

Overview: Mission/Vision Statement and Funding

Chatham County Schools (190) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

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

* Mission and/or Vision Statement(s)

Mission Statement

The mission of Chatham County Schools' AIG / Advanced Learning Program is to challenge all learners who perform or have the potential to perform at higher levels than their same-age peers and to support the social-emotional development of the advanced learners in our school community.

Vision Statement

The Chatham County Schools AIG / Advanced Learning Program, through collaboration and a data-driven approach, will support and work with educators to meet the needs of AIG / advanced learners. Our AIG / advanced learners will engage in challenging and rigorous learning activities to create critical, independent thinkers.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 431,783.00	* \$ 401,000.00	* \$ 916.04	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

Chatham County Schools Implementation Responses

Screening

Chatham County Schools screens for advanced potential in grades K-12. The following data sources and approaches may be used to recognize a student's advanced potential:

- AIG/Advanced Learning Specialists in each school analyze the results from the North Carolina End of Grade (EOG)/End of Course (EOC) Tests (or comparable achievement test as specified by Chatham County Schools) in reading and/or mathematics to locate students who may need gifted education services. Reviewing EOG scores supports House Bill 986, which provides students who score a level 5 on their math EOG an opportunity to enroll in an advanced math course the following academic year.
- High scores on standardized district evaluations may be used as a tool to locate advanced learners.
- Whole-class observation using the U-STARS~PLUS TOPS folder to recognize students with advanced potential.
- An additional screening is needed in the sixth grade. The goal would be to discover students who develop talent later in school. We will work toward developing a plan and finding financial support for additional screening in the

sixth grade.

K-2 Screening

- AIG/Advanced Learning Specialists with support from classroom teachers will engage in lessons to identify students with advanced potential for talent development and/or identification. The lessons used may include:
 - Primary Education Thinking Skills (PETS) lessons, critical thinking activities, and project/problem-solving activities.
 - U-STARS~PLUS Science & Literature Connections, which are organized using Bloom's Taxonomy and text selections available in English and Spanish to engage and motivate reluctant readers whose advanced potential may be masked by linguistic/cultural barriers.

3rd Grade Mass Screening

- Chatham County Schools conducts screening for all students in third grade. Students with unrecognized potential are often discovered through mass screenings. Results of the screening help to locate students and reduce the possible bias that can occur in the referral process. Chatham County Schools currently uses the Cognitive Abilities Test (CogAT) to screen third-grade students for gifted education services.

Referral of Students for Gifted Education Services

Students identified through the screening process may be referred for identification or talent development services. Any student may be referred for gifted education services by anyone who has academic knowledge of the student:

- A referral begins the process of identification. A referral form may be completed by anyone having academic knowledge of the student, which may include a teacher, parent/guardian, classmate, or the student themselves.

- The referral form provides demographic information, the areas for evaluation (math and/or reading), and the individual referring the student.
- Parent(s)/guardian(s) must give consent On the referral form for the process of identification to begin.
- Referral forms and information are available throughout the school year. AIG/Advanced Learning Specialists are available to answer questions about referrals.
- The goals of the referral process are:
 - To provide access and open the pool of referred students as broadly as possible,
 - To attend to underrepresented populations in our district,
 - To present parents and students with data, and
 - To remind stakeholders of the availability of the program.
- A referral campaign time is set by the AIG/Advanced Learning Department. During this time, schools advertise and encourage parents/guardians, students, teachers, and others having academic knowledge of the students to refer students for evaluation.
- While students may be referred at any point during the year, data gathering for formal identification occurs during the second semester.

Students in Grades K-2

- Students in K-2 should be referred for evaluation only with clear evidence of the need for instruction that is consistently two or more grade levels above the current grade or requested admission grade. Parent(s)/guardian(s) are strongly encouraged to ask for the professional observations and opinions of the student's classroom teacher and/or the AIG/Advanced Learning specialist when making the decision to refer students in these early grades.

Transfer Students

- Chatham County Schools matches documented transfer students with services as quickly as possible. Students may be referred at any point in the school year, but data gathering for formal identification occurs in the second semester.
- AIG/Advanced Learning Specialists may support students through talent development until formal identification to provide gifted education services as quickly as possible.

*** 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.

Chatham County Schools Implementation Responses

Chatham County Schools considers multiple indicators of giftedness. The absence of a singular criterion does not prevent the identification of a student.

General Identification Process for All Schools

- Professional development.
- Third-grade mass screening.
 - Currently, administered in October using CogAT Form 7.
 - Results are sent home to parent(s)/guardian(s) prior to the opening of the referral period.

- Publicly announce the open referral period.
- Referrals are submitted by individuals with academic knowledge of the student. (These may be taken at any time, but students are not evaluated until the second semester. Note that transfer students are incorporated as Talent Development students to provide continuous services for incoming students.) Referral information includes forms for parent/guardian permission to evaluate students.
- Data gathering includes:
 - Testing as needed.
 - Test results must be two years old or less.
 - STAR tests must be within the current school year.
 - Students with test results two years old or less are retested if a demonstrated need is present. This might include illness at the time of earlier testing or other acute circumstances.
 - Data gathering continues if:
 - =90th percentile on accepted aptitude and/or achievement tests and meet three additional criteria.
 - =98th percentile on accepted aptitude and/or achievement tests and meet one additional criterion (AIG/Advanced Learning program Highly Gifted in the area(s) of qualification. Neither STAR nor the CogAT Nonverbal may be used to identify a student as highly gifted).
 - =80th percentile on accepted aptitude and/or achievement tests and meet three additional criteria under the documentation of acute or chronic circumstances such as migrant or homeless status, certain illnesses, separations from parental support such as illness or death, ongoing/acute poverty), documented circumstances of exceptionality or exceptionalities affecting testing abilities, Exceptional Children's status or 504 Plan designation.
 - Data gathering concludes:
 - If no further data is needed to support formal identification.

- If no score in the 80th percentile or greater is obtained in aptitude or achievement.
- If further data gathering is warranted, the following may be obtained:
 - Teacher checklists. (Currently Renzulli Scales.)
 - Specialist inventory. Currently available are a Typical and an Atypical inventory.
 - Performance task portfolio. (Administered and scored by at least two AIG/Advanced Learning specialists.)
 - Student choice for portfolio submission in grades 3-12. This is student work accomplished entirely at school with minimum assistance by teachers. (Scoring of the submission is done by at least two AIG/Advanced Learning specialists using a rubric.)
 - Other pertinent data is gathered as possible to support formal identification.
 - Reminder: Not all criteria are required for evaluation.
- All data is compiled and reviewed by the school-based Needs Determination Team (NDT).
- All referrals move on to the Chatham County Schools Needs Determination Team (CCSNDT) which makes the final identification decisions.

AIG/Advanced Learning Needs Determination Teams (NDT)

School-based NDT:

- School-based teams make recommendations to the Chatham County Schools Needs Determination Team (CCSNDT).
- School teams are composed of the principal or designee, the AIG/Advanced Learning specialist(s), and several grade level teachers. The team may include ESL, EC, or other specialists.

- The team is convened and chaired by the AIG/Advanced Learning specialist.

AIG/Advanced Learning District-based Chatham County Schools Needs Determination Team (CCSNDT):

- The CCSNDT makes the final decision concerning formal identification and can recommend other actions be taken on behalf of students.
- The district team is made up of the supervising Director, the Lead AIG/Advanced Learning Teacher, a principal, classroom teacher(s), AIG/Advanced Learning specialists, and other district personnel as available.
- The team is composed of diverse members of the CCS faculty and administration.
- All referrals move to this team to ensure consistent identification of students across the district.
- In all cases, the evidence must be presented to the CCSNDT to support the identification.

AIG/Advanced Learning Needs-Determination Team Process

- The NDT meets to review the data of all students who were referred for placement in the AIG/Advanced Learning Program

Teams may consider the following at their discretion:

- AIG/Advanced Learning identification from another school system.
- Acute or chronic circumstances affecting student performance (such as migrant or homeless status, certain illnesses, separations from parental support such as illness or death or poverty).
- Any available data illuminating student potential and/or achievement.
- Outside testing submitted by parents/guardians. Please note the following:

- These tests and reports must be conducted and written by a private, licensed psychologist or psychiatrist with a school-related focus.
- Outside testing must provide information regarding reading comprehension or aptitude and/or math achievement or aptitude.
- Testing must be two years old or less.
- The entirety of the report must be presented to the Needs Determination Team(s).
- This information, if given, must be used in conjunction with other currently gathered data during one of the three available evaluations.
- CCS is not responsible for providing outside psychological testing. CCS will experiment with providing appropriate testing for students with demonstrated financial need for the school year 2019-2020.
- All such reports are confidential.
- The following standardized tests, in the newest editions, are accepted:
 - Standardized achievement test results: TEMA, Metropolitan Readiness Test, Woodcock-Johnson, TEMA and TERA together, TEWL, WIAT, ERB, and Iowa Assessments. ACT and SAT scores may be considered at the discretion of the supervising Executive Director.
 - Standardized aptitude test results: RIAS, DAS, Stanford-Binet, Wechsler Preschool and Primary Scale of Intelligence, Kaufman Assessment Battery for Children, Naglieri and CogAT.

Evaluation Opportunities

The AIG/Advanced Learning program is designed to promote student success. The formal identification process is rigorous and, in many cases, requires significant time removed from regular classroom instruction. Limits on the number of opportunities allowed for evaluation help students remain in the class. Limits minimize possible emotional difficulties if multiple attempts to identify the student are unsuccessful. Therefore, the following guidelines apply:

- Possible frequency of evaluation:
- CCS may evaluate a student for formal identification (including for the addition of an area of identification) three times in K-8.
- An additional opportunity is available for high school students.
- One of the evaluations is the third-grade screening.
- Additional evaluations for formal identification or adding an area of identification are possible if documentation of acute or chronic circumstances that affected information gathered during the previous evaluation is available.
- Students may be served at any time and at any grade level as a Talent Development student at the discretion of the AIG/Advanced Learning specialist.
- One window of testing is provided each year. Currently, the second semester is designated.

Transfer Students

The Chatham County Schools Needs Determination Team may formally identify a student based on evidence of identification in another school setting. Transferring students are served immediately as Talent Development students. Should supporting documentation of previous identification not be available or not include information that allows us to match services in reading and/or math or not include the basic information demonstrating the necessity of services, transfer students follow the same process as other students for formal identification. Documentation is essential to serve these students appropriately. Prior formal identification must come from traditional public schools. This does not include charter schools or other specialized schools. AIG/Advanced Learning students in military families are formally identified immediately according to Article 29B Interstate Compact on Educational Opportunity for Military Children § 115C-407.5. The supervising Executive Director or the CCS Needs Determination Team may choose to accept prior formal identification at their discretion.

Identification Areas

Students may be identified as follows:

- AR - Academically Gifted in Reading: Reading only.
- AM - Academically Gifted in Math: Math only.
- AG - Academically Gifted: Both Reading and Math.
- AI - Academically and Intellectually Gifted: Highly gifted intellectually and highly gifted in both reading and math with =98th percentile on accepted tests in areas outlined in this plan. One other criterion must be met in the area of identification. (HG - Highly Gifted: =98th percentile in reading and/or math on accepted tests in areas outlined in this plan. One other criterion must be met in the area of identification. This is a CCS designation.)
- IG - Intellectually Gifted: Demonstrated high intellectual capacity with a =98th percentile on an accepted aptitude test in reading comprehension or math, but not yet demonstrating high academic performance.

Identification Pathways Notes

- Identification Pathways offer multiple criteria options to provide the best service decisions for students within the currently available programming.
- Students are identified in Reading and/or Math using the criteria for that area.
- Not all criteria must be included in the evaluation.

Pathway 1: Grades 3-12

Students are identified in reading and/or math using the criteria for that area and in one of the following situations:

1. =90th percentile in math or reading on accepted aptitude and/or achievement tests and meet three additional criteria.
2. =98th percentile on accepted aptitude and/or achievement tests and meet one additional criterion (Highly Gifted in the area(s) of qualification).
3. =80th percentile on accepted aptitude and/or achievement tests and meet three additional criteria with documentation of acute or chronic circumstances.

Standardized testing:

- Achievement: TEMA, Metropolitan Readiness Test, Woodcock-Johnson, TEMA and TERA together, TEWL, WIAT, ERB, Iowa Assessments, and currently the STAR assessments given in Chatham County. ACT and SAT scores may be considered at the discretion of the supervising Executive Director.
- Aptitude tests include RIAS, DAS, Stanford-Binet, Wechsler Preschool and Primary Scale of Intelligence, Kaufman Assessment Battery for Children, Naglieri and CogAT.

Note: =90th percentile using accepted tests in areas outlined in this plan may be submitted by parents/guardians. These tests and reports must be conducted and written by a private, licensed psychologist or psychiatrist with a school-related focus. Psychological reports must be submitted in full and are considered in full for the best educational service for the student. CCS is not responsible for providing outside testing. CCS will experiment with providing appropriate testing for students with demonstrated financial need for the school year 2019-2020.

Additional criteria options are:

- =80% on AIG/Advanced Learning Portfolio scored on AIG/Advanced Learning rubric demonstrating work at least one grade level above the current grade level. (May be in the native language or English.)
- =80% on optional, student choice portfolio submission scored on AIG/Advanced Learning rubric. The submission must have been accomplished at school with minimum assistance by teachers.
- Growth of 0.4 or higher on the current evaluation tool through ACCESS testing. This is administered by the ESL Department.

- =80% on the AIG/Advanced Learning Specialist Checklist – Typical or Atypical (based on multiple sources from current research).
- =80% on the Renzulli Scales for reading and/or math. This is completed by the classroom teacher.
- =80% on one of the Renzulli Scales for Creativity, Communication, Learning, or Leadership. Only one of these listed areas may be used as a qualifying criterion. The Creativity, Communication, Learning, or Leadership sections may be completed by a classroom teacher with the educational knowledge of the student.
- Highest 5% (within the school) on a nationally normed standardized test that allows for a demonstrated understanding of mathematics above the current grade. (For example, STAR data.)
- Highest 5% (within the school) on a nationally normed standardized test that allows for a demonstrated understanding of reading comprehension above the current grade. (For example, STAR data. Currently, mClass is not accepted.)

Pathway 2: K-2

Students may be identified for gifted education services in reading and/or math by meeting three initial criteria and with =98th percentile on accepted aptitude and/or achievement tests.

The data gathering for the identification process begins with the following which must be met:

- =90% on AIG/Advanced Learning Portfolio scored on AIG/Advanced Learning rubric demonstrating work two grade levels above the current grade level.
- =90% on the AIG/Advanced Learning Specialist Checklist – Typical or Atypical (based on multiple sources from current research).
- =98th percentile on a nationally normed standardized test, such as STAR.

If the above criteria are met, then one of the following criteria must be met:

- =98th percentile on one or more batteries of a standardized aptitude test in reading or math.
- =98th percentile on one or more batteries of a standardized achievement test in reading or math.

