to differentiate math instruction in core classrooms
- Middle school GESs continue the practice of offering opportunities such as student-led projects, genius hour, etc. to offer enrichment to all students
- Collaborate with instructional coaches K-12 around how to extend and develop district-wide curriculum resources used by core teachers. This may include but is not limited to district endorse core curriculum, resources, or textbooks
- Continue to use the Credit by Demonstrated Mastery process as a way for highly gifted students to accelerate their learning. This is open to any student, but our HG learners utilize this frequently

Work with high school counselors and teachers to promote a diverse talent pool for application to the North Carolina Governor's School. This will include clearly communicated recruitment meetings, and application support for high ability students who may not have prior knowledge of the Governor's School opportunity.

**\* Practice C**

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

In collaboration with other curriculum and instruction leaders, the Director of Advanced Learning and Student Leadership will continue to seek and equip GESs with high level, researched-based supplemental resources that align with North Carolina Essential Standards and district curriculum. GESs will continue to stay up to date on best practices for enrichment and extension by attending and presenting at state and national conferences, maintaining subscriptions to professional journals combined with attendance at ongoing district professional learning opportunities, and will employ these resources and practices to support classroom teachers in providing high quality instruction. The total school community will ensure that instructional and supplemental resources are research or evidenced-based and augment the curriculum and instruction. Our LEA response during the 2022-2025 plan cycle will include the following:

- K-5 GESs will all be equipped with algebraic thinking materials as a way to scaffold, stretch, and differentiate core math instruction. This provides tiered assignments and activities for students at every level of mathematical development
- All K-5, 6-8, and Lead GES will be retrained in the Paideia seminar method as a way to assist teachers with differentiation around text and writing tasks in all subjects
- Maintain a digital inventory of supplemental materials such as Jacob's Ladder, Junior Great Books, and common texts on social/emotional support for gifted learners.
- Collaborate with Instructional Technology to organize and share enrichment and extension work created during the 2019-2020 and 2020-2021 school years for remote learning as a way to push out more differentiated resources and low floor-high ceiling work to K-5 teachers
- K-5 GESs will work with district and school-based instructional coaches on supporting district reading curriculum and ways to interpret and use the data for classroom instruction, flexible grouping, etc.
- 6-8 GESs will continue to work together and with the Director of Secondary Humanities around creating stretch work, novel study units, and more based in the district's common ELA curriculum with implementation and co-teaching occurring in the regular ELA classroom
- Lead GES will support high school instructional coaches and high school teachers around specific strategies such as Paideia seminars, use of pre-assessment, stations, and using varied texts in order to help differentiate within the increasingly heterogeneous groups in high school core classes

- Work as a department with the Director of Digital Learning and Libraries to see what schools already have access to as supplemental materials for core and how GESs can work with school-based media specialists around accessing and utilizing these materials with students
- Monthly GES PLCs will include time dedicated to resource sharing and curation, along with opportunities for GESs to teach each other best practices and test out new materials and ideas
- GESs will attend and present at professional conferences to gather materials and learn about research-based resources and strategies to support gifted programming.
- Continually support learning opportunities within the school community that allow for growth of all students, including students identified as Intellectually Gifted and Emerging Talent. Opportunities will include project based learning, interest-based exploration, student-led projects, genius hour and clubs/enrichment opportunities that allow for curiosity and demonstration of knowledge beyond achievement testing.
- Develop a small team of GESs to reorganize and better align current resources and documents in the common Google drive for GESs
- Talent Development K-3 will emphasize problem based and inquiry based lessons that tie concepts to real world situations, help diverse learners make connections, and encourage all students to demonstrate excellence. (USTARS/PETS/Paideia)(g)

**\* Practice D**

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

Recognizing that college- and career-ready skills are appropriate for all students including those in AIG programs, gifted services can support student opportunities for instructional units, coaching opportunities, cycles of observation, flexible grouping (g), teaching/learning experiences and AVID classrooms, etc. that encourage real-life applications. Our LEA response during the 2022-2025 Plan Cycle will include the following:

- Personalized learning opportunities will be enhanced using digital resources. Technology in CHCCS is now at a one-to-one ratio which can be a means for strengthening core, compacting curriculum, facilitating

communication and collaboration among peers, demonstrating innovative teaching and learning, providing low floor-high ceiling opportunities for all, providing flexible reading and math groups based on qualitative and quantitative data and student choice

- Our goal is that students will gain an ability to refine creation, collaboration, communication and critical thinking skills
- All students and specifically 2E students will engage in learning to address executive function skills such as self advocacy, planning, organization of materials, and time management skills that seek to maximize student strengths. Skill training that helps the student become more autonomous and independent are optimal
- Our goal is that students will gain the ability to self-advocate and self-regulate
- Students will engage in measurable goal setting to increase their ability to think critically about their own life-long learning
  - Our goal is that students will have choice and voice in their school experience whenever possible
- Student will have access in the total school community and encouraged support for learning opportunities including Model UN, service learning projects, Science Olympiad, Battle of the Books, Art of Problem Solving, as examples of opportunities that foster creativity and critical thinking
- All K-3 students develop collaborative problem solving skills during critical thinking skills when engaged in open-ended divergent thinking tasks.
- All students will have access to critical thinking, problem solving skills, respectful communication practice and collaboration opportunities during Socratic Seminars. This can be achieved in PreK-12 classrooms.

**\* Practice E**

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

Formative and summative assessments are included in core instructional units. This includes cornerstone tasks that require students to synthesize and transfer their learning, NC state check-ins, iReady data, elementary reading

assessments, district benchmarks at the secondary level, and other measures both formal and informal. Students create authentic products to demonstrate their deep understanding. These products can provide evidence of students' strengths and areas for improvement to guide grouping and instructional practices. Professional Learning Teams create and will review these products.

As CHCCS moves forward with district-level formative assessments (g) in the core subjects, more data will be available for PLCs to review on a consistent basis to inform instruction and differentiation practices. EVAAS data (g) from 2018-2019 demonstrates our students earning the highest scores are not achieving a year of growth for a year of instructional in some cases, especially in reading. Regular formative assessments will provide timely data that informs instructional decisions with all students in mind. Our LEA response during the 2022-2025 plan cycle will include the following:

- Use various gifted rating check lists, talent observation scales, and other formative data sources to structure whole-class, small group, and flexible group activities in the elementary classroom, specifically in grades K-3
- Use district assessment data, classroom based formative and summative assessments, anecdotal and observational data from teachers and GESs to create flexible groups for students who demonstrate need for extension beyond core. GESs can push in to work with small, flexible groups, co-teach and observe with the classroom teacher, and offer consultation on ways to interpret these data sources
- Use pre-assessments on a regular basis to inform curriculum compacting. When students demonstrate mastery prior to receiving instruction, compacted learning opportunities designed by/or in collaboration with the GES can supplant the regular classroom instruction rather than be available “only after” or “in addition to” the regular instruction. Differentiate for teachers what this looks like for K-5 and 6-12 classrooms
- Use End of Grade (EOG) summative testing data in conjunction with qualitative data to help with grouping of students and appropriate course selection in middle school via conversations between elementary and middle GESs.

