

Overview: Mission/Vision Statement and Funding

Henderson County Schools (450) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Henderson 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 Henderson County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

It is the vision of the Henderson County Public Schools' Academically and Intellectually Gifted program to provide high ability students from all backgrounds with challenging, motivating, and equitable instruction that ensures continued intellectual, academic, and emotional growth through the K-12 years. This instruction will also prepare students for the

demands of post high school academics and careers while encouraging critical thinking, creativity, and a lifelong love of learning.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 1,015,855.00	* \$ 216,193.00	* \$ 0.00	* \$ 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.

Henderson County Public Schools uses a comprehensive screening and identification process to ensure that all students have the opportunity to be identified as gifted. The AIG student identification process is made available to stakeholders in several different ways including the County website, parent newsletters and faculty presentations. Each school has an assigned AIG specialist who is responsible for screening, referrals and identification. Each school also has an AIG Identification Team (AIGIT) that works together to make placement decisions. The specialist presents student data to the team to verify students eligible for identification and inclusion in AIG classes.

Information on the definition of giftedness, eligibility criteria, nomination procedures and contact persons is available to students, parents, faculty, administrators and community members through websites, parent meetings, faculty meetings, newsletters and letters. The AIG staff uses individual nominations, teacher recommendations, aptitude tests and standardized achievement tests to locate all children who may potentially be identified as AIG. Students who have been identified in another system and transfer into this system are also eligible for nomination. In an effort to have equitable representation of all ethnic and socio-economic subgroups, disaggregated data, including tests and various forms of nomination, are used to compare students to their demographic peers.

The AIG specialists conduct a broad sweep of the general population at the end of each of the grades, 3 through 8. Each summer, the AIG Director provides files for all specialists that contain information on students who scored at the

85th percentile or higher on EOG/EOC assessments. Students who score at or above the 85th percentile (verbal, non-verbal, total composite by age) on aptitude or 85th percentile on reading or math achievement tests are considered for AIG program participation. Disaggregated data is examined for students who may show potential for performing at exceptionally high levels of achievement in relation to their own demographic group. AIG specialists are provided with sub-group data for each of their schools to use in identification and talent development. Additionally, individual nominations may be received from teachers, administrators, community members, parents or students throughout the school year. Elementary specialists meet throughout the year with classroom teachers to talk about students' data, both quantitative and qualitative, to screen for AIG services.

Although typically not identified in grades K-2, students who show advanced academic needs are nurtured by specialists in a variety of ways. Students may be pulled out in small groups or specialists may collaborate with teachers to do whole group enrichment as schedules allow. Qualitative and quantitative information including mClass, iReady, K-2 benchmarks, K early learning inventory, Behavior scales, work samples and aptitude scores are used to identify younger students in this grade span. In the new plan cycle, elementary specialists will work to create K-2 whole class lessons as we work to reach more children in the early school years prior to any kind of testing.

Although there is not much initial identification at the high school level due to the fact that students can take Honors classes without the gifted identification, the AIG specialists in grades 9 through 12 conduct a broad sweep of the general population at the beginning of each school year. Students who score at or above the 85th percentile on the 8th grade EOG tests, EOC tests, PSAT, SAT, Pre-ACT or ACT tests are considered for placement. Students who score a 3 on Advanced Placement tests and students who rank in the top 10% of their class are considered for placement. Disaggregated data is examined for students who may show potential for performing at exceptionally high levels of accomplishment in relation to their own demographic group. Additionally, individual nominations may be received from teachers, administrators, community members, parents or students throughout the school year.

In the 3rd grade, all HCPS students are given the Cognitive Abilities Test (CogAT) over two days and results from this test are used to further screen students. Specialists review test data with all 3rd grade teachers and school administrators to ensure they understand test results. Information is sent home to parents about their child's testing and specialists meet with parents as requested to further explain results. As we go into this new Plan cycle, continued talks with stakeholders will occur as we look at either giving a CogAT screener to students at the end of 2nd grade and then further test students who have a certain score on the screener, or giving the full CogAT to students at the end of 2nd grade.