Note: =98th percentile using accepted tests in areas outlined in this plan may be submitted by parents/guardians. These tests and reports must be conducted and written by a private, licensed psychologist or psychiatrist with a school-related focus. The entirety of the report must be presented to the Needs Determination Team. Psychological reports must be submitted in full and are considered in full for the best educational service for the student. CCS is not responsible for providing outside testing. CCS will experiment with providing appropriate testing for students with demonstrated financial need for the school year 2019-2020.



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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.

Chatham County Schools Implementation Responses

CCS Demographics, Fall 2021

The following ethnicities are represented in CCS:

- Asian - 1.3%
- Black or African American - 11.1%
- Hispanic - 31.4%

- American Indian/Alaskan Native - 0.2%
- Two or More - 5%
- Native Hawaiian/Pacific Islander - 0.2%
- White - 50.4%
- No ethnicities chosen - 0.0%
- Unclassified - 0.0%

The following rates of poverty are represented in CCS:

- Bennett School (PK-8) - 36%
- Bonlee School (K-8) - 36%
- Chatham Central High School (9-12) - 25%
- Chatham Grove Elementary School (K-5) - 8%
- Chatham Middle School (6-8) - 65%
- Chatham School of Science and Engineering (9-12) - 16%
- Horton Middle School (5-8) - 21%
- JS Waters School (K-8) - 35%
- Jordan Matthews High School (9-12) - 50%
- Margaret B. Pollard Middle School (6-8) - 12%

- Moncure School (K-8) - 30%
- North Chatham Elementary School (PK-5) - 16%
- Northwood High School (9-12) - 14%
- Perry W. Harrison Elementary School (PK - 8) - 20%
- Pittsboro Elementary School (PK-4) - 24%
- Seaforth High School (9-12) - 15%
- Siler City Elementary School (PK-5) - 68%
- Silk Hope School (K-8) - 39%
- Virginia Cross Elementary School (K-5) - 82%

The percentage of students in grades 1K– 12 who are EL students is 12.5%.

Screening for Under-represented Populations

- CCS currently uses Form 7 of the CogAT, which has a low emphasis on language use in math.
- Oral directions for the CogAT are made available to Spanish speaking students in Spanish. These are available to all schools as mp3 files. This precludes the need for a Spanish speaking person to translate.
- All third grade students must be trained before taking the test. ALG/Advanced Learning specialists visit each third grade class to show students the format of the test. Students work through examples in order to get a feel for the test.

Referral for Under-represented Populations

- ESL and EC teachers are approached for candidates who may be overlooked.
- All other specialists may refer students (art, music, media, etc.).
- Students may refer themselves for evaluation.
- AIG/Advanced Learning specialists conduct whole class lessons in K-3 at the beginning of each semester to look for students needing immediate gifted education services and/or referral.
- New disaggregation of ACCESS testing data more clearly supports identification. The ESL and AIG/Advanced Learning departments have worked together to achieve this. Students with high growth rates are referred.
- Parents/Guardians may refer students.
- Professional development is provided every year to faculties outlining characteristics of atypical and under-represented gifted students.
- Yearly a referral campaign occurs at a time designated by the AIG/Advanced Learning department. Schools encourage referrals through multi-media and multi-language communications.

Identification for Under-represented Populations

- Scores from verbal, math, and/or non-verbal test batteries may be used, allowing for identification in the student's area(s) of strength.
- Scores from standardized district tests may be considered in lieu of achievement test results.
- New data disaggregation of ACCESS testing data has opened another and clearer qualification criterion. This data is used for English Learners.
- New use of STAR testing data helps to identify students.
- Exceptional Children's teachers are approached to seek out students who may have exceptionalities but may also be gifted. (Twice-exceptional or 2e)

- Needs Determination Teams may consider acute or chronic circumstances affecting student performance such as migrant or homeless status, certain illnesses, separations from parental support such as illness or death, ongoing/acute poverty.
- Students may self-select portfolio items to submit in grades 3-12. This is student work accomplished entirely at school and with minimum assistance.
- An Exceptional Children’s teacher, English as a Second Language teacher, or other teacher may be added to the county Needs Determination Team for additional understanding of evidence presented for formal identification.
- AIG/Advanced Learning specialists observe using a behavior scale that gives atypical behaviors as an option for AIG/Advanced Learning Inventory scores.
- Teacher inventories may be used in the areas of creativity, learning, communication or leadership.
- Data is tracked in numerous ways to continuously review our progress in placing under-represented populations.
- Some students may not meet the district AIG/Advanced Learning criteria, but the CCSNDT assesses available information and may identify a student. This decision is made to provide the best learning environment for the student.
- Behavioral plans, 504 plans, Exceptional Children’s status, physical limitations, EL status or other documented necessary accommodations do not prejudice student identification.
- Tests administered by AIG/Advanced Learning personnel as part of a student’s evaluation may be given with testing accommodations as directed by a student’s Individualized Education Plan, 504 plan or by teacher recommendation and concurring AIG/Advanced Learning specialist recommendation.

Addressing Under-Identification in Schools

- In schools with any combination of grades K-8 and with less than 10% of the student body identified as AIG/Advanced Learning, the AIG/Advanced Learning Department works closely with students scoring in the top 10% on screenings and other testing as appropriate.

- Additional resources are provided to those schools through the allocation of personnel and funding within budgetary limitations.
- Talent Development programs deliver services to students reflecting student membership.
- AIG/Advanced Learning specialists and teachers monitor growth in order to develop students as quickly as possible.
- Highly gifted students are served differently from gifted students.
 - Service may be concurrent with other gifted students.
 - Expectations for these students are different.
 - More independence is encouraged.
- AIG/Advanced Learning specialists consult with EC specialists regarding students who fit the characteristics of 2e. Education about the existence and characteristics of 2e students is ongoing.

*** Practice D**

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

Chatham County Schools Implementation Responses

AIG/Advanced Learning Department and the Third Grade Screening

- Specifies the testing window in coordination with the Accountability Department.
- Orders materials and orders materials for exceptional students as requested by the school.
- Develops procedures regarding the handling of test materials.
- Distributes notifications to the schools to be sent home to third-grade students' parents.

- Trains testing coordinators.
- Develops procedures for the testing sessions.
- Distributes packing directions for test materials.
- Provides directions in Spanish in audio form.
- Distributes all CogAT test materials.
- Packs and returns answer sheets for scoring.
- Note: CCS administration processes submission of the order for materials.

Testing Coordinators or Others as Required by CCS

- Attend training sessions.
- Review and apply any 504/IEP accommodations for EOG testing for screening.
- Train all administrators on the screening tool.
- Set up school-based schedules for administration.

Consistent Referral Processes

- Each year AIG/Advanced Learning specialists deliver professional development to all school faculties delineating the referral process and qualities to look for in both typical and atypical AIG/Advanced Learning student populations.
- Referrals are accepted at any time of the year across the district.
- The referral window is published in open house materials distributed in August.
- Multiple media are used to publicize the referral window as the window approaches.

- All referral forms are accompanied by criteria for formal identification.

- All referral information is available in English and Spanish.

- AIG/Advanced Learning specialists reach out to all teachers and specialists during this window to seek out student talent.

- Criteria are consistent throughout the county.

Consistent Identification Processes

- Every year, AIG/Advanced Learning specialists meet as a Professional Learning Community to review these processes for consistent implementation.

- All data is gathered on identical forms.

- Identical criteria exist to build student profiles.

- A school-based team reviews data for each referred student. The school AIG/Advanced Learning specialist chairs the team but may elect to have the AIG/Advanced Learning lead teacher assist at the meeting. Data is compared to criteria. Teams make recommendations for formal identification. Team decisions provide greater consistency within the individual school.

- A county-based team reviews the school team recommendations. Formal identification decisions made by this group are final unless a grievance procedure is initiated. In general, the team is convened by the AIG/Advanced Learning lead teacher who presents each student's data to the group and facilitates the meeting. District team decisions provide greater consistency across the district.

Connected Information Supporting Consistent Screening, Referral, and Identification

- AIG/Advanced Learning specialists share with the AIG/Advanced Learning lead teacher via electronic files:

- Headcount data.

- Spreadsheets with all student data for identified students.

- Spreadsheets with all student data for referred students.
- Data is analyzed for the district. This allows us to track trends, deficiencies, and successes.
- Sharing information:
 - Information for out-of-district transfer students is shared with receiving districts.
 - Information for within-county transfers is readily available to receiving schools.
 - Quick sharing of this information results in a continuation of the identification process and in the continuation of services when applicable.
 - Additional information regarding test scores needs to be available in PowerSchool.

*** Practice E**

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

Chatham County Schools Implementation Responses

- Brochures and procedures are on the CCS website which links to the AIG/Advanced Learning Additional Information site. All sites are translatable into languages set by the user.
- Announcements for the referral window are posted on the Chatham County Schools website.
- Explicit information regarding the decision-making process and a review of the criteria are posted on the CCS website which links to the AIG/Advanced Learning Additional Information site.
- Professional Development in the referral process is distributed across the district.
- Flow charts are available for AIG/Advanced Learning specialists, principals, and other stakeholders.
- Newsletters contain important dates for the AIG/Advanced Learning year.

- All signage publicizing the window is created in English and Spanish.
- All materials are available online in English/Spanish.
- These procedures and criteria are shared at meetings and in print early in the school year.
- Parents/guardians of third graders are notified of the upcoming screening test.
- Results of the third-grade screening are shared with parents/guardians along with recommendations for possible referral of students. Criteria for identification are also included.
- Explicit information regarding the evaluation process, decision-making process, and a review of the criteria are included in the referral packet that is given to parents/guardians of referred students at the beginning of the identification process.
- Permission to evaluate forms are given to parents/guardians at the time of referral. Forms must be returned before evaluation may begin.
- Explicit information regarding the evaluation process, decision-making process, and a review of the criteria are included in the formal identification decision packet that is given to parents/guardians of referred students at the end of the identification process.
- At the end of the evaluation process, parents/guardians receive a copy of all information considered by the school and county teams.
- Permission to serve forms are given to parents/guardians should a student be identified. Forms must be returned before service may begin.
- Specialists are always happy to answer questions resulting from the distribution of information.

*** 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.

Chatham County Schools Implementation Responses

- Third-grade screening results are shared with parents/guardians. Scores include areas of strength and areas of weakness along with strategies to address both areas. Recommended scores for service in the program are included.
- Third-grade screening results are available to the lead teacher and are distributed from that position to parents/guardians, principals, specialists and district leadership where appropriate.
- The identification process is delineated in the information parents/guardians receive when the program seeks permission to evaluate student data. A timeline is included.
- Decisions and data are shared with parents/guardians and students, specialists, teachers, and administrators. Data are compiled on one-page front and back so that all parties may view all evidence, all decisions, and all criteria.
- Permission forms for participation in the AIG/Advanced Learning program must be returned for services to begin.
- Any additional referrals for a student are processed and stored in the same manner.
- Data is stored electronically in secured folders for the benefit of specialists and students should students transfer.
- Folders for students in the AIG/Advanced Learning Program contain:
 - Permission forms to evaluate student data.
 - Permission forms for participation.
- All data considered during the evaluation include dates and all data used in the process.
- Differentiated Education Plans and Individual Differentiated Education Plans.
- These folders are stored at the student's school.

- Folders for students evaluated but not in the AIG/Advanced Learning Program contain:
- Permission forms to evaluate student data.
- All data considered during the evaluation include dates and all data used in the process.
- These are stored at the school where the referral began.

*** Ideas for Strengthening the Standard**

1. Develop a database of students who are referred.
2. Develop a database of students who do qualify for possible talent development.
3. Monitor data to review the effectiveness of identification criteria.
4. Continue research on the best methods in the identification of students.

Planned Sources of Evidence

- * Website.
- * Materials are distributed to all stakeholders.
- * Agendas for presentations.
- * Publicity notes for referral windows.
- * Sample test results.
- * Aggregate data from the CCS identification process.

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

Chatham County Schools (190) 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.

Chatham County Schools Implementation Responses

Methods Leading to Comprehensive Services for Students

- Recognizing student needs through inventories, observations, areas of identification, student input and pre-testing will impact programming decisions for students.
- Observation of problems leads to problem solving for social/emotional issues done jointly by Guidance counselors, AIG/Advanced Learning specialists and classroom teachers.
- Registration for courses will have more significant input from AIG/Advanced Learning. Encouragement to take advanced classes in areas of interest will be an emphasized point. Rosters of students with their areas of giftedness will be with counselors and teachers who register students for upcoming coursework. Parents will have the information to review as well.

- Transitional support will include a variety of learning opportunities focused on upcoming changes and how to best navigate those changes.
- District expectations of addressing social/emotional needs through specific actions will be made clear and will have an accountability component (activity to be determined every year by AIG/Advanced Learning with input from other departments).

AIG/Advanced Learning Department and Other Departments

- Provide students at all grade levels with:
 - Access to counseling for social/emotional issues.
 - Support for social/emotional learning.
 - Support for development of organizational skills.
 - Encouragement to take more advanced courses.
 - Services in reading and/or math as match student identification.
 - Transitional support for students at the end of elementary grades, middle school to high school and high school to college:
 - Scheduling support.
 - Typical expectations.
 - Supports available to students – AIG/Advanced Learning specialists, AIG/Advanced Learning Lead, Counselors.
 - Access to competitive opportunities.
 - Access to extracurricular activities.
- Provide Kindergarten through eighth grade students:

- Time to allow students to set goals.
- Pull-out services for time with similar students.
- Push-in services for group interaction support.
- Reviews of student set goals.
- Advanced curriculum and resources.
 - North Carolina House Bill 986 legislation moves students scoring Level 5 on Math EOGs to more advanced math in the next academic year. CCS is currently implementing advanced coursework and developing more effective ways to deliver advanced coursework across the district.
 - Advanced middle school math beginning with Math 1 is available to meet student's needs. Currently a minimum score of 860 on a second semester math benchmark called STAR, a Level 5 on the previous Math EOG, the anticipated level of success on the Common Core Math 1 End-of-Course test based on the statistical analysis program EVAAS used by the State of North Carolina and for rising sixth grade students desiring to take Math 1 the designation of Highly Gifted. These criteria are subject to change by the K-8 and High School Departments.
- Provide high school students:
 - Enrollment course credit option at Central Carolina Community Center via Career and College Promise (CCS provides all books at no charge to students).
 - Access to honors and AP coursework.
 - Chatham School of Science and Engineering (a math, science and engineering-focused school with attendance at Central Carolina Community College during the junior and senior years).
 - Access to courses from the NC School of Science and Mathematics.
 - AVID program = Advancement Via Individual Determination.