**\* Practice F**

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

Students with advanced learning needs may have intense learning characteristics and may engage in behaviors that hinder their ability to achieve at their full potential. As advanced learners experience challenges, it is important for teachers and educators to be aware of the particular social and emotional characteristics of these learners. Further, it is important that educators address these intensities in the classroom in a manner that supports their students' healthy affective (g) growth as well as academic development. Our LEA response during the 2022-2025 plan cycle will include the following:

- CHCCS uses the Second Step Program (g) and Restorative Practices to support the social/emotional needs of students. Our Student Code of Conduct training ensures all staff are versed in ways to use restorative practices to repair and rebuild relationships with and between students and/or staff when a disruption to the social, emotional, and/or academic equilibrium occurs
- The Office of Advanced Learning and Student Leadership will use evidence-based curriculum resources and practices to address unique needs of high ability students. This includes bibliotherapy, I'm Not Just Gifted for elementary students, and Teaching Tenacity, Resilience, and a Drive for Excellence for middle school students.
- Lead Gifted Education Specialist will work with high school counselors and the Office of Student Services to create resources for families and students around topics such as academic anxiety, finding balance between rigor and joy when scheduling courses, and ways to address underachievement in all students
- Increase awareness among educators and parents of the social and emotional needs of students with advanced learning needs by hosting district information sessions both virtually and in person. GES will use a variety of gifted characteristic checklists to address non-teacher pleasing behaviors of gifted learners as a training tool. These behaviors can mask a student's learning needs. This training is appropriate for grades K-12 and can include PreK.
- Provide research-based tools, resources, and developmentally appropriate materials to address the social and emotional needs common in students with advanced learning needs. These topics could include perfectionism, underachievement, as well as ways to use a growth mindset and strength based lens on learning differences. These resources can be shared via building-level GESs at open houses, parent nights, GPT meetings, and via community groups. A bank of resources can also be added to the CHCCS Gifted Education website and updated as needed

- Build awareness of these needs among counselors in planned professional development sessions and solicit their help in addressing these with students, teachers and parents.
- Provide time during monthly GES meetings to discuss how GESs are meeting the social and emotional needs of gifted students at individual schools. This time can be used in some ways to develop commonly shared resources and supports
- Discuss Social/Emotional learning needs of students during monthly GES meetings to access best practice solutions and supports
- Ensure support for students from historically marginalized populations by focusing on anti-bias teacher training, culturally responsive teaching practices for gifted education, and understanding and interpreting behaviors as communication of learning need
- Lead GES works to monitor dropout and dropout prevention data for gifted students to help schools develop plans to retain these students and ensure a path to graduation
- Director of Advanced Learning and Student Leadership collaborates with district EC support specialists when working with 2E students, especially during key transition points, IEP meetings, etc. around goal setting, social/emotional supports, and ways to increase teacher capacity to implement the goals of the IEP to support student independence and growth
- Collaborate with the Hospital School Principal to support the needs of this group of students
- Collaborate with Phoenix to support the learning needs of this group of students

**\* Practice G**

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

Students should be consistently exposed to rich, rigorous learning experiences that challenge them to stretch their thinking. These experiences are required for all learners including those with advanced needs to sustain progress.

Exposure is especially important in the early elementary grades as we nurture the potential of developing minds with opportunities to explore, manipulate, create, and make sense of the world.

Our focus in K-3 is nurturing the potential of young students through Talent Development with the option for students who consistently show progress typically two years beyond grade level expectations to be identified as gifted by a multidisciplinary school based team prior to universal screening in 3rd grade. Through whole class lessons that target thinking skills, coupled with purposeful cycles of observation and data gathering, GES and classroom teachers collaborate to develop the strengths and emerging talents of all students. We aspire to cultivate the potential of all students before beginning formal identification. We want to especially consider under-represented populations of students. Monitoring student strengths displayed during learning activities and compiling evidence with artifacts over time can appropriately lead to identification after universal screening for most of our youngest learners. The use of the observational components of the gifted behavior/critical thinking observation scales, and other approved observational tools in all K-3 classes will be key to gathering and assessing needed data. Our LEA response during the 2022-2025 plan cycle will include the following:

- The classroom teacher and GES will use the TOPS/PETS observational tool and/or other approved observational tools to gather data in K-3 classrooms.
- Classroom teachers and GES will use low floor -high ceiling extension work to offer stretch work to any interested students with a focus on using language that lifts up the fun of challenge. “If you liked this, try this!”
- Supports in K-3 can include small groups of emerging talent students that work directly with the GES to build critical thinking skills and bridge the TOPS/PETS tool observations
- Lead GES and Director of Advanced Learning will explore ways to support PreK teachers in recognizing and growing the potential of pre-K-age students. Providing experiences sooner rather than later will help address the opportunity gaps for students who are school dependent learners
- District Director of Advanced Learning will work with PreK Director to plan and lead teacher and assistant teacher training on the hallmarks of strength based observation for our Pre K learners

### \* Practice H

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

While Professional Learning Communities (PLC) have greatly increased the level of teacher collaboration in schools, they do not always allow consistent time for the GES and general education teachers to collaborate as needed. Deliberate and consistent time for co-planning is necessary for differentiating lessons, for ensuring curriculum alignment, for implementing DEP strategies and for collecting appropriate portfolio samples.

GESs also need support in developing and implementing differentiated curriculum in conjunction with EC, MLL, instructional coaches, and other school personnel who directly impact instruction. For this to happen, intentional scheduling and clear outcomes have to be present. Our GESs serve as trained experts in creating stretch and enrichment opportunities for students, and extending beyond core and sparking excitement and joy for learning are part of this work.