*** 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.

Gifted individuals are those who demonstrate outstanding levels of aptitude or competence in one or more domains (math, language arts, etc.) NAGC 2016. Identification criteria document interlocking components using qualitative and quantitative measurements with adequate reliability and validity. Students can be identified as Academically and Intellectually Gifted (AI), Academically Gifted in math and/or reading (AM, AR), Academically Gifted (AG) or Intellectually Gifted (IG). In the identification process, no one criterion will automatically keep a student from being considered.

The AIG team will continue to pursue alternate means of collecting data, such as portfolio development or administration of nonverbal intelligence testing, to determine student need and appropriate service options. Equal opportunity for consideration is provided to all students at all schools. Once the criteria requirements have been met, the AIGIT will meet to determine which services will be provided. These decisions will be made on an individual student basis with all elementary, middle and high schools providing services.

All Henderson County Schools utilize the same identification process. Specialists work with each other and their schools to ensure that identification is done in a consistent manner. The identification of students is taken very seriously and steps are taken to ensure proper procedures and all paperwork are done accurately and efficiently. Because HCPS also recognizes that some students who need differentiation may not meet the criteria for formal identification, the county is committed to providing AIG services through the Nurturing for talent development program to meet the academic needs of these students. Nurtured students are included in pull-out groups at the elementary level, honors classes in middle school and honors and college credit bearing classes in high school. In the 2020-2021 school year over 820 students were included in the nurtured classes of the AIG program, kindergarten through 8th grade. Through the nurtured component of the AIG program, we recognize the potential of many students and continue to monitor them for formal identification while providing them with needed differentiation and

services. Nurtured students are monitored closely by AIG specialists, especially as they reach key transitional years (5th to 6th and 8th to 9th) to ensure these students are placed in challenging courses that will grow their academic abilities and talents.

Grades K-2 Identification

Although not done on a regular basis, students in grades K-2 can be identified as gifted. K-2 students who are consistently performing two years above grade level are pulled by AIG specialists for service and with teacher and parent recommendation, could be considered for identification. Qualitative and quantitative information including mClass, iReady, K-2 benchmarks, behavior scales, work samples and qualifying aptitude scores are used to identify younger students in this grade span with a developed portfolio of documented work. During the new plan cycle, specialists will look at purchasing an achievement test to use with K-2 students.

Grades 3-12 Pathways to Identification

Pathway 1: AI (Academically and Intellectually Gifted)

- Aptitude test equal to or higher than 96th percentile OR two separately administered aptitude test scores at the 94th-95th percentile within a three year time
- Achievement test equal to or higher than 96th percentile in BOTH reading and math OR two consecutive years of achievement tests at the 94th-95th percentile
- Grades: A/B Average in the identified area
- Teacher Checklist

Pathway 2: AM,AR (Academically Gifted in Math or Reading)

- Aptitude test equal to or higher than 96th percentile OR two separately administered aptitude test scores at 94th-95th percentile within a three year time
- Achievement test equal to or higher than 96th percentile in reading OR math or two consecutive years of achievement tests at 94th-95th percentile

- Grades: A/B Average in the identified area
- Teacher Checklist

Pathway 3: AG (Academically Gifted)

- Achievement test equal to or higher than 98th percentile in both reading and math in the same academic year
- Aptitude test of 85th percentile or higher
- Grades: A/B Average in the identified area
- Teacher Checklist

Pathway 4: IG (Intellectually Gifted)

- Aptitude test equal to or higher than a 98th percentile total composite
- Teacher Checklist

Students who identify as IG will be given a DEP or an IDEP (Individualized Differentiated Education Plan) to best meet their academic needs.