■ Provide programming that matches student identifications:

- AR and AM – Services are required in each of these areas based on identification. Students identified in both areas receive service in both which includes separate settings and meeting times for each area.
 - AG – Services are provided in both areas with separate settings and meeting times for each area of math and reading. Combination projects and work can be done.
 - AI – Services are provided as AG services but on a different level of challenge. Students are required to challenge themselves at a higher level by using more investigative methods.
 - IG – Services are provided in the area(s) of identification. The services are tempered by the use of pre-tests to assure students are proficient in skills. The student, when appropriate, is served in the same way as other students in the area(s) of identification. Students receive more social/emotional support. Particular attention is given to motivation.
- Provide classroom teachers and guidance counselors with:
- Cooperative teaching for academic and intellectual needs.
 - Differentiated Education Plan and Individual Differentiated Education Plan information from the previous year.
 - Appropriate strategies for students who have mastered content or master content quickly.
- Suggested strategies in all classroom environments may include, but are not limited to:
- Problem-based learning, genius hour, learning contracts with self-directed studies for long-term options.
 - Choice boards, tiered lessons, thinking skills applications for short-term options.
 - Use of future-ready skills in designing projects and presentations.
 - Note: Best practices in gifted education point to choice and focus as keys to the success of multiple strategies. Repetition and additional mastered content detract from AIG/Advanced Learning student

growth.

- Service to identified AIG/Advanced Learning students, transfer AIG/Advanced Learning students and students as directed by the CCSNDT is an absolute priority. Students are served in their areas of identification and according to need.



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*** Practice B**

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

Chatham County Schools Implementation Responses

Provide classroom teachers and guidance counselors with:

- Curriculum development for academic and social/emotional needs as scheduling allows.
- Resources related to curriculum or social/emotional needs.
- Professional development related to strategies for academic and intellectual needs and related to the specific social/emotional needs of gifted students. Individual and group meetings with students to address social/emotional issues. Often addressed topics include organization, relating to other students and relating to teachers. These may be covered by the AIG/Advanced Learning specialists.

*** Practice C**

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

Chatham County Schools Implementation Responses

AIG/Advanced Learning Department

- Instructional Program Facilitators work with teachers to help them interpret policy, curriculum and more. Coordination with IPFs is maintained to continue an awareness of the presence of and necessary service for AIG/Advanced Learning/Advanced Learning students, to educate about the needs of the students and to seek more ways to identify AIG/Advanced Learning potential in students. These IPFs cover fields such as:
 - Exceptional Children.
 - K-5 programs.
 - 6-8 programs.
 - 9-12 programs.
 - Instructional coaches in the schools.
 - Multi-Tiered System of Support for students. (MTSS)
 - Student/behavioral services.
- AIG Instructional Program Facilitator and AIG Specialists work to maintain a repository of lessons for the advanced learners in the mainstream classroom. The materials are currently available are:
 - AIG Specialists developed activities and lesson,
 - Advanced Learning Labs available on the NCDPI website, and
 - Computer-based platforms like Renzulli Learning and Breakout EDU.
- Interaction with upper administration is maintained to cultivate the ability to have input into district policies and an awareness of AIG/Advanced Learning programming.
 - Executive Director of K-8 – incorporating services that match our students.

- Executive Director of 9-12 – continuous development of services for our students and informing students of opportunities.
- Executive Director Exceptional Children – currently the director for the AIG/Advanced Learning Program.
- Executive Director of Testing and Accountability –
 - Assistance with scheduling screenings.
 - Making data available to specialists.
- Executive Director of Student Services – counselors and behavioral specialists.
- Executive Director of Digital Learning – district-wide digital programs for advanced learners.
- Assistant Superintendent for Human Resources – allotment of personnel.
- Assistant Superintendent for Academic Services and Instructional Support –
 - Funding.
 - Developing district policies.
 - Membership for AIG/Advanced Learning in the Academic Support and Instructional Support team.
 - Support in all areas at the director and superintendent level.

AIG/Advanced Learning Specialists

- Discuss district priorities, as well as other objectives, and how the AIG/Advanced Learning program at each school supports such during AIG/Advanced Learning PLC meetings and other district meetings.
- AIG/Advanced Learning specialists in professional development meetings discuss ways to collaborate with other school and county personnel.

Principals and Administration

- Include AIG/Advanced Learning in district initiative discussions.
- Include AIG/Advanced Learning in district curriculum development.
- Include AIG/Advanced Learning in assisting low performing schools.
- Include AIG/Advanced Learning on School Leadership Teams.

Chatham County Schools

- The total sum of state-allocated AIG/Advanced Learning funds is used to provide salaries and benefits to AIG/Advanced Learning-licensed personnel whose primary duty is working with AIG/Advanced Learning students.
- CCS allocates local funds to support the district AIG/Advanced Learning Program.
- The AIG/Advanced Learning Program is aligned with the county strategic plan, known locally as Flight Plan 2020.
- The district emphasis on advancing the use of technology connects students with the software and hardware resources of the district. This helps to provide more differentiated instruction.
- In this plan cycle, the district and the AIG/Advanced Learning Department will develop a more accessible online presence for teachers to access information about their students and other AIG information.

*** Practice D**

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

Chatham County Schools Implementation Responses

AIG/Advanced Learning Department

The flexible groups plan includes:

■ The inclusion of students in the K-8 Talent Development Program is determined by the AIG/Advanced Learning specialist based on:

- Professional observations.
- Knowledge of available space.
- Membership of the school.
- Prior growth of individual students in Talent Development.
- Data from testing at the school level.
- Special areas of expertise on the part of students.
- Interests.
- Affective needs and gifts.
- Focus of the semester academically such as reading or math (where applicable).
- Limits on the number of students in the groups.
- Duration of the groups. (All K-3 Talent Development groups are flexible across the year.)

■ Notes:

- Participation in the Talent Development Program is flexible. Students may move in and out of the program. Participation is not formal identification for the AIG/Advanced Learning Program.
- The CCS Needs Determination Team may direct the inclusion of students in the Talent Development Program based on a student's near meeting of criteria. The goal is to continue looking for growth/maturity of the student.
- The following data can be considered when intentionally and flexibly grouping students:

- Pre-test results.
 - Teacher and specialist recommendations.
 - Area(s) of giftedness.
 - Gifted behavior needs.
- Principals*
- Monitor for flexible groups.
 - Promote student driven learning opportunities within schedules.
 - Group (cluster) AIG/Advanced Learners to increase growth and support social/emotional well-being.

*** 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.

Chatham County Schools Implementation Responses

AIG/Advanced Learning Department, AIG/Advanced Learning Specialists, Other Faculty

- Annually create short bursts of professional development for faculty meetings. The short bursts cover services, regulations, programs and the AIG/Advanced Learning Plan over the course of the year.
- Give printed copies of the AIG/Advanced Learning Plan to principals, the Superintendent and the Assistant Superintendent for Academic Services and Instructional Support.
- Invite principals when the AIG/Advanced Learning Plan is new to sit down with the supervising Executive Director and the lead teacher to go over changes and new emphases of the plan. New principals will be met with as they come onboard.

- Provide links through a Principal and a Teacher portal to all supporting documents.
- Provide alternative materials in the form of brief summaries of parts of the AIG/Advanced Learning Plan for such areas as identification criteria.
- Provide alternative materials such as a “User Friendly” summary of the Standards and their implementation. Principals’ Brief and BOE Brief are the chief publications.
- Review a specialist handbook for each plan cycle. The handbook is created by the lead teacher.
- Develop Differentiated Education Plans with teachers.
- Develop Individual Differentiated Education Plans with teachers, parents/guardians and students (when appropriate).
- Share the policy for the acceleration or early entrance of students.
- Have access to the complete AIG/Advanced Learning Plan and supporting documents.
- Receive on-going professional development regarding services, identification, program goals and regulations.

Regulations

Academically or Intellectually Gifted Students

Article 9B.

§ 115C-150.5. Academically or intellectually gifted students.

The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual

areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

Statute Related to Military Families – Abridged

Article 29B.

Interstate Compact on Educational Opportunity for Military Children.

§ 115C-407.5. Interstate Compact on Educational Opportunity for Military Children.

The Interstate Compact on Educational Opportunity for Military Children is hereby enacted into law and entered into with all jurisdictions legally joining therein in the form substantially as follows:

ARTICLE I.

PURPOSE.

It is the purpose of this compact to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by:

1. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school district(s) or variations in entrance/age requirements.
2. Facilitating the student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content or assessment.
3. Facilitating the qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities.

4. Facilitating the on-time graduation of children of military families.

5. Providing for the promulgation and enforcement of administrative rules implementing the provisions of this compact.

6. Providing for the uniform collection and sharing of information between and among member states, schools and military families under this compact.

7. Promoting coordination between this compact and other compacts affecting military children.

8. Promoting flexibility and cooperation between the educational system, parents and the student in order to achieve educational success for the student.

ARTICLE V.

PLACEMENT & ATTENDANCE.

1. Course placement - When the student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school and/or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

2. Educational program placement - The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.

3. Placement flexibility - Local education agency administrative officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered under the

jurisdiction of the local education agency.

*** Practice F**

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

Chatham County Schools Implementation Responses

All School Personnel

- AIG/Advanced Learning student rosters with areas of service are transmitted from schools to new schools for rising classes. This information is also available through PowerSchool.
- Electronic records are kept to facilitate the exchange of information. Information will be shared to receiving schools at transitions. Records for rising high school students will be shared with counselors and MTSS leaders.
- Elementary school to middle school:
 - Students visit the upcoming school in the spring of the last year of elementary school. During the visit, the AIG specialist will be introduced to students as a part of the tour. Students will hear from the specialist about the types of activities in place at the school.
 - The elementary school specialist will speak with all rising middle schoolers about the anticipated service frequency and mode at the new school.
 - Students will be taught skills for interaction with teachers, study strategies and time management.
 - Transition discussions between the elementary and middle school specialists will occur prior to the end of the school year.
- Middle school to high school:
 - Identification information is included in the information about high school registration for parents/guardians. Opportunities for advanced course work will be included in order to provide curriculum choices for optimal

student success. Also, information about college admissions and typical expectations will be made available.

- Counselors in charge of registration will be given lists of identified students and their area(s) of identification so that counselors can assist students in choosing appropriately challenging coursework.
- The specialists will meet with the high school MTSS committee to share information related to identified students.

*** 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.

Chatham County Schools Implementation Responses

AIG/Advanced Learning Department

- Provides guidance counselors of all AIG/Advanced Learning students with information about students including dual exceptionalities (2e), learning concerns, and other social/emotional needs.
- Offer and conduct schoolwide professional development on social/emotional needs.
- Add a social/emotional component to the Differentiated Education Plan and Individual Differentiated Education Plan.

AIG/Advanced Learning Specialists

- Involve all appropriate staff in creating student Differentiated Education Plans/Individual Differentiated Education Plans.
- Recruit appropriate staff to serve on NDT or other committees as students' needs demand (EC, ESL, OT, Guidance Counselors, etc.).
- Communicate with parents/guardians regarding special needs.

- Conduct relationship-building groups of Highly Gifted students from kindergarten through 12th grade to address problems as soon as possible. These groups are established based on referral and observation of problems.
- Follow HG, AI and IG students through school to monitor growth in these areas.
 - AIG/Advanced Learning specialists do so in grades K-8.
 - High school Guidance Counselors and Principals do so in grades 9-12.
- Suggest/implement interventions when problems interfere with social and/or emotional health. These would begin with the teacher, specialist, or counselor as issues are discovered and lead to implementation of strategies by all educators working with the student. Parents/guardians would be involved early in these strategies.
- AIG Specialists distribute information about dual enrollment criteria for 9th -12 th grades.
- AIG Specialists work with guidance counselors and students in planning for high school:
 - Identified and talented development students are included, so those who may benefit from dual enrollment are aware of the steps necessary to qualify.

Guidance Counselors

- Disseminate information about AIG/Advanced Learning students including dual exceptionalities (2e), learning concerns, and other social/emotional needs to appropriate teachers.
- Advocate for student needs K-12.
- Advocate for use of the Differentiated Education Plan/Individual Differentiated Education Plan at grades 9-12.
- Monitor HG, AI, and IG students for emerging issues.
- Participate in professional development regarding AIG/Advanced Learning students.
- Partners with AIG Specialists to help high school students to set goals and plan their high school course selections.

Principals

- Allow for flexibility in scheduling several times yearly to have specialists at multiple PLC meetings.
- Allow specialists to work in multiple school teams.
- Require guidance counselors to participate in professional development regarding AIG/Advanced Learning students.
- Advocate for AIG students with special needs.
- Require teachers to use Individual Differentiated Education Plan accommodations and to adhere to the Differentiated Education Plan specifications.

*** 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.

Chatham County Schools Implementation Responses

Services for traditionally under-represented AIG/Advanced Learning populations are dependent upon the presented needs. Currently the following services are provided:

- Talent Development in Kindergarten through third grade is designed to reflect the student body. For example, schools with a high percentage of ELs will have a high percentage of ELs in the Talent Development program. The program requires flexible grouping and participation so that more students of diverse backgrounds may be served.
- Talent Development in Grades 3-8 includes students on the cusp of qualifying in regular AIG/Advanced Learning groupings. This exposes students to high expectations and rigorous opportunities. Students come away from these situations more confident of their abilities and ready to formally move into the AIG/Advanced Learning program.
- Highly gifted students are served differently from gifted students.

- Service may be concurrent with other gifted students.
- Expectations for these students are different.
- More content for these students is enrichment and extension rather than directly reflecting classroom content.
- More independence is encouraged.
- Schools may be able to have these students meet face-to-face with the AIG/Advanced Learning specialist more often than other students. An emphasis on personal choice exists for these students.
- Twice-exceptional students are served in conjunction with the Exceptional Children's staff. Regular meetings are held between the two specialists to cover best strategies and areas that need targeted support or are showing advancement. Autistic students with social/emotional demands are grouped with other AIG/Advanced Learning students so that both groups learn how to interact.
- Culturally/Ethnically diverse students have their culture or ethnicity addressed through literature from the group or area. The literature is analyzed for distinctive characteristics.
- Tutoring, writing exercises and multiple strategies are employed for filling the potential gaps in learning for many students in under-represented populations.
- Further supports for these services are:
 - Behavioral plans, 504 plans, Exceptional Children's status, physical limitations, ESL data or other documented acute circumstances inform the AIG/Advanced Learning specialists as to the needed accommodations for these students.
 - The CCSNDT monitors for the initial inclusion of students in under-represented populations. The team recommends appropriate matching of services to the needs of students in under-represented populations as the evaluation process culminates.
 - AIG/Advanced Learning specialists work with the EC and ESL programs and instructors to match programming with student needs.

- Community members are involved in the development of services when possible. This may include specific materials and advice.
- All AIG/Advanced Learning Program printed materials are available in English and in Spanish.
- Interpreters are employed as needed for meetings and Parent University events.