Our LEA response during the 2022-2025 plan cycle to standard 3h will include the following:

- Encourage school-based administration to include GESs at all grade levels on school level Instructional Leadership Teams in order to add an acceleration lens to work on core curriculum
- Utilize GESs on grade level PLCs in grades K-5 and in core subjects in grades 6-8. Lead Gifted Specialist works to support high school instructional coaches in collaboration with key PLCs at the 9-12 level. All GESs work to co-plan and assist with differentiated lessons, content, processes, or products. GESs also have flexibility to consult and advise on products and lessons (when PLC scheduling conflicts arise) developed by PLCs and to co-teach as appropriate to model
- The Director of Advanced Learning and Student Leadership will work with the Office of Student Services to better streamline structures and roles for GESs when they are called to consult on meetings involving academic and intellectual needs of gifted students who fall under the EC umbrella or 504, specifically the MTSS process at the secondary level
- The Director of Advanced Learning and Student Leadership and/or the Lead Gifted Education Specialist will serve on district levels teams in collaboration with other departments to add perspective around district initiatives

such as standards-based grading, using all types of data to inform curricular decisions, and plans to increase the enrollment of students from historically underrepresented groups in honors and Advanced Placement courses

- Continue partnering with the Office of Equity and Engagement along with the Directors of Math/Science and Humanities to look for and use culturally relevant and diverse curricular resources to use with all students, specifically materials that allow for differentiation and rigorous instruction

**\* Practice I**

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

The district will continue to use the Differentiated Education Plan (DEP) and Individualized Differentiated Education Plan (IDEP)(g) to document differentiated plans for identified students based on intensity of demonstrated need. GESS will continue to use the DEP/IDEP to facilitate communication with parents, teachers, and students about how differentiation occurs. The DEP/IDEP is included in the AIG records of all fifth and eighth graders as they transition to middle and high school. Our LEA response during the 2022-2025 plan cycle will include the following:

- Investigate ways to utilize tools such as Powerschool to house the DEP/IDEP and how to best use electronic document delivery for parents/families to receive the information
- Work with teachers on how to utilize Powerschool as a means to understand the differentiated needs of AIG students via the AIG Program, Special Programs, and Custom Screens sections of the platform
- Create a team to research and develop a prototype of a new DEP/IDEP that allows for more personalized discussion of differentiated services using available resources and feedback from GESS, teachers, and families on the current DEP structure
- Schedule intentional office hours for families to review the DEP with school-based GESS once DEPs are sent home. This could also be done in conjunction with parent-teacher conference days, open houses, etc. as a

means to meet with parents at different times and access points

- Work in PLCs in grades 4-12 to review DEP creation, implementation, and uses for the document as a living, viable tool with student success in mind
- DEPs will be reviewed during spring meetings between elementary GESs and the receiving middle school GES to facilitate appropriate grouping, course level placement, and social-emotional support for AIG students
- High school DEPs will support a course plan that encourages rigorous and advanced course selections including extracurricular opportunities. Collaboration with counselors and AIG/AVID Specialists to monitor student progress through PowerSchool, including the Graduation Requirements screen, will provide a formative assessment that encourages us to be proactive if the need for intervention arises.
- Utilize DEP and other identification documentation to support plans made for MLL, EC, and/or 504 students in meetings such as monitoring language acquisition, IEP, 504 development, and/or MTSS. This will allow for a strength-based approach to be used
- Potentially offer small group activities or paired work with others to allow diverse groups to work in situations with peers who are most like them. (ie. girls only coding group or math group).

**\* Ideas for Strengthening the Standard**

1. Explore affinity group theory.
2. Explore use of office hours to personalize the DEP/IDEP experience for families.
3. Consider ways to increase internship and mentoring opportunities with the local business community.

**Planned Sources of Evidence**

- \* Agenda notes from District MTSS/2E/GES meetings
- \* Notes from coaching sessions and cycles of observation
- \* Documented activities with community partners

\* Calendars/Meeting Notes/Family communications

**Documents**

Type	Document Template	Document/Link
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AIG Standard 3 Additional Resources	N/A	
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Standard 4: Personnel and Professional Development

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 4: Personnel and Professional Development**

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

**\* Practice A**

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

With about 30% of our student population identified as gifted, it is imperative that the district maintain an AIG-licensed educator to oversee its gifted program. The demand for effective, quality, differentiated instruction and certified, trained staff to meet those demands is critical.

Our district employs an AIG licensed Director of Advanced Learning and Student Leadership whose role includes guiding, planning, developing, implementing, revising, and monitoring the AIG plan/services for CHCCS. Our LEA response to continue this practice during the 2022-2025 Plan Cycle will include the following responsibilities:

- Maintain procedures of student universal screening and identification
- Establish written policies that safeguard the rights of AIG students
- Implement Local Plan with fidelity
- Ensure intentional programming for cultivating and developing the potential of young (K-3) students
- Provide professional learning and job support for GESs on a regular basis
- Work with other district personnel to provide professional learning for the district

- Collaborate with GESs to develop, implement, and monitor program services and parent and community involvement
- Assist GESs' coordination of AIG testing in their buildings for a universal screening of students in grade 3, new-to-district students, and referred students.
- Maintain accurate student and program records in accordance with local and state policy
- Actively participate in regional and area coordinator meetings, professional learning, and other statewide initiatives to support gifted programs
- Support advanced learning programming including
  - Governor's School
  - Advanced Placement
  - Early College
  - Middle College
  - AVID
  - Dual Enrollment
  - Student leadership/advocacy groups

**\* Practice B**

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

AIG service delivery is a combination of direct and indirect services, primarily through differentiation in the general education classroom. There is currently one full-time Gifted Education Specialist(GES) at each elementary school and each middle school. The Lead GES position provides consultative support to instructional coaches at the three high

schools. The Lead GES also serves as the coordinator of the high school AVID program for Chapel Hill-Carrboro City Schools, providing a layer of support for high ability students. The Lead GES will actively support the leaders in both the instructional coaching and AVID site coordinator positions.

Direct Services - Services and provisions developed and implemented by the GES. The GES works directly with students and gifted programs. Examples include but are not limited to the following:

- GES directs the universal screening and referral process in their building
- GES trains building level teams on the use of qualitative and quantitative universal screening tools
- GES co-plans and teaches lessons with classroom teachers that extend the learning and stretch point for students based on demonstrated need for extension beyond core. This applies to all K-12 classrooms
- GES leads lessons with students that focus on higher order and critical thinking skills as a talent development tool in grades K-3
- GES develops and provides learning centers and activities for classrooms while assisting and coaching teachers in monitoring progress of students
- GES teaches differentiated lessons to students offering opportunities for extension, enrichment, and appropriate rigor

Indirect Services - Shared responsibility for student learning - Any service that the GES and other teachers or specialists co-plan and/or co-teach. These services include provisions for gifted learners that are prepared and delivered in the general education classroom as well as lessons delivered in a separate setting, outside of the regular classroom. Examples include but are not limited to the following:

- GES provides information or training to classroom teachers/staff on instructional best practices for gifted learners, identifying gifted characteristics, meeting the social/emotional needs of gifted students
- Works to educate teachers on various levels of gifted identification and how each is supported in the classroom