Pathway 5: AI, AM or AR Portfolio

- Aptitude test equal to or higher than a 96th percentile
- AIGIT approved student portfolio (K-2, 3-5, and 6-8)

- Grades: A/B Average in the identified area

- Teacher Checklist

*Cross identification: Students must have an 85% or higher on an aptitude test in the area being considered for identification. See Procedure Manual for specific criteria.

*Because it is not in a student's best interest to be "de-gifted", student performance will be assessed through a Yearly Performance Review at the end of every year. Students not meeting identification guidelines could be placed "consultative" after a case review from the AIGIT, AIG director, and parents, but AIG identification will not be changed.

Once the criteria requirements have been met, the AIGIT will meet to determine which services will be provided. These decisions will be made on an individual student basis.

Portfolio Guidelines

A portfolio may be used to refer any students who have clearly demonstrated a need for gifted differentiated educational services. A portfolio contains work in reading and/or math which highlights the student's strengths and documents his/her ability to work above current grade level. The following items are helpful to have in the portfolio (depending on the student's grade level) when a student is considered for AIG services:

- Teacher Checklist
- Writing samples
- Anecdotal evidence of strengths
- Any math or reading assessments that show the student's ability to work significantly above grade level or shows significant growth in one year as determined by the AIGIT (AR reports, list of books read, STAR reports, Reading 3D, iReady data, NC Check Ins, PSAT/SAT/ACT/AP scores, NC Check-Ins Assessments, etc.)

- EL testing results (shows accelerated growth in home language)
- Documentation of special interests of the student (exceptional projects, academic competitions, etc.)
- Unusual presentation of an idea that demonstrates in-depth understanding and critical thinking
- Unique ways of doing assignments

TRANSFER STUDENTS:

When students enroll in HCPS and are already identified as AIG:

1. Students who meet HCPS identification requirements shall retain identification. Students will be placed in appropriate settings and updated DEPs will be developed.
2. Students who meet some of the criteria will be looked at individually by the school AIGIT team, e.g., students who meet the aptitude criteria but not the achievement criteria. These students may be retained in the program if school records/data show a need for continued AIG placement. Students may or may not be placed in AIG pullouts, honors or advanced classes. This will be based on the individual student's information/data. Updated DEPs will be developed for students who remain in the program.
3. Students who do not meet HCPS standards will remain identified until appropriate testing can be done. Testing may include individual aptitude testing or school wide achievement testing. During the time prior to testing, students may or may not receive full AIG school services. For example, a student who is AIG identified from another county or state who has achievement scores less than 80% in math may or may not be placed in the honors math class. The AIGIT committee can elect to keep these students identified based on academic abilities.

ACADEMICALLY GIFTED PROGRAM APPROVED TEST LIST AND TEACHER OBSERVATION/BEHAVIOR CHECKLISTS

APTITUDE

- Cognitive Abilities Test (CogAT)
- Comprehensive Test of Non-Verbal Intelligence II (CTONI-2)
- Differential Ability Scales 2 (DAS-II)
- InView
- Kaufman Assessment Battery for Children II (KABC-II)
- Naglieri Nonverbal Ability Test I & II (NNAT & NNAT 2)
- Otis-Lennon School Ability Test (OLSAT-8)
- Raven's Progressive Matrices
- Reynolds Intellectual Assessment Scales (RIAS-2)
- Screening Assessment for Gifted Elementary and Middle School Students (SAGES 3)
- Scholastic Abilities Test for Adults, Aptitude Portion (SATA)
- Stanford-Binet 5
- Universal Non-Verbal Intelligence Test (UNIT or UNIT2)
- Wechsler Intelligence Scale for Children IV (WISC IV)
- Wechsler Adult Intelligence Scale III (WAIS III)
- Wechsler Adult Intelligence Scale IV (WAIS IV)
- Woodcock-Johnson Tests of Cognitive Ability (WJ-IV Cog

Other tests as approved by the AIG Director

ACHIEVEMENT

(If EOG/EOC scores are available, they need to be used)