AIG/Advanced Learning Specialists

- Create Individual Differentiated Education Plans/Differentiated Education Plans with classroom teachers. These documents are distributed to appropriate faculty to outline supports for students.
- Begin the year meeting classroom teachers, EC teachers and ESL teachers for information about the specific situations of students from under-represented populations. Behavioral plans, 504 plans, Exceptional Children's status, physical limitations, EL status or other documented accommodations add to the ability of the specialist to differentiate with student need in mind.
- Check-in quarterly with the classroom teachers to keep this information up to date.
- Work with teachers to adapt services and expectations to provide the best differentiation possible for all groups or individuals.
- May work with individual students to address academic deficiencies, learning behaviors detrimental to student success and other impediments to classroom success.
- Cooperate with all other specialists.
- Develop new and/or different services as the needs of these populations change.

CCS Board Policy Related to Acceleration

3420-R Student Promotion and Accountability

1. Grade Acceleration

To determine the eligibility of a student to move to a higher grade level than the current enrollment, the principal shall confer with a committee of professional educators to consider the following factors:

1. Student Aptitude. The child shall be highly advanced in academic and social development and shall score at the 98th percentile on specified standard individual test(s) of intelligence administered by a licensed psychologist or psychiatrist. The most recent edition of the specified test(s) shall be used. Testing must have occurred less than one calendar year prior to proposed advancement.
2. Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on both reading and mathematics on specified standard individual test(s) of achievement. Results must be less than one calendar year old.
3. Performance. The child shall be able to perform tasks well above age peers as evidenced by behaviors in all areas such as independent reading, problem-solving skills, advanced vocabulary, and writing fluency.
4. Observable Student Behavior/Student Interest and Motivation. The principal or principal's designee shall conduct an interview with the child and a more structured interview with the parent to determine if the child is able to successfully move to the new grade level.
5. Completion of the Iowa Acceleration Scale, the most current edition, shall be accomplished to assist the principal in making an informed decision regarding the promotion. An AIG specialist will manage the completion process.
6. After considering all factors, including input from the committee, the principal shall decide whether to grant the request for enrollment within four weeks after receiving all information. If the principal determines that the child has not adjusted to the grade level setting, the principal shall retain the right to reverse enrollment from the current grade level to the original grade level.
7. Parents may be required to supply information in addition to that required by this policy.

8. Decisions related to early admission to kindergarten shall be made pursuant to applicable state board policy.

Chatham County Schools will not conduct testing for grade acceleration. Accepted tests include: CogAT, ERB, and Iowa Assessments. ACT and SAT scores may be considered at the discretion of the district administrator who oversees the AIG Department. The administered level of the CogAT shall be two grade levels above the student's current grade. Chatham County Schools may require parents to supply information in addition to that required by this

policy and may also require specific tests or other measures to provide information relating to the factors listed in this policy.

The North Carolina Policy Related to Early Admission

North Carolina State Board of Education

Policy ID Number: KNEC-001

Policy Title: Standard for Early Admission to Kindergarten

Current Policy Date: 1989-09-07

Administrative Procedures Act (APA): 16 NCAC 6E.0105.0105 EARLY ADMISSION TO KINDERGARTEN

1. To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:
 - a. Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.
 - b. Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.

- c. Performance. The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete an informal reading assessment of the child.
 - d. Observable Student Behavior/Student Interest. The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.
 - e. Motivation/Student Interest. The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.
2. The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days notice before exiting the child from school so the parent may arrange child care, if needed.
 3. LEAs may require parents to supply information in addition to that required by this Rule. LEAs may also require specific tests or other measures to provide information relating to the factors listed in Paragraph (a) of this Rule.
 4. Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school,

the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated education plan for the child.

PLEASE NOTE THE FOLLOWING NCDPI STATE BOARD POLICY INTERPRETATION:

<https://stateboard.ncpublicschools.gov/legal-affairs/resources-1/school-entry-age>

School Entry Age, Legal Requirements, Interpretive Analysis

If the child reaches the age of five years on or before August 31st of the year he is presented for enrollment, the child is eligible to enroll. If his fifth birth date falls on or after September 1st, the child is not eligible to enroll. Proof of age can be required.

The statute contemplates that the vast majority of children presented for enrollment belong in kindergarten and will be automatically assigned there. However, the statute recognizes that some students will be presented for enrollment who can be more appropriately served at a higher grade level, and it authorizes the school principal to make such assignment when he decides that it is in the child's best interest. The key point to remember here is that this is an educational rather than a chronological decision and that it takes place after it has been determined that the child meets the statutory age requirement for school entry. In reaching such a decision, the principal may use both objective and subjective criteria, keeping in mind only that the decision must be reasonably and rationally related to the facts of the specific situation.

Accelerative Options provided by the Program, Other Departments and Schools

- Curriculum compacting.
- Early Admission to a grade level and Early Admission to Kindergarten (while neither of these guarantee AIG/Advanced Learning services, students are accelerated beyond the anticipated grade level).
- Chatham Center for Innovation – joint venture with Chatham Central Community College to provide advanced coursework followed by early college for students. (High School)
- Career and College Promise = dual enrollment at community colleges, universities and innovative high schools as defined by the NC Department of Public Instruction. Chatham Center for Innovation is one such school. (High

school.)

- Support for applications to NC Governor's School, NC Summer Ventures, and other opportunities. (High school.)
- Advanced Placement and Honors classes. (High school.)
- Credit by Demonstrated Mastery. (Middle school and high school.)
 - Available on the CCS website are these documents about the process: FAQs, Student-Parent Guide, Spanish Agreement for the process and a Student Application.
 - Sample timeline for obtaining credit:
 - January Start of HS 2nd semester: CDM applications due
 - February - Phase 1 "Testing" concludes, Phase 1 "Testing" results shared
 - March - Phase 2 "Portfolio" assignments shared, Phase 2 "Portfolio" assignments due
 - April - CDM portfolio results shared. If necessary, appeals process may be used. If PASS credit is earned, next year's course selections are updated.
- Early entry to math courses – Math 1, Math 2, Math 3. (Middle school.) Guidance for entry into these advanced courses is provided through the Elementary Education Department and the High School Education Department. The most up-to-date process is located in the Middle School Handbook available online at chatham.k12.nc.us. Currently, criteria must be met to enroll in one of these courses in middle school.
- Online courses from North Carolina Virtual Public Schools (middle school and high school) and the North Carolina School of Science and Math.

North Carolina House Bill 986 legislation moves students scoring Level 5 on Math EOGs to more advanced math in the next academic year. CCS is currently implementing advanced coursework and developing more effective ways to deliver advanced coursework across the district.

*** Practice I**

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

Chatham County Schools Implementation Responses

- Extra-curricular options may include, but are not limited to:
 - Academic competitions such as Battle of the Books, Spelling Bee, Geography Bee, Quiz Bowl, Young Authors.
 - Science Fair.
 - Journalism opportunities such as yearbook, newspaper.
 - Competitions such as MATHCOUNTS, Odyssey of the Mind, Science Olympiad.
 - Online competitions such as Stock Market Game.
 - Duke Talent Identification Program (TIP).
 - Clubs such as academic, arts, service.
- Extra-curricular options vary by school and available sponsors.
- Within this plan cycle, the creation of district wide events for advanced learners will be addressed. These events may include:
 - Saturday meetings.
 - Day long events during the school day.
 - Field trips.

- Clubs.
- Summer camps/learning opportunities.
- Parents/guardians and teachers are encouraged to sponsor options.
- Parent University offers programs of interest to both parents/guardians and students.

*** Ideas for Strengthening the Standard**

1. Utilize more self-directed studies thus incorporating more student-driven learning opportunities.
2. Ensure that students are receiving equitable service in their area(s) of identification.
3. Include AIG/Advanced Learning specialists at leadership levels within the school and county.
4. Develop a method to track student progress to ensure talent development and AIG students are benefiting from instruction. Student portfolios and goal setting may be used.
5. Improve transition information at transition points; elementary school-middle school-high school.
6. Develop more effective methods of utilizing Differentiated Education Plans/Individual Differentiated Education Plans at the high school level.
7. Increase school counselor involvement with AIG/Advanced Learning students.
8. Provide more flexible and student-centered scheduling at all grade levels.
9. Develop and implement the district-wide response to House Bill 986 Part II.

Planned Sources of Evidence

* Lesson repository in Google Drive

* Materials developed from transition meetings

* Student feedback from surveys for transition meetings and additional advanced learning opportunities.

Documents

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

Standard 3: Differentiated Curriculum and Instruction

Chatham County Schools (190) 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.

Chatham County Schools Implementation Responses

AIG/Advanced Learning Department and Schools

General Service Options

- Differentiation = Differentiation means tailoring instruction to meet individual needs. Teachers may differentiate content, process, products, or the learning environment. Differentiation is developed based on ongoing assessment. Differentiation, by its nature, is different for different students and different for individual students at different points in the curriculum.
- Flexible grouping = Groups that change for a variety of learning experiences. Some students may be in a group that needs to learn a specific concept. Those same students may be in another group needing more challenging material for another concept.
- Grouping = Placement of at least five AIG/Advanced Learning students within a class. This allows the teacher to focus on the needs of AIG/Advanced Learning students more easily. Principals make class roster decisions.

- Content acceleration = Material ahead of the student's current curriculum grade level is taught. The materials follow the lines of the NC Standard Course of Study.
- Curriculum compacting = This option allows students to demonstrate mastery of upcoming content in order to focus on topics relevant to their interests. Clear structures must be agreed upon and utilized within the school.
- Interest groups = These may take the form of literature circles in which students choose books, self-selected extra-curricular activities, clubs, problem-based learning opportunities, science fair experiments, and other optional teacher or student-created investigations.
- Specialized projects = Here students may work on specific problems or research. A huge variety of possibilities exist for this.
- Specialized materials = Teachers and specialists have access to many types of advanced and creative materials. Depending on the area(s) of identification, more challenging reading selections, spatial math investigations, or problem-solving materials are available.
- Consultation = Students remain in the regular classroom but are monitored by the AIG/Advanced Learning specialist. Teachers may, of course, request curriculum or other resources for these students. In general, this option is used when students have gaps in learning or are experiencing significant difficulty in grade level concepts.
- Templates = Students and teachers will have access to templates for Advanced Learning within the 2019-2020 academic year. The AIG/Advanced Learning Department will create templates for literature and math units that can be used as menus or frameworks by students.

Serving a Range of Advanced Learners

Within students identified as AIG/Advanced Learners, a wide range of abilities and needs exist. Both AIG/Advanced Learning specialists and classroom teachers must begin with the NCSCOS (NC Standard Course of Study), K-12, as a point from which enrichment, extension and acceleration expand.

- Range of learners includes identified and advanced learners not identified as AIG/Advanced Learning and transfer students not yet formally identified.

- “Talent Development group” in grades 4-12 refers to a group with no identified AIG/Advanced Learning students. These groups without any AIG/Advanced Learning students use this structure:
 - May be as large as the average size of a class within the group’s grade level.
 - May be multiple grade levels.
 - Meet one time per week to allow the AIG/Advanced Learning specialist to serve identified students more frequently.
 - Should meet between 45 and 60 minutes per session.
 - Are limited to 1 group per grade level in schools under 400 ADM K-5 or K-8.
 - Are limited to 2-3 groups per grade level in schools over 400 ADM K-5 or K-8.
- In grades 4-12 specifically, “Blended groups” of AIG/Advanced Learning identified students and Talent Development students in grades 4-12 use this structure:
 - AIG/Advanced Learning blended groups are limited to the average class size in the school at that grade level.
 - AIG/Advanced Learning blended classes must be made up of a majority of identified AIG/Advanced Learning students.
 - Selection of students added to AIG/Advanced Learning blended groups follows the AIG/Advanced Learning Plan guidelines. The AIG/Advanced Learning specialist selects students for the Talent Development Program.
 - Talent Development status is flexible. Students may move in and out of Talent Development status and participation.
- Service to identified AIG/Advanced Learning students, transfer AIG/Advanced Learning students and students as directed by the CCSNDDT is an absolute priority.

- Service to identified AIG/Advanced Learning students, transfer AIG/Advanced Learning students and students as directed by the CCSNDDT must be provided in the area(s) of identification and in equal amounts of time for the area(s) of identification.

- A minimum of 45 – 60 minutes per week of “face time” with the AIG/Advanced Learning specialist in each area of identification is essential unless the NDT has designated Consultation as the planned service option for a student.
- Identified students must be served as a priority over non-identified students.
- The majority of a specialist’s time is engaged in serving identified students.

Implementing Enrichment, Extension, Acceleration

- Acceleration options are utilized on a case-by-case basis as students present needs.
- Advanced coursework in middle school (including high school credit coursework at the middle school level) is implemented and directed by the K-8 Department.
- Honors and AP coursework in high school (including the Credit by Demonstrated Mastery Program) is implemented and directed by the High School Department.
- Groups composed entirely of AIG/Advanced Learning students are limited to the average class size in the school at that grade level.
- The AIG/Advanced Learning Program investigates continually the use of specific units across the district to provide consistency. Currently such units are available but not required.

AIG/Advanced Learning Specialists

- Assist in creating curriculum to serve students.
- Co-teach, model teach, pull-out, and push-in as best suits student and school needs.
- Serve Highly Gifted (AI and IG) students differently than AG, AR and AM students.

- Provide resources and opportunities for enrichment and extension to AIG/Advanced Learning students and Talent Development students.
- Facilitate students of similar needs and interests working together.

Classroom Teachers

- Use flexible grouping.
- Use flexible scheduling.
- Use purposeful differentiation.
- Work cooperatively with AIG/Advanced Learning specialists to create appropriate opportunities for gifted students and advanced learners.

Principals

- Monitor and observe classroom differentiation implementation.
- Monitor growth of AIG/Advanced Learning students on EOGs and EOCs as outcomes of differentiation employed in classroom settings.
- Be open to school-wide opportunities supported by AIG/Advanced Learning.
- Effectively group AIG/Advanced Learning students to best utilize classroom teachers and AIG/Advanced Learning specialists.
- Schedule AIG/Advanced Learning sessions for reading identified students and for math identified students separately and in equal amounts of time.
- Schedule specialist's time so as to serve identified students more than Talent Development students.

Enrichment

CCS defines enrichment as adding to the NCSCOS (NC Standard Course of Study). AIG/Advanced Learning specialists and classroom teachers develop and implement programming that is related to the SCOS. This programming must be rigorous and impact skills specified under the SCOS. Enrichment opportunities relate to affective needs as well.

- Currently, students are offered enrichment opportunities in both the classroom and through AIG/Advanced Learning specialists.
- Instructional strategies may include:
 - Intervention blocks when students leave the classroom to have face-to-face time with specialists.
 - Problem-based curriculum.
 - Project-based curriculum.
 - Research projects.
 - Use of technology and applications.

Extension

CCS defines extension as exploring the SCOS with opportunities beyond the SCOS. AIG/Advanced Learning specialists and classroom teachers take a SCOS focus and allow students to follow interests that begin with that SCOS focus but may take the student beyond that standard. This is student-driven learning. Extension modalities may be designed to support affective needs in addition to intellectual needs.

- Currently, students are offered extension opportunities in both the classroom and through AIG/Advanced Learning specialists.
- Instructional strategies may include:
 - Intervention blocks when students leave the classroom to have face-to-face time with specialists.
 - Problem-based curriculum.