- GES models lessons for classroom teachers
- GES assists classroom teacher with differentiating instruction for all students including tiered assignments and tiered rubrics(g)
- GES conducts cycles of observation including co-planning, co-problem solving, and reflection
- GES co-plan and design instruction for individual students with unique needs
- GES consults and collaborates with PLCs to create extensions within the core curriculum for all students to access (ex: low-floor/high-ceiling activities)
- GES gathers and creates instructional resources and materials for classroom teachers for use with students
- GES assists classroom teachers with curriculum compacting, independent studies, service learning projects, interest-based learning centers, and individual learning contracts (g)
- GES supports PLC data talks by monitoring student achievement data to design flexible instructional groups
- GES communicates with teachers, parents, educational support staff, administrators, and students about gifted policies
- GES uses PLC meetings and common planning to assist with the following:
  - plan for implementation of unit/lesson extension activities
  - plan for implementation of extended learning opportunities based on DEPs/IEPs
  - plan for implementation of talent development lessons including socratic seminars to foster critical/creative thinking and intellectual coaching for all students
- GES meets with teams to review student progress on DEPs/IDEPs and to make adjustments as needed

Our PSU response during the 2022-2025 plan cycle will include the following:

- Director of Advanced Learning and Student Leadership communicates direct and indirect services of GESs to school and district administration
- GESs will engage in leadership and professional development through book studies, workshop attendance, PLC time for collaborative planning and problem of practice discussions, and access to both research and experts based on requested need
- Director of Advanced Learning and Student Leadership will assist school administrators with supporting the GES in the Teacher Leadership Standards
- Director of Advanced Learning and Student Leadership coordinates AIG summer testing window for students who are new-to-district.
- GESs will take part in monthly, full day PLC meetings in order to assess program implementation, review assessment and qualitative data, and to address learning needs as they arise
- GESs maintain an updated calendar that accurately represents their schedule including planning, meetings, direct instruction, parent communication and assessment.
- GESs participate in 504 and IEP meetings to advocate for twice exceptional students
- GES will participate in action research to address evolving best practice in areas such as Twice Exceptional Learners, Equitable Assessment to determine giftedness in underserved populations, Implicit Bias, and other areas as determined by district needs

**\* Practice C**

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

GESs, teachers of AIG students, administrators, counselors, and specialists need on-going professional development to effectively deliver AIG services within the total school community.

To address the needs of diverse populations, professional learning focused on gifted learners is included in PSU district PD opportunities. It is an expectation that instructional excellence focused on thinking and problem solving will be evident in all classrooms.

Our PSU response during the 2022-2025 plan cycle will include the following:

- Through collaboration with the Director for Professional Learning and the Director of Advanced Learning and Student Leadership, design and deliver professional development opportunities to include the following topics:
  - Recognizing characteristics of gifted students/emerging talent students across domains and subject areas
  - Specific training around gifted learners for beginning teachers at all grade levels
  - State and local policies for the education of gifted students
  - Social emotional needs of gifted learners
  - Understanding the twice-exceptional student
  - Adapting instruction and curriculum by differentiating content, process, product, and environment as well as personalized learning strategies
  - Educating teachers on using strength-based language and an equity mindset when looking for talent in students, especially those from underrepresented populations
  - Addressing giftedness in PreK learners from historically marginalized student groups
  - Addressing underachievement in secondary learners
  - Developing professional learning about students identified as Emerging Talent and Intellectually Gifted. Many students from underrepresented populations fall into these categories, and our team needs more support and learning around how best to identify and grow these learners to perhaps receive a different level of identification later, as well as how to partner with others in the school community to support these students

- GES provides specialists and teachers with additional training on use of research-based qualitative checklists and tools for identifying high potential in students from a variety of non-traditional backgrounds

**\* 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.

CHCCS has an incredibly large number of students who qualify for gifted identification. The goal of each identified student having a teacher with gifted licensure is a heavy lift in our district. We propose using a combination of policies to reach this goal over several years.

It is expected that every GES and LEAP teacher has AIG licensure. If a GES or LEAP teacher does not have gifted certification prior to being hired in the position, they agree to gain AIG licensure within 24 months. Each GES provides curriculum supports to teachers with gifted clusters (a group of 4 or more gifted students). Clusters are located in mixed-ability classrooms; however classroom teachers do not necessarily have licensure. With the high number of gifted students in the district, and our primary service delivery method of differentiated instruction in the regular classroom, the CHCCS professional development priority must be deepening teachers' understanding and use of differentiated instruction and rigor in the classroom.

CHCCS currently supports general education teachers with tuition and other incentives for acquiring AIG licensure. Our LEA response during the 2022-2025 Plan Cycle will include the following:

- The Director of Advanced Learning and Student Leadership meets annually with administration to discuss and provide research that supports cluster grouping.
- Continue to support building teacher capacity with professional pathways for AIG Licensure:

PATHWAY 1: ELON University Cohort leading to AIG Licensure

\*Benefits:

1. District-funded with 3 years commitment from teacher after licensure

2. Participants who complete the coursework can transfer their four classes to a masters degree pathway at Elon University

PATHWAY 2: Develop a district-created course that leads to teachers successfully earning gifted education licensure via the PRAXIS

Benefits:

1. Face-to-face / year-long
2. Focus on best practices for immediate classroom application including DPI AIG Booster Shot Professional Learning Lessons
3. Exposure to best practices in differentiation for grades K-12 with opportunities to implement and practice strategies and get feedback in their own classrooms
4. AIG PRAXIS prep with embedded equity training
5. Professional learning credits issued when certification is completed and district will pay for first PRAXIS attempt

**\* Practice E**

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

As the district continues to move forward with the priority goal of improving the overall quality of instruction in our classrooms, gifted education personnel must continue to be involved in the conversations. Our superintendent has charged us to lead simply by using data, aligning work to the strategic plan and centering equity in all decisions. Because our district has so many advanced learners combined with a long standing opportunity gap, it is imperative that The moves we are making in our new plan are focused on those directives. Our PSU response during the 2022-2025 Plan Cycle will include the following regarding recruitment efforts:

- Evaluate effectiveness of the Elon University cohorts by interviewing and observing Elon cohort graduates who are still in our district.
  - Maximize their work to speak to their peers and colleagues about the benefits of the licensure
- LEAD GES conducts information sessions with secondary educators to address benefits of gifted licensure including
  - Differentiation practices best suited to meet the needs of blended classroom cohorts
  - Use of pre assessments to create appropriate student grouping based on readiness, interest, choice
  - Curriculum writing to support diverse learning needs
  - Identifying student talent in standard level courses
  - Coaching and guiding students into honors based on data and observation
- Work with the Office of Professional Learning and Human Resources to tap into candidates in the TA to Teach pipeline about ways to add on gifted education licensure to their initial certification.
- Use new teacher orientation opportunities to speak to the benefits of adding gifted education to their teaching license by discussing how it enhances their professional learning, job opportunities, higher education opportunities, etc.