- American College Test (ACT)
- Comprehensive Testing Program (CTP4/ERB)
- End-of-Course (North Carolina)
- Iowa Test of Basic Skills (ITBS)
- Iowa Test of Educational Development (ITED)
- Kaufman Test of Educational Achievement II (KTEA 3)
- Metropolitan Achievement Test 8
- PLAN (Preliminary ACT Assessment)
- Preliminary Scholastic Assessment Test (PSAT)
- Scholastic Abilities Test for Adults, Achievement 10Portion (SATA)
- Scholastic Assessment Test (SAT)
- Stanford Achievement Test 1
- TerraNova
- Wechsler Individual Achievement Test II (WIAT II)
- Wechsler Individual Achievement Test III (WIAT III)
- Woodcock-Johnson Tests of Achievement (WJ-IV ACH)

Other tests (i.e. state achievement tests) as approved by the AIG Director

TEACHER OBSERVATION/BEHAVIOR CHECKLISTS

- Henderson County Public Schools Academically Gifted Observation Checklist for grades K-2
- Henderson County Public Schools Academically Gifted Observation Checklist for grades 3-5
- Henderson County Public Schools Academically Gifted Observation Checklist for grades 6-8
- Gifted Rating Scales-S
- Pearson Company



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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.

Giftedness is the manifestation of ability to learn well beyond the expected level of one's peers. It may be discovered through outstanding student performance, high test scores and/or observation. In some cases, these abilities are not seen in students due to various circumstances such as language barriers, home situations, trauma, etc. and these students need to be actively sought out through alternate means of assessment.

- Multiple indicators include measurable student achievement, student performance, student aptitude and observations of student behaviors, which include student interest and motivation.
- Information from any and all indicators may be used in matching students with appropriate service options.

HCPS uses EOG scores and aptitude scores from the CogAT aptitude assessment, which is administered to all 3rd grade students each year. We continue to screen in the 6th-8th grades and students are selected to participate in the Otis-Lennon School Ability test (OLSAT) each fall. AIG specialists also give the OLSAT when students have a qualifying EOG score but have not met the aptitude criteria after taking the CogAT. The Comprehensive Test of Nonverbal Intelligence (CTONI-2) and/or the Naglieri (NNAT) is given to English Learners (EL), twice exceptional students or students who have a 504 who score high on the EOG but do not meet aptitude criteria after taking the CogAT.

In the 2016-19 AIG plan, multiple pathways for identification were created to give more opportunities for identification and service. These pathways have been updated for the 2022-2025 plan based on data and ongoing feedback from various stakeholders. This is a continual topic of the AIG PLC: how to properly identify students who are traditionally under-served. The AIG Director will provide a list of the top students who score 85th percentile and higher on the EOG to the AIG Specialists to screen for the possible participation in the AIG program. AIG Specialists will continue to consult with EC, EL, Title I and other specialists to identify and serve potential students. Specialists will consult with other counties to examine what they are doing in terms of non-traditional standardized measures. HCPS will also examine the topic of local norms and what tests are available in native languages as we go forward in the plan cycle. The AIG department especially needs to look at our Hispanic students who currently make up approximately 27% of the total LEA population as this percentage is not reflected in our identified numbers. The nurtured/talent development part of the AIG program continues to grow as we work to use individual school data to inform decisions about placement in the nurturing program. Specialists are continually reviewing student data to look for students that do not automatically meet criteria, but have consistent data showing growth or academic talent in specific areas.

*** Practice D**

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

The county works hard to ensure that identification processes are followed uniformly at each school. Presentations that explain to faculties how screening, referral and identification are conducted are shown each year. Included in these presentations are specific information about recognizing gifted characteristics in underserved populations. Specialists may modify their presentations to specifically target the demographics of their particular schools.