- Project-based curriculum.
- Research projects.
- “Genius Hour”.
- Choice.
- Use of complex technology applications.
- Partnering with experts in a chosen field.
- Investigations into societal issues such as mental health, physical health, disasters, change, power, wealth, arts, etc.

Acceleration

CCS defines acceleration as moving ahead in grade-level content or advancing a grade level beyond current or anticipated enrollment. This is often called “grade skipping”. AIG/Advanced Learning specialists, in cooperation with classroom teachers and principals, create opportunities for students to move through content quickly by:

- Compressing curriculum – taking less time to cover material.
- Compacting curriculum – allowing students to pre-test out of the curriculum to “buy” time to work on their specific interests.
- Allowing students to attend other grade levels for specific content areas.
- Moving to a higher grade level is often called “grade skipping” or “grade acceleration.”

Note: The Chatham County Board of Education has enacted a policy covering grade acceleration and early admittance to Kindergarten. Affective needs are always considered in acceleration options.

*** 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.

Chatham County Schools Implementation Responses

AIG/Advanced Learning Department

- Collaborates with the Curriculum and Instruction Department, the Assistant Superintendent for Academic Services and Instructional Support and principals to plan and provide professional development regarding instruction for gifted students.
- Provides on-site assistance as requested by school administrators.
- Will investigate creating longer learning opportunities for students, such as full days and field trips.

AIG/Advanced Learning Specialists

- Collaborate with teachers and students in grouped classrooms to provide assistance.
- Design curriculum for teachers/students as schedules allow.
- Provide resources for teachers and students both as source material and instructional strategy information.
- Recommend implementation methods for various differentiation strategies.
- Set goals (student selected goals: affective, academic, others) with students at the beginning of each school year and review progress.
- Co-teach, model teach, pull-out, and push-in as best suits student and school needs.
- Serve Highly Gifted (AI and IG) students differently than AG, AR and AM students.
- Provide individual or group services to 2e students as needed.

- Provide support for affective needs.
- Utilize student learning style information and structures such as interest inventories, 7 Habits for Highly Effective Students, learning profiles, multiple intelligences and other appropriate learning style information.

Classroom Teachers

- Use appropriate differentiation strategies.
- Work with AIG/Advanced Learning specialists to develop curriculum and strategies when appropriate and is allowed by scheduling.
- Understand co-teaching, model teaching, pull-out and push-in methods to best utilize these.
- Incorporate Differentiated Education Plans/Individual Differentiated Education Plans into classroom instruction/expectations at the high school level. More training is needed.

Guidance Counselors

- Follow Governor's School application process.
- Provide guidance for college application process that includes multiple and diverse colleges appropriate to the student's goals and means.
- Revisit "myths" regarding gifted students and their education to assist teachers and students.
- Support students lobbying for scheduling and coursework most effective for themselves.
- Support students by advocating for the use of Differentiated Education Plans/Individual Differentiated Education Plans.
- Provide affective support to AIG/Advanced Learning students in conjunction with AIG/Advanced Learning specialists and teachers.

Principals

- Provide time in faculty sessions for AIG/Advanced Learning specialists to review student needs, AIG/Advanced Learning services and differentiation strategies.

- Promote use of differentiation for AIG/Advanced Learning students.

- Provide flexible scheduling to meet AIG/Advanced Learning specialists' duties required by this plan.

- Group students to provide maximum efficiency in use of personnel.

- Provide assistance in curriculum compacting.

Recommended Strategies Serving Learning Needs and Identifications

(This list is not exhaustive.)

- Curriculum compacting.

- Genius hour.

- Independent learning contracts.

- STEM and STEAM.

- Computer programming related to NCSCOS.

- Choice boards using multiple learning modalities and expectations.

- Production with technology.

- Tiered lessons.

High Schools

- Four-year planning is done in eighth grade by middle school counselors.

- Revisions and additions are made to the four-year plan yearly.

- Extra-curricular activities and Career Technical Education coursework is recorded.
- Students have access to this information for college application purposes.

*** Practice C**

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

Chatham County Schools Implementation Responses
Identifying Supplemental Resources

- Lead teacher investigates resources for curriculum needs identified by specialists and teachers.
- AIG/Advanced Learning specialists bring to the AIG/Advanced Learning PLC resources that have been successful in targeting needs.
- AIG/Advanced Learning specialists are encouraged to ask for resources that best support students.
- AIG/Advanced Learning specialists in our district are encouraged to attend the NCAGT conference to find new resources and strategies for our students. The district supports attendance financially as funding allows.

Creating/Obtaining Supplemental Resources

- AIG/Advanced Learning specialists share links to online resources via our Google folder.
- AIG/Advanced Learning specialists use planning time to create resources and district assessments used within the program.
- Lead teacher and the supervising Executive Director seek funding for purchases.
- Lead teacher assists in creating resources as needed.
- Lead teacher pursues professional development in use of new resources as needed.

Integrating Supplemental Resources

- When limited quantities of a resource are available, the lead teacher coordinates both sign up, sign out and re-supply thereof.
- AIG/Advanced Learning specialists offer and explain supplemental resources to classroom teachers.
- All teachers may request assistance from AIG/Advanced Learning Department and specialists to plan use of resources or to seek out resources.
- AIG/Advanced Learning specialists coordinate with classroom teachers on topics, goals and skills to utilize the supplemental resources from the district and the specialists' resources.

Supplemental Resources Available (These are examples.)

- Junior Great Books K-8.
- Primary Education Thinking Skills.
- William & Mary curriculum units such as Jacob's Ladder.
- STEM kits.
- M2 and M3 units.
- VersaTiles.

*** Practice D**

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

Chatham County Schools Implementation Responses

AIG/Advanced Learning Specialists and Teachers

- Teachers of all students incorporate future-ready skills and content.

- AIG/Advanced Learning specialists help classroom teachers and other specialists create integrated units incorporating support for future-ready skills and content.
- AIG/Advanced Learning specialists create and/or utilize problem-based learning units that include real world applications.

21st Century Four C's (Future ready skills) are addressed within multiple settings as follows:

Critical Thinking and Problem Solving

- Problem-based learning.
- Socratic seminars.
- Debates.
- Problems of the Week/Month in mathematics.
- Science Olympiad.
- Math clubs.
- Lego Robotics.
- Odyssey of the Mind.
- Walch Integrating Math Units in the Real World.

Communication

- Book clubs – writing and discussions.
- Drama clubs.
- Odyssey of the Mind.

- Writing competitions.

- Poetry focus.

Collaboration

- Flexible groups.
- Collaborative learning groups.
- Technology applications allowing whole class and cross-class collaborations.
- Development of rubrics with students.
- Partnering with experts in various fields.

Creativity and Innovation

- Use of various learning styles based on inventories.
- Technology applications allowing students to create presentations with illustrations or video or other content styles.
- Poetry writing – Poetry Slam.
- Problem-based learning.
- Student choice in materials incorporated into classes.
- Drama clubs and chorus. (Extra-curricular activities vary by school and availability of adult coordinators.)

Leadership

- High schools and middle schools are competitive members of the NC Association for Scholastic Activities, which includes Forensics, Quiz Bowl, Debate, and writing.

- Career and Technical Student Organizations (CTSOs) include opportunities for state and national leadership roles. Chatham County Schools provides financial support in certain instances for groups to participate.
- Academic leadership opportunities are available in activities such as National Junior Honor Society, Beta Club, Science Olympiad and literature circles.
- Student government is open to students from at least fourth grade.
- Competitions are available in writing, Battle of the Books, Odyssey of the Mind, Science Olympiad and more.
- Innovation in leadership is fostered in Leader in Me programming, AVID, PBL and community service participation.
- Students are challenged to own and help direct their learning.

*** Practice E**

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

Chatham County Schools Implementation Responses

Classroom Teachers and AIG/Advanced Learning Specialists

- Classroom teachers and AIG/Advanced Learning specialists use formative assessments to monitor early student mastery of content. If mastery is reached on a formative assessment, alternative plans are made for students. Content mastered is replaced with new content taking the form of projects, investigations, self-directed learning or advanced content.
- Classroom teachers and AIG/Advanced Learning specialists develop a responsive plan for students scoring at the 95th percentile or above on EOGs or EOCs from third through eighth grades.
- District assessments often allow for observation of a range of achievements. This creates opportunities to monitor identified students as well as discover new high-achieving students.

AIG/Advanced Learning Specialists and Classroom Teachers

- Employ multiple and appropriate assessments to discover potential Talent Development students.
- Monitor academic progress of AIG/Advanced Learning and Talent Development students to ensure students grasp skills.
- Use data to assist classroom teachers with and/or design differentiated curricula with enrichment, extension, and acceleration.
- Cooperate in developing pre-tests as possible.
- Use differentiation strategies to best match the needs of gifted learners and students who have already mastered content to be taught.
- Understand that perfect scores are not required to participate in AIG/Advanced Learning opportunities.

Principals

- Create flexible grouping opportunities.
- Monitor for differentiation and adapted curriculum.
- Foster and support cooperative planning for differentiation.
- Employ responses to students scoring level five on EOGs and EOCs according to the district's framework for North Carolina House Bill 986.

*** Practice F**

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

Chatham County Schools Implementation Responses

AIG/Advanced Learning Department

- Assists in offering opportunities for students to develop socially and emotionally through various programs such as mindfulness and literary analysis of appropriate books or short stories.
- Creates learning opportunities that address the needs of AIG/Advanced Learning learners for all stakeholders.
- Provides faculty, guidance counselors, and administrators with information and/or professional development opportunities regarding the social and emotional needs of gifted students.
- Focuses on the topic during district PLC meeting(s).
- Addresses the affective needs of gifted learners and “myths” about gifted students in presentations to faculty yearly.
- Assists with information, curriculum, and strategies to support educators, guidance counselors, parents/guardians, and students in this area.
- Offers parent session(s), Parent University, on the social and emotional needs of gifted children.
- Presents information about this topic at faculty meeting(s) and to guidance counselors
- Advocates for equitable treatment of AIG/Advanced Learning students within classrooms including use of Individual Differentiated Education Plan/Differentiated Education Plan recommendations for needed affective support strategies.
- Monitors the implementation of programs for social and emotional needs of students. (Such as literary discussion units with themes applying to students’ social and emotional needs and mindfulness for students.)

AIG/Advanced Learning Specialists

- Conduct yearly professional development for all faculty regarding AIG/Advanced Learning students and affective needs.
- Implement mindfulness program at targeted schools.
- Demonstrate the program with students.

- Involve parents.
- Review related data.
- Know their students with special needs and the appropriate ways to assist them in either individual or group settings.
 - Students with organizational needs are given structured methods to maintain their organization.
 - Students are paired with 2e students for social development when appropriate.
 - Lunch Buddies groups with the AIG/Advanced Learning specialist meet in some schools.
- Assist classroom teachers with strategies for AIG/Advanced Learning students with specific affective/emotional needs.
- Coordinate with guidance counselors, teachers, and others as necessary to obtain and deliver appropriate services.
- Advocate for equitable treatment of AIG/Advanced Learning students within classrooms including use of Individual Differentiated Education Plan/Differentiated Education Plan recommendations for needed affective support strategies.

Classroom Teachers

- Attend professional development regarding AIG/Advanced Learning students' potential affective needs.
- Know the unique affective needs of gifted students.
- Coordinate with guidance counselors, teachers, and others as necessary to obtain and deliver appropriate services.
- Use Individual Differentiated Education Plan/Differentiated Education Plan recommendations for needed affective support strategies at all grade levels.

Guidance Counselors

- As part of service delivery for AIG/Advanced Learning students at all levels, they must:
- Attend provided professional development regarding AIG/Advanced Learning students' potential affective needs.
- Coordinate with AIG/Advanced Learning specialists, teachers, and others as necessary to obtain and deliver appropriate services.
- Support students in scheduling to meet student interest and goals and to appropriately challenge students.
- Advocate for equitable treatment of AIG/Advanced Learning students within classrooms including use of Individual Differentiated Education Plan/Differentiated Education Plan recommendations for needed affective support strategies, K-12.
- Provide guidance for college application process that includes multiple and diverse colleges appropriate to the student's goals and means.

Principals

- Understand the possible behaviors gifted students may exhibit in and out of the classroom.
- Support flexible scheduling for strategic interventions and student academic needs.
- Require guidance counselors and other faculty to attend professional development regarding affective needs.

District Administration

- Purchased and implemented 2nd Step, a guidance program, for all K-2 students.
- Restorative Justice is now used in some of our schools.

*** 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.

Chatham County Schools Implementation Responses

Identification of K-3 Students

K-3 students may be identified formally. A third grade screening is administered unless a current CogAT or IQ test or similar test results are on file. There is a list of accepted aptitude and IQ tests.

Identified Students

K-3 classroom teachers differentiate instruction for identified AIG/Advanced Learning students. Assistance from the AIG/Advanced Learning specialist is given upon request. AIG/Advanced Learning specialists monitor identified students' needs and progress.

Talent Development K-3

Students in the Talent Development Program are not identified as AIG/Advanced Learning. The goal of nurturing is to find potentially gifted students. The Talent Development Program is not intended to serve identified AIG/Advanced Learning students. Talent Development status is flexible. Students may move in and out of the Talent Development Program. Blended groups of AIG/Advanced Learning identified students and Talent Development students in K-3 are not used.

- “Talent Development group” in K-3:
 - Refers to a group with no identified AIG/Advanced Learning students. These groups without any AIG/Advanced Learning students use this structure:
 - May be as large as the average class size in K-3 in the school.
 - May be multiple grade levels.
 - Meet one time per week to allow the AIG/Advanced Learning specialist to serve identified students more frequently.
 - Meet no more than 45 minutes per session and meet one time per week or less to allow the AIG/Advanced Learning specialist to serve identified students more frequently.

- Are limited to 1 group per grade level in schools under 400 ADM K-5 or K-8.
- Are limited to 2-3 groups per grade level in schools over 400 ADM K-5 or K-8.
- Student selection for Talent Development is done by the AIG/Advanced Learning specialist based on:
 - Students receive whole class thinking skills instruction at the beginning of each semester. Outstanding performance in these sessions helps inform student selection for small group instruction.
 - Professional observations.
 - Knowledge of available space.
 - In K-3, student selections must reflect the school makeup.
 - Prior growth of individual students in Talent Development.
 - Focus of the semester academically, reading or math (where applicable).
 - Students may be grouped flexibly with similar learners in reading and/or mathematics.

Classroom Differentiation and Instruction

- A variety of strategies are used. For example, questioning, choice-based learning and tiered assignments.
- The AIG/Advanced Learning specialist is available to assist in development of strategies or design of curriculum for K-3 teachers as allowed by schedules.