Our PSU response during the 2022-2025 plan cycle will include the following regarding retention efforts:

- The Office of Advanced Learning and Student Leadership will work with school administrative teams around how to create leadership opportunities for GESs, and AIG licensed teachers, such as peer evaluators, School Improvement Team membership, instructional planning team, MTSS, etc.
- Advocate the creation of awards, recognitions, etc. that allow GESs to be celebrated for their work in our district
  - Examples: Superintendent's employee recognition program, work with local Public School Foundation to create monetary awards to recognize excellent GES performance via school/parent nomination

- Financially sponsor CHCCS gifted certified teachers to present at the NCAGT Conference and/or other conferences to promote/share successful strategies in CHCCS around differentiated instruction and best practices for identification, talent development, etc.

**\* Practice F**

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

Our district is committed to disrupting the pattern of under identification of historically underserved and underidentified students. Professional Learning Communities (PLCs) and other small group meetings can provide opportunities for school staff to plan collectively for dynamic and individualized classroom experiences. Regularly designated time for this work is critical, and administrative support is critical to ensure that such time is allotted. Our PSU response during the 2022-2025 plan cycle will include the following:

- Collaborative planning time will allow GES to meet on a regular schedule with PLCs
- Instructional leadership teams will provide feedback to fellow GESs, classroom teachers, principals, etc. concerning “look fors and ask abouts” following classroom walkthroughs, analysis of student work, etc.
- Share learning from national/state gifted conferences during GES team meetings and school PLCs regarding equity and excellence in gifted education
- GES will have district paid membership to the National Association of Gifted Children
- Meet monthly as a district level PLC to plan and/or share curriculum for advanced learners.
- Provide and engage in virtual meeting opportunities (Google Hangouts, etc) for sharing details of AIG procedures, idea sharing, book study, coaching reflections, etc
- Team with Human Resources to provide Myths of Gifted Education Training to all Beginning Teachers
- Team with Office of Equity and Inclusion to make sure Equity Specialists are present at recurring AIG plan implementation meetings, serve on school teams regarding LEAP decision making and AIG identification, vet and review PD around topics such as non-teacher pleasing behaviors and the myths of gifted education

- Provide community training and conversation around myths of gifted learners, underrepresentation in historically marginalized groups, and the disruption of deficit narratives.
  - Recurring virtual meetings
  - Collaboration with Gifted Program Advisory Council (GPAC) and Special Needs Advisory Council (SNAC) and Equity Advisory Council (EAC)

**\* Practice G**

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

The Office of Advanced Learning and Student Leadership is focusing on an ambitious course for this plan cycle around specific areas, namely: closing the opportunity gap, building teacher capacity around talent development and differentiation, and increasing the number of gifted certified staff, especially staff from historically underrepresented groups.

To achieve these goals, our PSU plans to do the following in the 2022-2025 plan cycle:

- Schedule and map out professional learning opportunities with the Office of Professional Learning in order to maximize attendance and increase opportunity, as well as offer sessions based on the district's goals and strategic plan
- Share gifted identification data with stakeholders at the start of each school year to track progress in closing opportunity gaps.
- Attend Human Resource recruitment events to promote gifted licensure pathways.

**\* Ideas for Strengthening the Standard**

1. Work with PreK director to train PreK staff in ways to identify emerging talent in our youngest learners.
2. Explore ways to increase AIG certification via micro credentialing at the district level.
3. Explore ways to improve content of course work provided by Elon University to include more equitable and diverse

examples of giftedness.  
 4. Continue to increase partnership with New Teacher Orientation team to include AIG training sessions.

**Planned Sources of Evidence**

* Human Resource records
* Professional Development training records
* GES job description
* GES Meeting/PD Agendas

**Documents**

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

Standard 5: Partnerships

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

District schools partner with the community through various avenues. To build and maintain meaningful partnerships, our LEA response during the 2022-2025 plan cycle will include the following:

Our Gifted Program Advisory Council (g)(GPAC) and school personnel will identify leaders from business and industry, other community agencies, and parent networks who may be willing to partner with the district in supporting programming options and services for gifted students and whole school enrichment.

- Our District level GPAC meets monthly to discuss the needs of gifted learners and students who are in need of extension and challenge. GPAC members team with school based groups such as School Improvement Teams and Parent Teacher Associations to create two way communication pathways. Representatives connect with Principals to determine how to work together with School Improvement Teams and Parent Teacher Associations.
- Cross-disciplinary teams will explore ways to support family involvement with community events, school-based curriculum nights and enrichment activities to increase partnerships with families. The Office of Advanced

Learning and Student Leadership will work to create standard presentations and support materials for building-level GESs and administrators to use for open house, parent nights, etc. to ensure common messaging.

- Develop community-friendly materials and learning opportunities that help to enlighten families around topics such as:
  - Interpreting universal screening data
  - Characteristics of giftedness in young children
  - Levels of identification for giftedness
  - Supporting the emotional and social needs of gifted learners
  - Twice-exceptional students
  - Collaborate with the Department of Equity and Engagement to explore scholarships, internships, and mentorships for students using a strength-based lens, particularly at the secondary level.
  - Explore partnerships to support social/emotional needs of students, and to create a GES library of books and resources for students and families based at each school, preferably in a variety of languages. This will facilitate communication with PTA, SIT and other parent groups about the social and emotional needs of advanced learners.
  - GESs participate in Multi Tiered System of Support (MTSS) and IEP meetings to support potential 2E students and to assist parents and staff with examining gifted characteristics/behaviors through a strength-based approach District Director and/or LEAD GES participate in transition meetings for 2E students as they enter 6th and 9th grade. This invitation is automatically generated by the Program Facilitator and case manager and not reliant on guardians to make the request.