AIG specialists meet monthly, and at other times as needed, to collaborate and discuss county procedures, best practices, and meeting the various needs of students. The AIG Director regularly reviews the processes leading up to, and including identification to check for consistency. All needed paperwork for identification is found in the AIG Google conference folder. Procedural handbooks for specialists are available at all grade spans and are used to ensure consistency.

Specialists meet on a regular basis with their schools' classroom teachers, other specialists and principals to help maintain open communication and understanding of services. All schools have AIGIT teams to help with the identification process and to enable school personnel to be involved in decisions regarding their students. Updated information on identification is also made available to the public via the county's website.

*** Practice E**

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

Parents/families, students, and the community-at-large can readily find current information about the AIG program of Henderson County, including screening, referral, and identification processes on the Henderson County Public Schools website. The website contains an active link to the current AIG plan and has contact information for the AIG Director and each AIG specialist. The AIG Director also presents the AIG plan to the school board and community-at-large.

To ensure all school personnel understand the AIG processes, the AIG specialists share a presentation during a faculty meeting at the beginning of the year. Specialists also touch base with teachers routinely to check on student performance, provide resources, and answer any questions teachers may have. The AIG Director also reviews the Plan with school administrators.

AIG specialists send notices home and conference with parents/guardians/students to review screening, referral, and identification information.

Dissemination of screening, referral, and identification information is available in parent's/student's native language when needed.

*** Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

The AIG program communicates with parents/guardians and involves them in decisions made concerning their child. There are systems in place where parents/guardians sign for permission to test and to implement Differentiated Education Plans (DEP) or an Individualized Differentiated Education Plan (IDEP). Identified students who transfer from other counties or states are evaluated and parents are notified of placement decisions by the AIGIT. A written "Procedures to Resolve Disagreements" is made available to parents. Screening, referral and identification processes are clearly explained in the HCPS AIG plan. AIG specialists maintain documentation for each school which contains screening forms and AIGIT decisions. AIG specialists meet monthly to discuss issues and questions. They also work with the AIGIT at each school to ensure that procedures are followed correctly. All forms and procedures are available in the AIG conference folder. A permission form is sent to parents/guardians for their signature in order to administer achievement and aptitude tests to use in the process of determining identification of a student in the AIG program. Parents/guardians are invited to a placement conference where their signature is required on a student's DEP or IDEP. Notification is sent home when a transfer student who was identified in another LEA receives services that differ from services they were receiving in their former school.

A "Procedure to Resolve Disagreements" is sent to parents/guardians with the permission to test form. It is also given to parents/guardians at conferences when they sign any DEP or IDEP forms. All AIG student information is confidential and is kept in locked files. It is always available for parents or guardians to view.

All identified AIG students within the county have an AIG file which contains the DEP or IDEP and is maintained by the specialist at his/her school. These records are kept secure and are updated on a regular basis. Communication with parents/guardians is done throughout the school year through newsletters, emails, quarterly reports and initial and annual reviews. DEPs or IDEPs are developed by the AIGIT when a student is identified in the AIG program. These are reviewed and signed by parent/guardian at a placement conference (interpreters are available if needed for conferences) and become part of the student's AIG file. The DEP/IDEP specifies the area(s) of identification and service options for the individual student. DEPs are reviewed annually and Yearly Performance Reviews (YPRs) are sent to parents/guardians at the end of each school year. New DEPs are developed when a student transitions from elementary to middle school and middle to high school. A new DEP is also developed when any change needs to be made in a student's service options, such as adding an area of identification or changing from direct to consultative services. Any change to a student's DEP requires a parent conference and signature. For a student who is identified

IG, an IDEP is developed. An IDEP can also be used for students who are twice identified (i.e. AIG and autistic) or have disabilities, underachievers, students with high potential or demonstrated academic skills from a culturally diverse or economically disadvantaged family and those who are subject or grade accelerated. IDEPs are also developed for those students who are identified as IG to ensure their academic needs are being addressed. Detailed information about this process and the forms to be used is provided in the AIG Procedure Manual, which is located in the AIG Google drive folder. Throughout the school year AIG students receive progress reports/midterm reviews and parent conferences are scheduled to address specific concerns. Parents receive a letter and yearly performance review from the AIG specialist at the end of the school year concerning the status of their student's AIG services. Procedures are in place to make any needed changes to the DEP or IDEP and require AIG Identification Team signatures as well as a parent signature.