*** 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.

Chatham County Schools Implementation Responses

Shared Responsibility for Advanced Learners

- The expectation is that all classroom teachers and specialists, such as ESL and EC specialists, differentiate instruction for advanced learners and that AIG/Advanced Learning specialists support these teachers.
- AIG/Advanced Learning specialists and the AIG/Advanced Learning Department assist grade levels, individual teachers, schools, other specialists and principals with design of curriculum and implementation.
- Chatham County Schools provides training in areas related to advanced learners.
- Principals and CCS administration monitor subgroup test results.
- At the request of a principal or other administrator, AIG/Advanced Learning specialists work with teachers needing particular assistance with incorporating differentiation. Appropriate methods for this assistance include but are not limited to:
 - Co-teaching.
 - Model teaching.
 - Designing materials and curriculum that coordinate with classroom goals as allowed by schedules.
 - Coaching.
- AIG/Advanced Learning specialists cultivate relationships with teachers to the degree possible in order to assist with incorporating differentiation.
- High school course content areas include:
 - Honors curriculum - These course opportunities are planned in collaboration with content teachers.
 - Articulated Dual Enrollment college credit programming - These course opportunities are planned in collaboration with content teachers.
 - Advanced Placement courses.

- Currently the Exceptional Children's Program and the AIG/Advanced Learning Program are under one director. This simplifies the exchange of information between the two programs.

Communication

- Schedules enable AIG/Advanced Learning specialists to attend grade level planning and PLC meetings at least quarterly. These types of schedules should be in place by the beginning of the 2020-2021 school year.
- Information given to principals includes AIG/Advanced Learning identification type and Highly Gifted status. AIG/Advanced Learning specialists provide this information to principals in spring or earlier if requested. This makes grouping or clustering students simpler.
- AIG/Advanced Learning specialists employ multiple forms of communication to share expertise with other teachers.
- AIG/Advanced Learning specialists need to be invited to serve on teams working on district initiatives, such as curriculum guides and pacing guides.
- Rosters of AIG/Advanced Learning and Talent Development students are shared with classroom teachers, specialists in Exceptional Children and EL (and other specialists as needed) and principals. Rosters are updated as changes occur.
- Twice-exceptional (2e) and EL students fall under the care of multiple specialists. Information about effective instruction, student performance issues, affective needs, and knowledge of various communities within our county is exchanged among these specialists both in written and verbal forms. Any specialist may support identification of these special populations as appropriate.

*** 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.

Chatham County Schools Implementation Responses

Annual Differentiated Education Plans and/or Individual Differentiated Education Plans

- Each school year, grade level classroom teachers collaborate with AIG/Advanced Learning specialists to create a Differentiated Education Plan (DEP) for identified gifted students at each grade K-8. The Differentiated Education Plan is developed using a standard format. The plan outlines the program service options and differentiation intentions for AIG/Advanced Learning students across the grade level in the school.
- The Needs Determination Team, which includes the principal at each school, reviews all grade level Differentiated Education Plans.
- Individual Differentiated Education Plans are created for students requiring special services. For example, students with 504 plans, twice-exceptional students, students in need of specific social/emotional support and underachieving students needing specific intervention strategies.
- Both the Individual Differentiated Education Plan and the Differentiated Education Plan contain specific topics and strategies and definitions thereof.
- Parents/Guardians review the Differentiated Education Plan/Individual Differentiated Education Plan at the end of the first grading period. This is done in print and in person as desired by the parents/guardians.

Annual End of Year Reports for Parents/Guardians and Students

- Within the first grading period of the school year, students set goals for themselves with the assistance of specialists. These may be affective and/or academic goals. Students review and evaluate progress at the end of the year. These are part of the End of Year reports.
- EOY reports include a review of the student's identification information.
- EOY reports include anticipated service options for the next year.

High School

- All high school AIG/Advanced Learning students have a Differentiated Education Plan/Individual Differentiated Education Plan included in the information transferred from middle school.

- A four-year plan or sketch of possible coursework indicates students' proposed course of study.

- Course selection in high school should match students' needs and is determined collaboratively by the student, the parent, the school administration, and guidance counselors.

- Parents/Guardians review course assignments annually.

*** Ideas for Strengthening the Standard**

All Stakeholders

1. Emphasize that service to identified AIG/Advanced Learning students, transfer AIG/Advanced Learning students, students as directed by the Chatham County Schools Needs Determination Team (CCSNDT) and selected Talent Development students are the priority.
2. Recognize and instill the idea that differentiation is a cooperative, daily need in all academic settings.
3. Remember the diversity of the AIG/Advanced Learning student population.

Principals

1. Group students for interaction with like-minded students. This is a proven strategy to support both academic and affective growth.
2. Make the school AIG/Advanced Learning specialist available via scheduling and flexibility to assist in development/explanation of strategies or design of curriculum.
3. Monitor differentiation in classrooms including AP classrooms.

AIG/Advanced Learning Specialists and Classroom Teachers

1. Create opportunities within all classrooms to include research, creativity, innovation, contextual learning, leadership, adaptability, and affective skills.
2. The goal of any assignment for an AIG/Advanced Learning student is to add challenge and interest to the student's current learning situation.
3. Ensure that AIG/Advanced Learning students are allowed to participate in AIG/Advanced Learning activities as the Differentiated Education Plan/Individual Differentiated Education Plan states and as student-specific service options are given by the NDT.

AIG/Advanced Learning Department and CCS

1. Offer programs outside the confines of school hours.
2. Advocate for equitable and appropriate services for AIG/Advanced Learning students.
3. Provide training to administration and teachers regarding grouping students.

Planned Sources of Evidence

* AIG/Advanced Learning student schedules.
* AIG Specialists teaching schedules.
* Shared lesson plans in our Google Drive.
* Principal observations.
* Walk-through observations.

Documents	
Type	Document/Link
Document Template	

AIG Standard 3 Additional Resources

N/A

Standard 4: Personnel and Professional Development

Chatham County Schools (190) 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.

Chatham County Schools Implementation Responses

Roles and Responsibilities of the AIG/Advanced Learning-licensed Educator as Lead Teacher (Lead Specialist or Coordinator)

- Plan and develop:
 - Leads revision of plan every three years.
 - Assists in setting goals for the AIG/Advanced Learning department and plan.
 - Move toward a flexible role within the county to create more differentiation in classrooms.
 - Advocate for a more consistent method of direct service delivery for AIG/Advanced Learning students.
 - Move toward a facilitating role within the county (for Gifted students) that allows teachers and Highly Gifted students more access to an AIG/Advanced Learning specialist.

- Advocate for students, resources and additional opportunities.
- Continues development of policies advocating increased inclusion of culturally, linguistically and economically diverse students.
- Implement:
 - Facilitates the AIG/Advanced Learning Advisory Board.
 - Analyzes program data and develops programming accordingly. This may include obtaining resources and securing or creating professional development.
 - Advocates for increased opportunities in high schools.
 - Creates all forms.
 - Ensures the components of the AIG/Advanced Learning Plan are implemented.
 - Creates handbooks for specialists, parents and administration.
 - Coordinates among and interprets gifted education program goals to:
 - Specialists.
 - Directors.
 - Building administrators.
 - Senior Leadership Team members.
 - Public affairs office.
 - Parents.
 - Students.

- Teachers.
- Other stakeholders.
- Coordinates professional development activities:
 - For classroom teachers of gifted learners and AIG/Advanced Learning Program specialists.
 - With the district directors, the superintendent and assistant superintendent in alignment with district goals.
- Develops or locates professional development regarding:
 - 2e students.
 - Culturally, linguistically and economically diverse students.
 - Typical gifted students.
 - Affective needs.
 - Advocating for all gifted students.
- Meets regularly with AIG/Advanced Learning specialists and conducts PLC meetings with specialists.
- Serves as system liaison to NC Department of Public Instruction, including monitoring of state requirements, headcount data, and reporting procedures.
- Assists with the financial management of the program.
- Assists in multiple capacities on-site for principals, teachers and/or AIG/Advanced Learning specialists.
- Develops and facilitates Parent University sessions.
- Monitors diversity of program, identification process and compliance with the plan.

- Develops presentation of student referrals for the CCSNDT.

- Distributes materials.

- Coordinates all other programming pieces as needed.

- Revise

- Creates CCS BOE briefing on potential plan changes.

- Uses data to revise instruction, service delivery or resources.

- Enlists multiple stakeholders to achieve a relevant revision of the plan.

- Monitor

- Evaluates the effectiveness and appropriateness of services to gifted learners.

- Facilitates principal reviews and plans for the school program.

*** Practice B**

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

Chatham County Schools Implementation Responses

Roles and Duties of Licensed AIG/Advanced Learning Specialists Academic and/or Intellectual Needs of Learners

- Help plan and develop the school and county program for gifted education.

- Collaboration:

- Collaborate with and support regular education teachers and other school personnel in implementation of the components of the AIG/Advanced Learning Plan in the school. These may include team teaching,

complementary teaching, and/or supportive learning activities.

- Collaborate with teachers to develop Differentiated Education Plans/Individual Differentiated Education Plans for identified students.

- Meet periodically with teachers to plan and modify instruction for gifted students.
- Provide higher-level resource materials to teachers.
- Develop appropriate curriculum.

- Ensure additional components of the AIG/Advanced Learning plan are implemented.

- Provide direct services to students when appropriate.

- Chair the school Needs Determination Team.

- Maintain records related to the school gifted education program and students as directed.

- Disseminate information about the gifted education program to school personnel, parents/guardians, and community members.

- Communicate and provide follow-up to professional development opportunities.

- Participate in district PLC meetings and other meetings as scheduled.

- Meet with groups of students, as scheduled, to enrich and/or extend classroom lessons.

- Submit updated student headcounts as requested.

- Provide services to identified AIG/Advanced Learning students in the students' area(s) of giftedness.

- Provide more service time to identified AIG/Advanced Learning students and selected Talent Development students than non-identified students or groups.

- Focus on gifted students.

Roles and Duties of Licensed AIG/Advanced Learning Specialists Social and Emotional Needs of Learners

- Work with all school community members to advocate for and to inform about AIG/Advanced Learning students and the program.
- Train all faculty in use of observational inventories for student referrals.
- Monitor school and AIG/Advanced Learning headcount demographic information.
- Share successful strategies for teaching diverse under-represented populations.
- Complete or support completion of the Iowa Acceleration Scale as requested by the principal.
- Provide PD as needed and requested.
- Interface with classroom teachers, guidance counselors and appropriate specialists to support acute or chronic needs of some gifted learners.
- Develop relationships with students that incorporate strategies for well-being such as mindfulness.

Classroom Teachers

- Use AIG/Advanced Learning specialists as curriculum differentiation experts, co-teachers, model teachers, program facilitators, and curriculum developers for gifted students.
- Ensure that AIG/Advanced Learning students are served.
- Use flexible grouping within the classroom.

Principals

- Use AIG/Advanced Learning specialists as curriculum differentiation experts, co-teachers, model teachers, program facilitators, and curriculum developers for gifted.
- Ensure that identified AIG/Advanced Learning students are served as first priority over other AIG/Advanced Learning specialist's assignments.

- Ensure that identified AIG/Advanced Learning students are served equally in reading and/or math according to their area(s) of giftedness.
 - Ensure that specialists are able to focus on gifted students.
 - Provide planning time on a regular basis (at least quarterly) for cooperative planning between specialists and classroom teachers.
- District Administration, AIG/Advanced Learning Department and Principals*
- Create consistent patterns for use of AIG/Advanced Learning specialists in K-8 schools, K-4/5 schools, 5/6 schools and high schools.

*** 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.

Chatham County Schools Implementation Responses

AIG/Advanced Learning Department

- Develops PD for the district and/or principals about:
 - Delivery of differentiated content. (This may be presented by the Department or external sources.)
 - Clustering/grouping of students as an effective, efficient strategy for teachers and specialists.
 - Under-represented populations.
 - 2e (twice exceptional with a disability and advancement) students.
 - CLED (Culturally Linguistically Economically Diverse) students.

- “Typical” contrasted with “Atypical” gifted students.
- Affective needs students.
 - Advocating for all gifted students.
- Sends specialists to the NCAGT Conference for PD as funding allows.
- Creates additional professional development for teachers with input from groups of AIG/Advanced Learning students.
- Delivers for principals:
 - Briefings about the plan at the beginning of new plan cycles.
 - Briefings about ongoing components of fidelity for the program.

AIG/Advanced Learning Specialists

Present yearly short professional development sessions covering:

- Identification/referral.
- Gifted students’ characteristics.
- Affective needs.
- Service strategies.
- Other topics as needs arise.

Principals

- Set aside time in faculty or PLC meetings for presentations by the AIG/Advanced Learning specialist.
- Monitor participation in AIG/Advanced Learning professional development by all faculty.

- Review the goals yearly of the AIG/Advanced Learning Program with the program’s lead teacher and other personnel as needed.

*** 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.

Chatham County Schools Implementation Responses

The AIG/Advanced Learning Department and AIG/Advanced Learning Specialists

- Offers collaborative and co-teaching sessions to model strategies for working with groups of gifted students.
- Provides differentiated curriculum.
- Teaches alternative methods of delivery to differentiate content.

Principals

- Group (cluster) AIG/Advanced Learning students for effective use of specialists and teachers.
- Provide teachers with AIG/Advanced Learning groups planning time with the AIG/Advanced Learning specialist on a regular basis.
- Encourage various methods of cooperative teaching.

District Administration, AIG/Advanced Learning Department

- Continues emphasis on differentiation across the district.
- Develops professional development for all teachers including:
 - Working with 2e students, such as learning disabled, autistic, and seriously emotionally disabled students.

- Characteristics and behaviors of advanced learners.
- Advanced learners are incorporated into the MTSS process.
- Investigates licensure or district-required PD for curriculum coaches.

*** Practice E**

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

Chatham County Schools Implementation Responses

- Provides professional development in the teaching of gifted and talented learners, providing awareness of the learning styles of advanced learners.
- Chatham County Schools partners with institutions of higher learning to provide professional development opportunities.
- Specialized professional development opportunities for current AIG specialists delivered by the Chatham County Schools or sources like: the North Carolina Association for the Gifted and Talented or Piedmont Triad Education Consortium (PTEC).

*** Practice F**

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

Chatham County Schools Implementation Responses

AIG/Advanced Learning Department

- Facilitates regular meetings of AIG/Advanced Learning specialists in a PLC group to refine skills, share successes, address concerns, and problem-solve issues. These meetings are led by the AIG/Advanced Learning

lead teacher.

- Facilitates planning through providing resources such as books, hands on materials, and funding for substitute teachers.
- Encourages schedules that best utilize specialists and best serve students.
- Coordinates with the Executive Director for Digital Teaching and Learning to deliver opportunities for teachers to build units together in a digital platform.
- Uses district professional development days to reflect on current plans and to develop strategies to involve more classroom teachers in utilizing services for students.
- Provide professional development to address equity. The professional development may include topics such as:
 - How to use whole-class and individual observation forms like USTARS~TOPS and/or Renzulli,
 - Planning culturally responsive lesson plans, and/or
 - Determining the underrepresented population at the local school.