**\* Practice B**

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

Information is communicated via parent meetings at each school, school and district websites, newsletters, phone and email communication, conferences on request, GPAC meetings and written correspondence with guardians. Communications will continue through current and new technologies. Our LEA response during the 2022-2025 Plan Cycle will include the following:

- Collaborate with IT to investigate a digital tool that allows ongoing parent feedback/input concerning the AIG Plan. Ensure that this tool is language accessible.
- GESs will provide feedback to the district on the effectiveness of the AIG plan and our communications to guardians. This time can be built into monthly GES PLC meetings
- Identify key pieces of information that should be shared in a consistent way by all (i.e. deadlines, definitions, etc.) and develop district materials to support the communication. Also, ensure the district AIG website is refreshed and revised often to make families aware of updates
- Utilize the Translation team in CHCCS to normalize the translation of key documents, deadlines, testing window communication, etc. into multiple languages and to utilize the district Communications office to reach as many families as possible
- Consider hosting district wide information nights to encourage consistency of information being shared with families. This will be done via the Office of Advanced Learning and Student Leadership
- The Department of Advanced Learning and Student Leadership hosts an annual LEAP information session for 3rd grade parents and others who are interested in learning more about this self-contained classroom setting. Director and Lead GES address misconceptions and answer community and family questions.
- All communications will be available in the district's top five languages in order to ensure that there is equal access to the information.

**\* Practice C**

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

The purpose of the school Gifted Programming Team (GPT) is to provide updates on the status of gifted programming at each school and to invite input for enhancements to improve services. This role complements the GPAC role. Members may also be called upon to volunteer at parent or student events. At least two GPT meetings will be scheduled, one in Fall and one in Spring. The meeting schedule will be provided by the school Gifted Education Specialist. Members of the school-based GPT may include: Gifted Education Specialist, administrator, instructional coach(es), classroom teacher, parent/guardian GPAC representative. It should be noted that parent/guardian representation is not allowed when students are being discussed by the GPT.

GPT participation requirements:

- Representatives should attend scheduled meetings regularly.
- The school GPT requires up to two annual meetings, usually during the school day.
- The school GPT representative typically attends GPAC meetings which are held virtually, one evening per month.
- In case of a scheduling conflict, the representative should secure an alternate rep and notify the school GES/Coordinator as appropriate to provide the name of the alternate.

Family members complete an application that they can access through the GES at their school. The application is reviewed by the school Gifted Programming Team. The GES will notify parents of their selection. Co-representatives may be selected to share responsibilities.

Our LEA response during the 2022-2025 Plan Cycle to further address this standard will include the following:

- Actively recruit membership from diverse lived experience populations. Also, ensuring notifications about opportunities to serve on GPAC and school-based GPTs are sent in translated languages

- Continue to include student representatives from each traditional high school
- Seek to include district staff on the GPAC - ex: school psychologist, counselor, equity team members, Pre K representative
- Continue to include participation from Special Needs Advisory Council and Equity Advisory Council

**\* Practice D**

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

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

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

GPAC representatives are eager to improve communication with our families and community concerning opportunities available for students and families. Our LEA response during the 2022-2025 plan cycle will include the following:

- Increase GPAC meeting accessibility by continuing to hold meetings virtually and by using accessible platforms such as Zoom
- Commit to ensuring the availability of translated documents in the district's top five languages
- Utilize a standardized presentation outlining the screening, referral, and identification processes EACH year to teachers and other stakeholders across the district. Post on the school and/or district website. Consider all relevant audiences, and tailor the presentation for each audience. Collaborate with the ESL Department to have translators available.
- Collaborate with Title I to prepare and present materials to families during community events (eg Family Engagement Summit, Kindergarten Kickoff, Back to School Festival, etc). The Department of Advanced Learning and Student Leadership will present information relative to academics, social/emotional wellness, and into traditionally high stakes transition years including Kindergarten, 6th and 9th grades.

**\* Ideas for Strengthening the Standard**

1. Improve content of district AIG website to include more frequent updates using more user friendly language.
2. Continue to hold meetings using a combination of virtual formatting and face to face meetings in the location best for historically under represented populations.
3. Provide child care for face to face meetings.

**Planned Sources of Evidence**

* Improved website
* GPAC meeting notes
* Enrollment data
* AIG database
* NC DPI AIG headcount
* District AIG documents and timelines
* Planning notes from parent/guardian/community meetings

Documents		
Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

Standard 6: Program Accountability

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 6: Program Accountability**

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

**\* Practice A**

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

A comprehensive AIG Plan in compliance with state legislation and policy will be updated and approved by the CHCCS Board of Education. This plan will guide the work throughout the three-year cycle and will lay the groundwork for program revision and implementation. The plan will be submitted to SBE/DPI upon approval by the CHCCS BOE. Our LEA response during the 2022-2025 plan cycle will include the following:

- Create a diverse team to lead development of the local AIG Plan; team includes Gifted Education Specialists, Equity Specialists, the Department of Assessment and Research, Director of Advanced Learning and Student Leadership, and Lead Gifted Education Specialist
- Gather input from stakeholders to inform the process and development of the plan at various stages of completion. Focus groups have included student comments and observations, parent and family reflections on gifted education, feedback on drafts from GESS, application of the REIA in decision making, and more
- Develop AIG Plan and policies based on program feedback and implementation of the current plan.
- Describe implementation of each practice in the plan by ensuring language is clear and effective.

- Attend regional/area meetings and technical assistance webinars with DPI to support plan development

**\* 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.

Monitoring and guiding implementation of the plan is the role of the Director of Advanced Learning and Student Leadership. The GPAC along with GESs and other stakeholders support the implementation of the plan. Our LEA response during the 2022-2025 plan cycle will include the following:

- At the beginning of 2022-2023 plan year, a team will prioritize planned actions for the work to be accomplished during the plan cycle, with a focus on GESs understanding and being able to articulate the details of the plan to school personnel, families, and community members.
- The Director will conduct a stakeholder survey in year two of the plan cycle to gather feedback for the next plan cycle. There will be a specific focus on the perception and success of our identification measures from various stakeholders
- School teams will monitor implementation of AIG standards annually. Updates/progress will be shared with the BOE and GPAC.
- Collect formal and informal data to identify areas of program improvement. Each standard and practice will be considered. This analysis will ensure service delivery is equitable and consistent across schools; examining data from instructional walkthroughs, documentation of the screening, referral and identification process, and observations of GESs doing their work will help as a measure.
- Complete interim reports to NCDPI to assess progress towards program implementation and effectiveness. Feedback from individual schools, district level staff, and other key stakeholders will be considered. Report progress to GPAC, BOE, and other district leadership.
- Utilize district communication channels such as administrative update emails, district-wide messaging, etc. to provide updates to implementation of the plan

- GESs form expert groups to focus on selected standards and practices. This consistent monitoring and reflection will support implementation of the plan with fidelity and alignment.