Data Collection: The AIG Specialist will collect documentation on students demonstrating outstanding academic ability or potential. This data will be presented to the school-based AIGIT. Collected data should include the following multiple indicators: Student Achievement Scores from EOG/EOC (most recent scores; no more than two years old)*, Student Performance Copy of student's academic grades (most recent two years), Student Aptitude Individual IQ/apptitude tests, Group IQ/apptitude tests (within three years, if available), Student Interest, Motivation to Learn and Observable Student Behaviors, Teacher Observation/Checklist. Additional data may be included in a student academic portfolio as needed.

*If EOG/EOC scores are available, they should be used as the achievement measure. If EOG/EOC scores are not available, then standardized tests (most recent scores; no more than two years old) may be used.

Review by the AIG Identification Team (AIGIT)

The AIGIT is a school-based team and has the responsibility of determining whether a student demonstrates a need for differentiated services within the gifted program. This school-level team consists of a school administrator or designee, the AIG specialist, a classroom teacher, a counselor and others as needed. The team is chaired by the AIG specialist and reviews the data collected for the purpose of identification. The steps for the review include the following:

Step 1: Student screening and data collected

Step 2: Data reviewed and recorded by the AIGIT

Step 3: The team decides if: (a) the student will be identified as AIG (b) more information is needed (c) differentiation is inappropriate at this time

Step 4: If the student is identified, a DEP is developed.

Step 5: If more information is needed, the AIGIT requests permission from the parent to obtain this additional information. Additional information may include new test scores and work samples.

Step 6: If the AIGIT determines that no differentiation is needed at this time, parents are notified of this decision. If parents disagree with the decision of the AIGIT, the procedure to resolve disagreements is available to them.

*** Ideas for Strengthening the Standard**

As a team, we will continue to have discussion and research into the use of local norms. We will also continue to look at strengthening ways to move students from being nurtured to being identified, especially as we monitor traditionally underrepresented students.

Planned Sources of Evidence

* AIG Headcount and nurtured numbers

* AGIT school notes

* AIG PLC notes

Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	

Standard 2: Comprehensive Programming within a Total School Community

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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.

The AIG department recognizes the need to support the full range of needs that gifted learners have and it understands the need to continue to develop the school community's understanding of gifted learners.

Henderson County students have a number of academic options open to them based on need including subject acceleration and grade acceleration for grades K-8. At the elementary level, AIG identified and nurtured students are primarily served through pull out sessions in language arts and math with the AIG specialist and cluster grouping in the regular classroom. Specialists and the AIG director will continue to work with administrators in emphasizing the importance of clustering. When feasible, AIG specialists also will work with classroom teachers to present whole class lessons.

In middle school, students are served in both honors language arts and math classes on a daily basis. The language arts classes at all the middle schools are taught, or co-taught, by a language arts teacher who is a licensed AIG specialist. At the middle school level, students also have the opportunity to earn English I, Math I and Spanish I credit in all the middle schools taught by face to face teachers. Should students have academic needs beyond these

high school courses, they also have the opportunity to take online courses through Henderson County Virtual Public Schools (HCVPS), NCVPS, NCSSM, and Edmentum, a company that provides online instruction to our students.

In high school, students can enroll in honors, advanced placement and online classes. In the fall of 2018, HCPS introduced a Henderson County Virtual Public School where county students can take free online classes that are taught by HCPS instructors, broadening their opportunities to pursue advanced courses while being able to meet with teachers when needed. Students can also pursue dual enrollment through CCP (Career and College Promise) or enrollment in the Early College High School, which would allow them to receive both a high school diploma and Associate's degree.