AIG/Advanced Learning Specialists, Classroom Teachers

- Meet in school-based PLCs to review data and plan with teachers at least quarterly.
- Review collaborative strategies and curriculum with co-teachers or teachers utilizing AIG/Advanced Learning resources.
- Develop materials and strategies that demonstrate both cooperation in reaching classroom goals and appropriate materials and strategies for advanced learners.
- Evaluate professional development impact on student learning including affective growth.
- Utilize co-teaching and model teaching offered by AIG/Advanced Learning specialists.
- Utilize NCDPI Booster Shot series to provide school-based professional development.

Principals

- Create opportunities for cooperative planning including specialist participation in at least a quarterly PLC for each grade.
- Review implementation of professional development.
- Evaluate professional development impact on student learning.

*** 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.

Chatham County Schools Implementation Responses

AIG/Advanced Learning Department

The AIG/Advanced Learning Lead Specialist:

- Helps plan district professional development aligned to district goals set forth in the mission statement, vision statement, and strategic plan.
- Works with district administration (EC/AIG Department, Academic Services & Instructional Support Division, and Equity & Excellence Department) and school leadership to plan and set professional development goals for the year.
- Reviews district- and school-based demographic, performance (EOG/EOC, STAR, etc.), qualitative (USTARS and/or Renzulli), and focus group data to guide professional development.
- Works with community partners (e.g universities and/or experts) to provide professional development to stay informed on best practices with talent development, identification, and instructional practices.

*** Ideas for Strengthening the Standard**

1. Keep in mind that funding for the AIG/Advanced Learning Program is program-specific. AIG/Advanced Learning specialists should be utilized in accordance with the expectations of funding from NCDPI and the local Board of Education.
2. Ensure ongoing brief AIG/Advanced Learning professional development is completed. Add this as a part of the yearly evaluation consultation with principals.
3. Create professional development for teachers working with AIG/Advanced Learning students. A focus of professional development should be on scouting for talent and how to develop the abilities of students.
4. Create a method to track progress for students in talent development and plan professional development to improve instructional strategies.
5. Create consistent patterns for use of AIG/Advanced Learning specialists in K-8 schools, K-8 schools, 5/6-8 schools, and high schools.

Planned Sources of Evidence

- * AIG/Advanced Learning Professional Development Agenda
- * Faculty meeting agendas
- * Annual meeting agenda and documents with principals
- * Documentation about how AIG Specialists are utilized

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

Standard 5: Partnerships

Chatham County Schools (190) 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.

Chatham County Schools Implementation Responses

AIG/Advanced Learning Department and Parents/Families

- Plan and cultivate community support for special opportunities:
- Ask stakeholders, especially parents/guardians and students, for input regarding special opportunities we can collaboratively offer.
- Ask for support from all stakeholders including parents/guardians and students.
- Publicize opportunity plans.
- Address transportation needs.

- Develop a database of partners who have particular expertise and can share that with students.
- Schedule presentations by AIG/Advanced Learning students for the local Board of Education, District Senior Leadership Team, and summer retreats for administrators.
- Reach out to the community college for support of special opportunities.
- Develop a strong and ongoing presence in the schools for the Advisory Board.
- Seek out funding supplements through established pathways such as PTA Thrift Shop and various civic organizations.
- Create a Google Form so parents of high-ability learners may volunteer their skills and expertise to partner with AIG Specialists and teachers in the classroom.
- Connect specialists with the Career and Technical Education Department at the county level to make connections with community partners when available.
- Identify businesses and community agencies that would partner with the AIG/Advanced Learning Program. The goals for these groups are:
 - Support special events for gifted students.
 - Be aware of gifted services.
 - Support special events for gifted programs that reach the entire community.
 - Develop summer and weekend experiences for AIG/Advanced Learners.
 - Recruit specialists or lead specialists to interact with the Chamber of Commerce programs.

Parent University

- Events are offered to focus on topics important to AIG parents/guardians (but often applicable to all parents/guardians and students).

- Speakers from nearby universities are recruited.
- Speakers, films, and presentations are arranged from local and state sources as well.
- We reach beyond the local presenters to national sources whenever possible.
- Publicity is accomplished through a variety of media and is in English and Spanish.

*** 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.

Chatham County Schools Implementation Responses

- CCS AIG/Advanced Learning Plan and the NC Academically or Intellectually Gifted Program Standards are posted on the AIG/Advanced Learning webpages embedded in the Chatham County Schools website. A briefer form of the AIG/Advanced Learning Plan is available at that site. The AIG/Advanced Learning Parent Handbook, brochures, and other information can be found there. All are translatable at the site or have been posted as translated documents.
- The process to resolve disputes within the program, pertinent laws and policies are part of the AIG/Advanced Learning Plan which is posted on the district website.
- The process to resolve disputes within the program is included in the Parent Handbook.
- All forms, letters, and parent materials are available in both English/Spanish.
- Yearly the AIG/Advanced Learning specialist for each school holds a parent/guardian information session for these stakeholders.
- A district AIG/Advanced Learning newsletter is distributed.
- Open House materials are provided across the county. These materials are for K-3, Grades 4-5, and older students and their parents. The materials explain the various programming components and upcoming

opportunities for referral and learning in AIG/Advanced Learning. Contact information for specialists is provided.

- AIG/Advanced Learning specialists, the supervising Executive Director, the district lead specialist, and other school district personnel are always willing to speak with stakeholders and to answer questions from stakeholders. Translators are available.
- Parents/guardians, teachers, administrators, curriculum coaches, community representatives and specialists serve on the AIG/Advanced Learning Advisory Board.
- Activities, contests, awards involving AIG/Advanced Learning students are shared as press releases on the CCS website and by Twitter.
- The AIG/Advanced Learning and Exceptional Children departments partner to host family nights for Hispanic families to promote awareness and involvement in the program. Currently, two sessions per year are planned for.

*** 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.

Chatham County Schools Implementation Responses

- The AIG/Advanced Learning Advisory Board is intentionally recruited from multiple stakeholder groups, such as parents, EC, ESL, counseling, teachers, administrators and district leadership, with attention given to including diverse ethnicities and geographic areas.
- The AIG/Advanced Learning Advisory Board meets to monitor the local program as follows:
 - Review the plan implementation.
 - Suggest changes in the current plan.
 - Suggest plan implementation changes.

- Review fidelity of implementation.
- Suggest future changes or emphases in new plans.
- Any concerns from the Advisory Board are moved to a problem solving mode through these persons:
 - The lead teacher & the supervising Executive Director.
 - The Assistant Superintendent for Academic Support & Instructional Support and/or principals.
 - The Superintendent.
 - The CCS Board of Education.
- The AIG/Advanced Learning Advisory Board meetings are currently convened by the AIG/Advanced Learning lead teacher with an agenda set by the supervising Executive Director and the lead teacher.
- One goal of the program is to establish a presence in the schools for members of the Advisory Board.

*** 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.

Chatham County Schools Implementation Responses

- Include AIG/Advanced Learning information in the district publication, "Summer Opportunities for Students."

- Submit press releases on the CCS website about upcoming activities or events for gifted students and the participation of AIG/Advanced Learning students in activities or events.
- Discuss opportunities at PLC meetings. These can then be shared at the school level with administration, parents and students.
- Use the services of the district translator for press releases and other forms of communication.
- Provide a translator at meetings and sessions for parents/guardians when needed.
- Distribute publicity for Parent University events in Spanish and English.
- Distribute literature in the community such as with realtors and the Chamber of Commerce.
- Develop parent education opportunities with ESL in the upcoming plan cycle.
- Develop communication strategies to implement as summer, Saturday or other opportunities become available to students and their families.
- Develop AIG webpages at each school, allowing an easy way to connect and communicate with school-based AIG Specialists.

*** Ideas for Strengthening the Standard**

1. Ask stakeholders, especially parents/guardians and students, for input regarding special opportunities we can collaboratively offer.
2. Recruit support for summer camps (for instance, leadership for older students and creative opportunities for younger students) and Saturday opportunities.
3. Expand distribution of AIG/Advanced Learning information to businesses that work with newcomers.

Planned Sources of Evidence

* Start-up of new ventures for AIG/Advanced Learning students.

* Database of partners.

* Schedule of presentations.

Documents

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

Chatham County Schools (190) 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.

Chatham County Schools Implementation Responses

- The AIG/Advanced Learning Advisory Board, principals, district administrators, specialists and the lead teacher develop and refine the district plan.
- Student feedback and parent/guardian feedback are reviewed and changes based on this information are incorporated as possible.
- Local concerns such as student membership data, geography, grade level configurations and personnel allotments are considered in developing the plan.
- The AIG/Advanced Learning Plan addresses the Standards and Practices in the 2018 NC AIG Program Standards as required by the SBOE.
- DPI documents and supports were utilized in developing this plan.
- The plan is submitted to the Chatham County Schools Board of Education for review and approval and will be submitted to the NC State Board of Education/Department of Public Instruction (SBE/DPI), no later than July of

2019.

*** 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.

Chatham County Schools Implementation Responses

- The AIG/Advanced Learning lead specialist facilitates the monthly AIG/Advanced Learning Professional Learning Community meetings during which implementation is discussed.
- The AIG/Advanced Learning lead specialist and the supervising Executive Director review all program documentation for accuracy, completeness, and consistency.
- The AIG/Advanced Learning lead specialist and the supervising Executive Director coordinate with other departments to monitor implementation of areas of the plan under those departments.
- The AIG/Advanced Learning Advisory Board meets as scheduled by the supervising Executive Director or lead AIG/Advanced Learning specialist to discuss feedback and implementation of the local plan.
- The AIG/Advanced Learning Plan is formally reviewed and revised at least every three years.

Principals and AIG/Advanced Learning Lead Teacher Evaluations and Planning

In the spring semester, the AIG/Advanced Learning lead teacher schedules a meeting with each principal.

- Evaluations/reflections of the current year's AIG/Advanced Learning program are made:
 - Targeted reflections about the current emphases of the plan.
 - Plan fidelity is discussed.
- Planning assistance for the coming year is offered, including:

- Needed improvements as seen by the principal and lead teacher.
- Use of personnel.
- Curriculum enhancements.
- Any changes to the plan.

*** 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.

Chatham County Schools Implementation Responses

- A budget is prepared to provide essential services to students served by the AIG/Advanced Learning program.
- The budget is approved by the local Board of Education.
- The budget aligns with the goals of the AIG/Advanced Learning Plan.
- The supervising Executive Director monitors budget expenditures for AIG/Advanced Learning. Expenditures are broken into areas for supplies, professional development and travel.
- Locally, the entirety of allocated state funds is used for salaries of specialists.
- Locally, the Board of Education allocates support for additional salaries and expenses.

*** 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.

Chatham County Schools Implementation Responses

- EOG and EOC test data are analyzed for AIG/Advanced Learning to identify students' performance growth.
- The department and specialists will review other available data to consider growth in areas not found on the EOGs and EOCs. One set of data will come from students who set and met goals.
- Education Value-Added Assessment System (EVAAS) data for AIG/Advanced Learning-identified students are analyzed.
- Director of Testing and Accountability and the supervising Executive Director or designee meet to discuss data needs.
- AIG/Advanced Learning specialists are included in EVAAS data training as needed.
- AIG/Advanced Learning Department has access to district dropout data.
- Collection of information regarding scholarship awards and college admissions is done by high school guidance counselors.
- The Career Technical Education Department reviews data associated with Career Promise.

*** 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.

Chatham County Schools Implementation Responses

- EOG and EOC test data are analyzed for AIG/Advanced Learning to identify students' performance growth.

- The department and specialists will review other available data to consider growth in areas not found on the EOGs and EOCs. One set of data will come from students who set and met goals.
- Education Value-Added Assessment System (EVAAS) data for AIG/Advanced Learning-identified students are analyzed.
- Director of Testing and Accountability and the supervising Executive Director or designee meet to discuss data needs.
- AIG/Advanced Learning specialists are included in EVAAS data training as needed.
- AIG/Advanced Learning Department has access to district dropout data.
- Collection of information regarding scholarship awards and college admissions is done by high school guidance counselors.
- The Career Technical Education Department reviews data associated with Career Promise.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	30.36%	8.37%	9.50%	---	23.96%	---	26.01%
Male	20.63%	6.68%	11.21%	---	15.42%	---	25.35%
Total	25.21%	7.57%	10.37%	---	19.72%	---	25.66%

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.

Chatham County Schools Implementation Responses

- The supervising Executive Director receives data on licensed teachers.
- The Human Resources Department is the repository for the licensure of all teachers.
- AIG/Advanced Learning specialists are required to be licensed or to be pursuing licensure.
- Teachers who have an AIG/Advanced Learning cluster of students are encouraged to take coursework leading to licensure or to participate in staff development.

*** Practice G**

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

Chatham County Schools Implementation Responses

- Create surveys for students and parents reflecting the Standards and Practices in the NC AIG/Advanced Learning Plan.
- Use phone call system to inform parents/guardians of survey opportunities.
- Survey students regarding their perceptions about the AIG/Advanced Learning program.
- The supervising Executive Director and all specialists are available via phone, email, and/or conference to parents/guardians and school personnel to discuss the AIG/Advanced Learning program.
- Each AIG/Advanced Learning specialist has a web page at his/her school that includes contact information.

- The AIG/Advanced Learning Advisory Board meets two-three times per school year.
- Each school addresses the AIG/Advanced Learning Plan implementation in the School Improvement Plan.
- Parents/guardians, via the parent representative(s) to the school leadership team, the AIG/Advanced Learning Advisory Board, and specialists have the opportunity to respond to the plan implementation strategies as presented in the School Improvement Plan.
- Newsletters and web pages contain contact information as well.

*** 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.

Chatham County Schools Implementation Responses

All Community Stakeholders

- Have opportunities to engage the Advisory Board members.
- May contact any AIG/Advanced Learning specialist, teacher, principal to offer feedback.
- Have representation on the Advisory Board.
- Have been engaged in district focus surveys.

AIG/Advanced Learning Department Lead Teacher

- Creates:
 - Surveys for parents, students in grades 3-8, all teachers and specialists.
 - Review documents for the annual meeting with principals.

- Repositories of scheduling, Talent Pool Development, CogAT, time in service and other types of data.
- Summarizes data for review by:
 - The supervising Executive Director.
 - AIG/Advanced Learning specialists.
 - Advisory Board.
 - Principals.
 - Assistant Superintendent and Superintendent.
 - CCS Board of Education.
 - Other stakeholders.
- To meet the needs of students, data is used for:
 - Short term objectives:
 - Allocation of personnel.
 - Allocation of instructional materials.
 - Purchase of instructional materials.
 - Drive instruction in the schools for AIG/Advanced Learning students.
 - Long term objectives related to cyclical plans:
 - Seek innovative strategies to grow capacity.
 - Direct the evolution of the role of specialists toward coaching for all day learning experiences.

- Determine areas to intensify communications.
- Evaluate the effectiveness of efforts to incorporate underrepresented populations.
- Determine best educational approaches for our varied school configurations.