**\* 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.

State funds allotted for AIG programming continue to be used appropriately. CHCCS supplements its state allocation with local funds that exceed the state allotment. The majority of local dollars are slated for GESs and/or LEAP teacher salaries. Fund expenditures are managed by the program Director and monitored by the Chief Academic Officer and the district's Departments of Finance and Human Resources. Our LEA response during the 2022-2025 Plan Cycle will include the following:

- Equitably prioritize people, resources, and professional development based on program needs and the value added and in consideration of the unique needs of a variety of school populations.
- Annually review funding in conjunction with the Chief Financial Officer and discuss alignment of plan with budgeted resources.
- Advocate for other funding sources such as grants and partnerships, particularly with community organizations who could sponsor enrichment opportunities for students, regardless of identification
- Continue to monitor expenditures through the use of a formal fund request process that values materials and expenditures that maximizes student learning support. Each GES will have a small budget to work with to purchase materials for the benefit of school-specific programming.

**\* Practice D**

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

Student performance/growth data is made available through the Office of Assessment and Research. CHCCS must use the data to inform instruction, and we must use data in different ways to address our gaps in identification of gifted students. This is particularly important for addressing opportunity gaps and excellence gaps. Our LEA response during the 2022-2025 plan cycle will include the following:

- Collaborate with the Office of Assessment and Research throughout the year to review growth for AIG Students and plan ways to address needs of AIG students. Data analysis can include EOC (g), EOG (g), AP, ACT, PLAN, EVAAS, etc.
- Study the demographic data of our identified students and examine achievement data for each student group as a way to assess the impact of identification on student performance. What patterns and trends are present, and how can this data inform our policies and practices with an equity mindset?
- Include this data in discussions of student growth among administrators, teachers and specialists across the district and use this data to inform instruction for AIG students and high ability students. Be intentional to monitor student progress through a variety of lenses that include high ability students from underrepresented populations.
- Collaborate with the Office of Assessment and Research to determine what and how data will be shared with community members
- Teams will review annual drop-out data to monitor AIG and high ability students. Create and implement steps to follow up with parents and/or students to find out why these students left school. Use the information to inform action plans to prevent future drop-outs.
- Gifted testing results will be shared with staff during PLC and MTSS meetings to inform instruction. A framework will be developed to facilitate and guide these data discussions, including support for how teachers interpret screening data and reports.
- Review school-based data to monitor/track AIG student progress.
- Train GESS on interpretation of a variety of data used to monitor AIG student growth. (EVAAS (g), EOG, etc.)

- Collect other indicators of student performance that speak to the “success” of AIG students. This may include: qualitative talent development evidence of gifted characteristics (checklists, surveys), number of internships or mentorships, college acceptance information, scholarship information, successful AP completion rates, student surveys, etc.
- Intentionally review data concerning underrepresented populations, especially looking to see if district identification demographics are matching the district population of student groups. We will also monitor the rate of students from underrepresented populations enrolling in honors and Advanced Placement courses at the high school level, with or without a formal gifted identification.
- Monitor achievement data of elementary and middle school gifted students, paying particular attention to students who are identified as highly gifted who are not served in LEAP. Use the data to inform instructional decisions for these students.

**\* Practice E**

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

- We remain committed to increasing the inclusion of underrepresented populations in AIG. Our LEA response during the 2022-2025 Plan Cycle will include the following:
- Work within the total school community to provide a school roster of AIG students to 504 coordinators, program facilitators, principals, school counselors, ESL teachers, and classroom teachers who have AIG student clusters.
  - Review student performance data quarterly to ensure that scaffolds are in place to support growth and retention for culturally diverse students if needed.

- Team with the Office of Student Services, Special Needs Advisory Council, Gifted Program Advisory Council and classroom teachers to address the needs of 2E students, including how to identify and serve these students, how to support parents, and how to train teachers.
- Monitor data of AIG identified students for HS graduation, GPA and number of AP courses
- Monitor demographics of students identified for gifted programming, and use this data to inform shifts in future AIG plans around closing opportunity gaps for systemically underserved groups in gifted programming. Share with BOE and GPAC yearly

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**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	36.61%	13.78%	10.21%	---	33.65%	---	37.55%
<b>Male</b>	40.47%	8.96%	11.81%	---	37.00%	---	38.99%
<b>Total</b>	38.65%	11.32%	10.99%	---	35.34%	---	38.30%

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

<5%

**\* Practice F**

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

AIG Licensure is required for GESs and teachers in the LEAP classrooms. Currently, Human Resources reports that there are 85 certified staff in CHCCS who have AIG licensure. Twenty-one of these are GESs and LEAP teachers, one is a school administrator, and seven are in district leadership at Lincoln Center, our school system's central office location. Our LEA response during the 2022-2025 plan cycle around using our AIG certified data will include the following:

- Utilize HR to identify personnel who currently have AIG licensure. Collaborate with district leaders to encourage teachers to become licensed in AIG and/or participate in professional learning opportunities that support their work with gifted learners.
- Maintain partnerships with local universities to enable personnel to receive AIG licensure.
- Include district created micro-credentialing that creates study group support for teachers who are taking the Gifted Education PRAXIS to add AIG certification to their license. There will be a focus on equity and identification and instruction of diverse populations.

**\* Practice G**

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

We value the input from our families and community. The GPAC and school based Gifted Program Teams provide a structure for parents to receive and offer information about AIG services. Our LEA response during the 2022-2025 plan cycle will include the following:

- The Director will conduct a stakeholder survey during year two of the plan cycle to evaluate perceptions and effectiveness. Participants include parents of AIG students, parents of non-identified students, students, teachers, and community members
- Explore the format GPAC prefers for targeting the work of the council. Options include:

- Return to a task group format where full membership meetings are alternated with small groups who are focusing on work around a particular plan goal
- Full membership meetings each quarter
- Other ideas as discussed and documented in GPAC agenda notes.
- GPAC meetings will remain virtual in order to maximize attendance by reducing participant need for travel, work schedule demands, possible childcare and family needs, etc.

**\* Practice H**

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

As the Office of Assessment and Research moves closer to launching a data dashboard for the district, multiple sources of data will become increasingly accessible. This will assist the Office of Advanced Learning and Student Leadership in making informed, data-driven decisions to meet the needs of gifted and Emerging Talent students. Our LEA response during the 2022-2025 plan cycle will include the following:

- The district will develop and administer stakeholder surveys during the 2nd year of the plan. Use this data to identify common themes to inform a full program review in anticipation of the next plan cycle.
- Use quantitative and qualitative data from Identification testing, EOGs, and other district assessments to analyze the effectiveness of the instructional practices for all of our student groups in the AIG program.
- Schedule quarterly District hosted (Sept, Nov, Feb, May) virtual Q & A sessions to gather feedback from various stakeholders

**\* Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians,

families, and other community stakeholders.

In keeping with our goal of clear and concise communication of all program information, our AIG Plan will be published on the gifted page of the CHCCS district website, [www.chccs.org/Gifted](http://www.chccs.org/Gifted). Printed copies of public record documents will be made available as needed.

Our LEA response during the 2022-2025 plan cycle will include the following:

- Communication concerning data is delivered during GPAC, school GPT (g), SIT (g), administrative teams, and presentations at school-based parent nights. This will be in a common form and layout from the Office of Advanced Learning and Student Leadership for school-based GESs and administrators to use
- Establish program evaluation priorities and share when completed
- Publishing results of equity and instructional audits that pertain to the Office of Advanced Learning and Student Leadership
- Develop communications based on various audience needs and preferences in communication format

**\* Practice J**

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

Written policies for safeguarding AIG student rights are in place. Our LEA response during the 2022-2025 Plan Cycle will include the following:

- Universal opt-out policies are in place, and parents are informed via district communication and school-based communication that their student will be screened for possible gifted identification unless the parent requests for them not to be
- Families receive written communication around identification decisions and have the right to deny identification if they so choose; parents also have the right to defer or decline a student's placement in LEAP
- Students who have been identified as gifted in other districts and who transfer to CHCCS will keep their gifted identification label. We will rescreen students when needed to determine appropriate levels of gifted identification.

#### Procedures to Resolve Disagreements

The CHCCS plan establishes procedures for resolving disagreements aligned with

Article 9B to include the following:

§ 115C-150.7 (b)(7) A procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the academically or intellectually gifted student.

If parents have a dispute with the Gifted Education Services within the classroom, the following steps may be taken:

1. Meet with the classroom teacher and Gifted Education Specialist to seek a resolution. A plan of action including proposed interventions at school and home, length of implementation period of the intervention plan and check-points for progress should be established.
2. If this meeting and intervention plan does not lead to resolution, parents should document their concern and perspective of the situation in a letter to the principal requesting a review of the intervention plan. The principal

will determine the need for a meeting to revise the intervention plan.

3. If a resolution is not reached at the school site level, parents should contact Central Office personnel in the following succeeding order:
  1. Director of Advanced Learning and Student Leadership
  2. Superintendent/designee
  3. Board of Education
  4. In the event that the procedure developed under G.S. 115C-150.7(b)(7) 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. (see below: § 115C-150.8. Review of Disagreements) Attorney's fees are not available to parents.

If parents have a dispute with the application of the district's Gifted Education Program identification criteria, process or procedure as it applies to their child, parents may take the following steps:

1. Meet with the school Gifted Education Specialist and/or the Gifted Program Team to seek further information and understanding.
2. If this meeting does not lead to resolution, parents should document their concern and perspective of the situation in a letter to the Director of Advanced Learning and Student Leadership and request a review of the child's case. If the parents' concern is not resolved by the response from the Coordinator of Gifted Services, parents may contact Central Office personnel in the following succeeding order:
  - a. Superintendent/designee
  - b. Board of Education

3. In the event that the procedure developed under G.S. 115C-150.7(b)(7) 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. (see below: § 115C-150.8. Review of Disagreements) Attorney's fees are not available to parents.

#### Procedures for LEAP Appeals: No-placement Decision

Prior to LEAP appeals, guardians will be notified of the format of the meeting including what to expect and what to bring with them so they feel comfortable and prepared. The meeting will be carefully normed for equitable use of time, questions asked of families, and expectations for the process.

The District Gifted Identification Committee (DGIC) only hears appeals when student scores are within the range for "consideration" on ALL measures. Scores below the considered range on any measure do not qualify for an appeal with the DGIC.

If a student meets the considered criteria for LEAP on all measures, but is not identified for the LEAP level of service, the parent/guardian may appeal the decision through the following steps:

1. The parent may submit a letter to the District Gifted Identification Committee (DGIC) within 7 business days\* following receipt of the placement decision to request a conference with the DGIC. During this meeting, the parent presents additional evidence of academic and intellectual need for LEAP. Guardians will be invited to a meeting where they can share additional evidence of academic, intellectual, and social-emotional need for LEAP. Following the meeting, the DGIC will make the final recommendation and send the decision to the guardian within two business days of the meeting.
2. If the DGIC declines to recommend the student for LEAP placement, the parent/guardian may appeal in writing within 10 business days to the Superintendent. At this level of appeal, the parent is not presenting new information, additional evidence, additional testing/assessments, etc.

3. The Superintendent may appoint a designee to review appeals. The review by the Superintendent/designee will be limited to the information presented to the DGIC. The Superintendent will not review new information, additional evidence, additional assessments, etc. The Superintendent/designee may have additional discussions with staff or parents if determined to be necessary. The Superintendent/designee may:

a. affirm the decision made by the DGIC. The Superintendent/designee will respond in writing to the parent/guardian within 10 business days of the receipt of the appeal.

OR

1. direct the DGIC to reconsider the decision. The DGIC will review the information and evidence presented during the initial appeal and make a final decision. The DGIC will respond in writing to the parent/guardian within 10 business days of the receipt of the appeal from the Superintendent/designee.
1. If the parent/guardian does not agree with the response of the Superintendent/designee to affirm the “no placement decision” of the DGIC (a), or does not agree with the response of the DGIC to uphold the “no placement decision” (b), the parent/guardian may make an appeal within 10 business days to the Board of Education. The Board Chairperson will contact the parent/guardian within 10 business days of the receipt of the appeal to establish the next steps. Decisions by the Board of Education conclude the appeal process at the local level.
2. In the event that the procedure developed under G.S. 115C-150.7(b)(7) 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 (see below: § 115C-150.8. Review of Disagreements) Attorney’s fees are not available to parents.

§ 115C-150.8. Review of Disagreements. In the event that the procedure developed under G.S. 115C-150.7(b)(7) 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 of fact 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. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

(\*The term “business days” refers to every day except Saturday and Sunday.)

\*These rights are accessible to the public and school staff in a variety of ways including the CHCCS AIG website, the GES Process and Procedures Handbook, written notification to parents, etc.



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**\* Ideas for Strengthening the Standard**

1. Provide GES with month by month procedures
2. Annually conduct a Plus/Delta evaluation of the gifted plan with GPAC and GES
3. Director will work with the counseling division to track and address drop out data.

**Planned Sources of Evidence**

\* Annual review of AIG fund account activity

\* Annual share to BOE of past year gifted identification data

* AIG annual budget report
* GPAC membership roster
* AIG student growth data
* GPAC meeting agendas and notes

Documents		
Type	Document Template	Document/Link

AIG Standard 6 Additional Resources	N/A	
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Local Board of Education Approval

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

06/02/2022 

Original Application Submission Date: 07/15/2022

**Documents**

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Chccs Approval Doc</u>

AIG Related Documents

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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

Glossary

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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