AIG/Advanced Learning Specialists

- Review:
 - Current plan.
 - Current implementation of plan.
 - Use of their time.
 - Survey data.
- Problem solve in areas of needed improvement.
- Help construct changes.

*** Practice I**

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

Chatham County Schools Implementation Responses

- Post AIG/Advanced Learning Plan on CCS website.
- Post evaluation data on the AIG/Advanced Learning page of the CCS website.
- Post plan changes on the AIG/Advanced Learning page of the CCS website.

- Share all information with principals, district administrators, PTA groups, and others.
- Include success data such as college awards and others.

*** 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.

Chatham County Schools Implementation Responses

Student Information Availability and Confidentiality

- Information regarding the plan and its implementation is available to all stakeholders via:
 - Posted and translatable Parent Handbooks, brochures, CCS AIG/Advanced Learning Plan on the county website, state AIG/Advanced Learning Plan on the county website.
 - Contact with parents/guardians for permission to evaluate and serve students in various capacities.
- Information directly relating to a specific student is shared through:
 - Individual Differentiated Education Plan, Individual Differentiated Education Plan, or Differentiated Education Plan, Differentiated Education Plan.
 - Conferences.
 - End of year summary outlining planned services.
 - Other means as possible.
- Information directly relating to a specific student may be shared with:
 - Parents/Guardians.

- Involved teachers and specialists.
- Guidance counselors as needed.
- Principals.
- AIG/Advanced Learning specialists within the county as needed.
- Needs Determination Teams.
- MTSS committees.
- Development and dissemination of information related to a specific student's learning plan occurs as follows:
 - Individual Differentiated Education Plan, Individual Differentiated Education Plan, or Differentiated Education Plan, Differentiated Education Plan:
 - Development occurs through consultations with classroom teachers (and other school personnel as warranted) and consultations with parents of students with specific needs. Students set goals at the beginning of the year to add to this information.
 - Dissemination occurs through letters, parent meetings or consultations with parents and students. AIG/Advanced Learning specialists participate in classroom based conferences upon request of parents, teachers or students. AIG/Advanced Learning specialists are always open to conferences with parents and students. Outlines of and conferences regarding agreed upon differentiation opportunities planned by grade level teachers (and other school personnel as warranted) are distributed by the AIG/Advanced Learning specialists. Yearly a copy of the Differentiated Education Plan or Individual Differentiated Education Plan is added to students' folders.
 - Information specific to the AIG/Advanced Learning plan:
 - Development of most of these materials is directed by the lead teacher. Necessary translations are submitted to persons qualified to translate educational materials. This occurs during the period between the local Board of Education approval and the beginning of the academic year or as revisions are necessary.

- Dissemination occurs through a detailed website or printed materials; all are available in English and Spanish. Parents and others may request printed materials. Principals take part in review sessions to call attention to the existence of the plan and its requirements. When changes occur, information is pointed out in open house documents, websites, notices sent home with students and principal phone call systems.
- Information regarding evaluations:
 - Development of letters explaining information considered for identification, requesting permission to evaluate and permission to serve, upcoming screening test dates, explanations of the results of screening tests and the summaries of evaluated data are developed by the lead teacher, other AIG/Advanced Learning specialists and test scoring services. Letters and forms are translated to Spanish by persons qualified to translate educational materials. Spanish screening information is made available by the scoring services.
 - Dissemination of these materials is most often accomplished by written documents. Generally, parents have expressed the desire to have this information in writing. Should a parent need verbal explanations, conferences are arranged. Translators are hired as requested by the parent or teacher.

Safeguarding Transfer Students' Services

Inclusion of transfer students is clearly outlined and is designed to provide the best educational support for students quickly.

Safeguarding Student Records

All AIG/Advanced Learning records are secured as they contain confidential information. This requires a locking file cabinet at each school. A copy of the key is with the school specialist and with the AIG/Advanced Learning Department.

Other Safeguards include:

- Board policy for acceleration.

- Adherence to state regulations about gifted education.
- Translation of materials into English/Spanish or other languages as needed.
- Procedure for disagreements regarding formal identification or service follows:

Procedure to Resolve Disagreement:

Should a disagreement occur, CCS provides this process to resolve disagreements related to improper placement of the child in the AIG/Advanced Learning Program or improper implementation of the CCS / Plan as relates to the child.

1. School Level

The parent/guardian may appeal by submitting a written grievance stating reasons for the disagreement with the placement or service option presented. Written information must be submitted to the school principal within 30 calendar days. The principal or his/her designee will investigate and reply in writing generally within 10 business days.

1. Administrative Levels

1. If no resolution is reached at the school level, the parent/guardian may appeal in writing to the Chatham County Schools Exceptional Children's & AIG Programs Department within five business days of the receipt of the principal's decision. Written information must be sent to the Executive Director of Exceptional Children's and AIG Programs, P.O. Box 128, Pittsboro, NC 23712. Generally, responses can be expected within 10 business days.
2. If no resolution is reached at the departmental level, the parent/guardian may appeal in writing to the Chatham County Schools Assistant Superintendent for Academic Services and Instructional Support within five business days of the receipt of the department's decision. Written information must be sent to the Chatham County Schools Assistant Superintendent for Academic Services and Instructional Support, P.O. Box 128, Pittsboro, NC 23712. Generally, responses can be expected within 10 business days.
3. If no resolution is reached at the Assistant Superintendent's level, the parent/guardian may appeal in writing to the Chatham County Schools Superintendent within five business days of the receipt of the Assistant

Superintendent's decision. Written information must be sent to the Chatham County Schools Superintendent, P.O. Box 128, Pittsboro, NC 23712. Generally, responses can be expected within 10 business days.

1. Board of Education

If no resolution is reached at the administrative level, further written appeal may be submitted to the Chatham County Board of Education following Board procedures. These procedures are outlined in CCS Policy 1740-4010.

1. If no resolution is reached at this level, the parent/guardian may seek mediation or file a petition for a hearing under Article 3 of Chapter 150B of the NC General Statutes. The decision of the administrative law judge is final.



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*** Ideas for Strengthening the Standard**

1. In the spring semester, the AIG/Advanced Learning lead teacher or a designee of the AIG/Advanced Learning Department schedules a meeting with each principal to discuss the current year's AIG/Advanced Learning program and fidelity with the plan and next year's plans.
2. Provide clear and concise program goals to school administration.
3. Assist principals with planning to reach student growth goals.
4. AIG/Advanced Learning specialists are included in the use of data training as needed.
5. Each school addresses at least one standard of the AIG/Advanced Learning Plan implementation yearly in the School Improvement Plan.

Planned Sources of Evidence

* Notes from principal meetings.
* School Improvement Plans.
* EVAAS training.
* Meeting agendas.
* Materials used for EC/AIG parent nights.
* District and school web pages.

Documents		
Type	Document Template	Document/Link

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

Chatham County Schools (190) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/06/2022 

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>CCS AIG Plan Board Approval Document</u>

AIG Related Documents

Chatham County Schools (190) 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)]	Local Board of Education Approval Template	CCS AIG Plan Board Approval Document
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

Chatham County Schools (190) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
21st Century Content/Skills	Examples include: presenting your work to a group, developing a worldview, and analyzing data. Also known as Future Ready Skills.
2e	Twice-exceptional; gifted and with some type of exceptionality such as a learning disability.
Acceleration	Moving ahead of peers in content or in grade level. Often called "grade skipping" if moving up a grade.
Acute circumstances	Circumstances that may affect the demonstration of student abilities. Examples include but are not limited to ongoing poverty, poor home situation or illness.
ADM	Average Daily Membership - the total number of students enrolled in a school at the time of the report.
Advanced Learner	A student who learns content very quickly or exhibits knowledge ahead of peers but is not identified as AIG/Advanced Learning.
Advisory Board	A group of persons interested in and impacted by the AIG/Advanced Learning Program. The group assists in evaluating implementation and new plan construction.
Affective	Social or emotional qualities.
AG	Academically gifted in both Math and Reading.

AI	Academically Gifted and Intellectually Gifted; Academically and intellectually gifted in both reading and math with =98th percentile on accepted tests in areas outlined in this plan. One other criterion must be met in the area of identification. (HG - Highly Gifted: =98th percentile in reading and/or math on accepted tests in areas outlined in this plan. One other criterion must be met in the area of identification. This is a CCS designation.)
AIG/Advanced Learning	Academically or Intellectually Gifted.
AM	Academically gifted in Math.
AR	Academically gifted in Reading.
Area of Identification	Math or Reading or both.
Atypical Gifted Behaviors	Students demonstrate abilities through less academic means such as humor, leadership, game-making, conversational skills, underachievement, or behavior problems.
Battery Scores	Scores for the major groups of small tests within standardized tests.
CCS	Chatham County Schools.
CCSNDT/CCS Needs Determination Team	The identification team for the CCS. This group makes the final formal identification decisions.
CLED	Culturally, Linguistically, Economically Diverse.
Co-teach	Two teachers working together in a classroom teaching situation. Each teacher is equally responsible for teaching.
CogAT	Cognitive Abilities Test - an abilities or aptitude test currently used by Chatham County Schools as an evaluation tool.

Compacting Curriculum	Allows students to test out of an area of the curriculum. The time they save thusly is dedicated to their own interests. Generally related to extension style activities.
Criteria	Qualities that may be considered when making an identification decision.
CTE	Career Technical Education department
Differentiated Education Plan	Differentiated Education Plan
Differentiation	Tailoring learning options and strategies to best serve students at whatever level of readiness, skill, ability, maturity, and affective need they are.
Exceptional Children (EC)	Program for students with unique needs. These students are designated thusly through the Exceptional Children's Department.
EL	English Learners. Students who are in the ESL Program.
Enrichment	Additions to the Standard Course of Study. Directly tied to the SCOS.
EOC	End of Course test.
EOG	End of Grade test.
ESL	Program for teaching English as a Second Language.
Education Value Added Assessment System (EVAAS)	Software system that analyzes student EOG/EOC data for trends, to predict future student success and to identify student weaknesses in order to address them.
Exceptional Children	Students with unique needs. These students are designated thusly through the Exceptional Children's Department. (EC)
Extension	Additions beginning with the SCOS but branching into student interests and topics beyond the SCOS.

Face Time	Direct service time with an AIG/Advanced Learning specialist.
Flexible Groups	Student groups that have students moving in and out of groups according to one or more of these: readiness, skill, ability, maturity, mastery of content and affective need.
Formative Assessment	An assessment given before content is covered to determine the current level of mastery.
Genius Hour	Time when students are focused on their choice of topics and methods. Developed in cooperation with teachers.
Governor's School	A summer program open to NC students in the 11th grade. There are a few performing arts open to 10th grade.
Grade skipping	Moving ahead a grade level from the currently enrolled or anticipated enrollment grade level.
Grouped Classrooms	Classrooms containing multiple numbers of students identified as AIG/Advanced Learning. Sometimes groups may be determined by identification in a subject area.
Headcount	Numerical number of formally identified students that includes their program designation along with other data.
HG	Highly gifted: Highly gifted in either reading or math with =98th percentile score on accepted tests in reading comprehension or math with one other criterion met.
Identified	Meeting criteria in the AIG/Advanced Learning program within one of the state AIG/Advanced Learning categories.
Individual Differentiated Education Plan	Individual Differentiated Education Plan for gifted students with a unique educational need.
IEP	Individual Education Plan for exceptional children.
IG	intellectually gifted; Demonstrates high intellectual capacity with a =98th percentile on an accepted aptitude test in reading comprehension or math, but not yet demonstrating high academic performance.

Instructional Program Facilitator	Educator who assists in implementing a program area of the educational plan.
Inventory	List of student behaviors that may indicate giftedness.
Iowa Test of Basic Skills	Sometimes referred to as the Iowa or ITBS, it is an achievement test recognized nationally and internationally.
LEA	Local Education Agency - the group that runs a school district. Ours would include the Chatham County Schools' Board of Education.
Lead Teacher	Job title of the person assisting the supervising Executive Director with the AIG/Advanced Learning Program.
Match	Matching AIG/Advanced Learning programs with students' needs. Programs evolve.
Model Teaching	Demonstration teaching.
Myths	Misunderstandings about gifted education and gifted students.
MTSS	Multi-Tiered System of Support. Program to support students using data-based strategies. Progress is closely monitored.
NCAGT	North Carolina Association for the Gifted and Talented
NCSCOS	North Carolina Standard Course of Study - the state Department of Public Instruction's curriculum.
Needs Determination Team or NDT	
Pacing Guide	Details what is to be studied and when.
Parent University	Presentations for the community regarding students and topics that impact families and education. While aimed at gifted students' parents usually, the presentations most often apply to every parent.

Pathways	Qualifying criteria and method for formal identification.
PLC	Professional Learning Community - group of educators using data to determine best educational route to student success.
Portfolio	1. Student chosen example of his/her work completed within the school environment. 2. Series of tasks our county uses to add to evaluation data.
Problem-based Learning Units	A real world problem is presented. Students develop the approaches to solving the problem. Students are given specific roles in problem solving. Teams may be used. Research is done by students. Answers or solutions are presented to an interested audience.
Professional Development	Education for teachers or other professionals that adds to their current knowledge or skills set.
Pull-Out	Working with students in a separate location for instruction.
Push-In	Working with students in their classroom.
Referral	Submission of a student name for evaluation for formal identification for the AIG/Advanced Learning Program.
Renzulli Scales	The Renzulli Scales (or Scales for Rating the Behavioral Characteristics of Superior Students) are supported by 40 years of research and a common qualitative tool across the county to identify students with characteristics of advanced learners.
Rigor	Challenging, requiring high levels of thinking
Screening	Mass testing of students
Service Options	General types of differentiation within which different strategies may be used.
Specialist	An educator who works with particular subjects or student groups.
Stakeholders	All persons having impact.
STEAM	Science, Technology, Engineering, Arts and Math

STEM	Science, Technology, Engineering and Math
Strategies	Specific methods or techniques used in education.
Student Driven Learning	Students decide on how and sometimes what they will learn. Students work with teachers to define the expectations for these situations. This type of learning is proven to be relevant, ultimately related to the curriculum skills, and enthusiastically done.
Subgroup	In testing, a smaller and specific part of the general population of test-takers. The identification of subgroups provides data related to growth and more.
Subtest	Groups of tests within standardized tests.
Summative Assessment	An assessment given after content is covered to determine the new level of mastery.
Talent Development	Cultivating potential in students. Designed for non-identified students.
Transfer Student	A student coming in from another county, state, or alternative school.
Twice-exceptional	Gifted with some type of exceptionality such as a learning disability. Also referred to as 2e.
Typical Gifted Behaviors	Students demonstrate abilities through such means as high performance, curiosity, pleasing behaviors, self-motivation and perfectionism.
Under-represented Populations	Groups who are not identified in equitable numbers when compared to the entire AIG/Advanced Learning identified group. These include culturally, ethnically, linguistically, economically and twice-exceptional.
WIDA	Group that designs tests for English Language Learners. The testing is called ACCESS.
Window	Time frame.

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