For additional intellectual stimulation K-12 students are encouraged to participate in a variety of enrichment programs such as STEM and STEAM clubs, summer camps, numerous school clubs and competitions. As needed, the AIG department works with schools to ensure that costs for things such as entry fees, camp fees, etc. are taken care of through local and state funds.



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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.

Collaboratively, each school focuses on the social and emotional needs of AIG students by providing classroom guidance, small group counseling sessions, individual counseling or curriculum based instruction and by developing clear lines of communication with parents. As of the 2019 school year, all schools have a social worker who also works in collaboration with teachers and counselors to provide specific services for children in need.

AIG specialists play a pivotal role in coordinating joint efforts of those who support the social and emotional needs of AIG students. The AIG specialists meet with parents to review each student's DEP and to discuss social/emotional needs. Students who need individual attention may be referred to either a guidance counselor or school psychologist. The AIG specialist cooperates with the regular classroom teacher to meet needs of AIG identified students, paying

particular attention to the underachieving, twice identified or at-risk gifted student. AIG specialists invite school counselors and guest speakers to participate in group presentations and discussions on topics such as goal setting, growth mindset, and perfectionism.

Recognizing that transitioning from one school to the next can be an emotionally vulnerable time, AIG specialists and guidance counselors work together to host special transition nights for AIG students and their parents as students move from elementary to middle school and middle to high school. AIG specialists share current research on social/emotional needs through websites and newsletters.

HCPSS staff is aware of potential socio-emotional needs that may arise and is committed to addressing these issues through the following services:

A. Direct services for students

1. Support and discussion groups (based on current research) that focus on behavioral needs of gifted students. Topics include: unique characteristics of giftedness, stress, social skills, sensitivity, perfectionism, self-esteem, cooperation and competition, expectations of others, asynchronous development, growth mindset and grit
2. Provision for gifted students to work with intellectual peers through clustering and flexible grouping, honors and AP courses and enrichment opportunities
3. Appropriate levels of academic challenge
4. Awareness of unique needs of specific AIG population including: underachieving students, diverse populations, twice identified students and the highly gifted
5. Acceleration options including: early entrance to kindergarten, subject/grade acceleration, college courses including AP and CCP with online options, dual enrollment, CDM and HCPS Early College
6. Enrichment programs that provide opportunities for gifted students to interact with peers such as NCSSM, summer enrichment programs (Gov. School, local camps), school clubs, competitions.
7. College/career counseling program: career education/awareness, internship and apprenticeship experiences, mentorships

B. Support for parents

1. Parents are made aware of the special affective needs of the gifted child through parent meetings, the AIG website, newsletters, and individual student conferences.

C. Scope and sequence for the affective curriculum:

1. Understanding what it means to be gifted

Elementary:

Discussions on the characteristics of giftedness
Student inventories
Survival Guide for Gifted Teachers
Emphasis on celebrating differences
Socratic Seminars

Middle:

Socratic seminars and shared inquiry discussions on articles and stories about giftedness
Concept based units focusing on gifted issues

High:

Student inventories that are tied to careers and/or college majors
Group and one on one counseling for student

2. Developing coping strategies for behavioral needs of the gifted:

Elementary:

Group problem solving activities that develop cooperation
Individual or peer groups with school counselor to focus on perfectionism, anxiety, stress and other issues as needed

Middle:

Bibliotherapy: recommended reading addressing specific issues such as underachieving or perfectionism
School counselor led sessions addressing specific issues
Intervention as necessary: arranged appointments with school counselor, social worker, parent meetings all with monitored progress

High:

School counselors, social workers, AIG specialist and community resources available for students who express or exhibit social/emotional needs

3. Guiding students to become their own advocate

Middle/High:

Make students and parents aware of requirements for the following: CCP enrollment, NC graduation, NC Academic Scholars program, CTE scholars program, Governor's School, NC School of Math and Science, extra-curricular opportunities, internship opportunities, local college information, admission to colleges/universities and importance of service/sports/clubs
Stress consultative support available through the AIG specialist

4. Providing college/career guidance

Elementary/middle:

Students are introduced to college and career information beginning in elementary school. During AIG summer STEM camps, students are taken to the local community college where they can visit with local teachers and begin to understand the various programs that are available. Career inventories, career fairs, MS Exploratory classes and more are all designed to help younger students understand what is available to them in the future.

High:

Utilize the Career Development Coordinators

Provide information on internships and apprenticeships to students

Encourage students to attend local college fairs

Provide all juniors and seniors with assistance with college and employment applications as well as résumés

Provide all juniors and seniors with timelines or action plans to assist with planning for and application to college

Set up individual meetings between school counselors and students to review transcript and plan for transition to college

Make students aware of and provide assistance with scholarship applications

Providing students with access to attend local job fairs such as the Henderson County manufacturing job fair

5. Educating and encouraging parents on how they can be effective in guiding their students

All grade spans:

Share current research in social/emotional needs through websites and newsletters

Arrange individual parent conferences and calls

Focus discussion on social/emotional needs during transition meetings (entering and exiting middle school)

Discuss academic options such as online classes during transition meetings (entering and exiting middle school)

Two way parent communications throughout the school experience

Since the 2017-2018 school year, HCPS has responded to the growing mental health and social and emotional needs of all students by adding a variety of youth mental health and trauma-informed classroom practices training. Youth Mental Health First Aid (YMHFA) helps participants to better understand a wide variety of mental health conditions to better recognize the signs and symptoms of students experiencing a crisis or the effects of mental illness, and to respond more quickly and appropriately when students are in distress. This training helps teachers better support students and helps them more effectively collaborate with other professionals such as school counselors, social workers, nurses and other medical professionals. School based therapists, who are employed by a variety of community mental health partners, can provide out-patient therapy at school, clinical assessments, and crisis support. Like their regular education counterparts, AIG specialists have been a part of these training sessions, helping to provide a supportive network that can respond to students who are experiencing problems.

COVID-19 has contributed to a wide variety of difficulties for students. Economic hardship, family dysfunction, and the loss of family, friends, and the supportive stability of a predictable school schedule have exacerbated the situations of students who were struggling before COVID and have created new challenges for students experiencing more recent barriers. New challenges, too, rose up in the systems of support designed to help students and their families. As a result, HCPS district and school staff set out to support teachers and students in the classroom, including information about CASEL's three signature practices, where to get mental health help in our community, how to take advantage of the Employee Action Network, and how better to support each other as we worked through online schedules, hybrid instruction, and the eventual return to in-person instruction. Teachers have become more flexible in the ways that they teach and in the methods that they use to measure student attendance and progress. Online check-ins, flexible due dates, flipped classrooms, videotaped direct instruction, and a wider variety of resources available to students not only helped teachers to comply with COVID restrictions, but also helped to facilitate learning and student wellness. Continued social emotional trainings will be available to all AIG personnel during the next Plan cycle.

*** Practice C**

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

The programs and services that are developed for the AIG students are thoughtful, research-based and connected to the county's overall goals. Students are served through well-defined policies and procedures. All elementary schools have the services of an AIG specialist as do all middle and high schools. All specialists participate in county-wide professional development that is often designed to help teachers develop understanding and practice of research based instructional strategies. In addition to this participation, specialists participate in their school PLCs and the AIG PLC to ensure that what they are doing is connected to school and county instructional goals. The AIG director is part of a larger county curriculum and instruction team, which allows the AIG program, firsthand, to be aware of local and state instructional issues and influence district level decision making.

Over the years, HCPS has embraced what is now known as the Henderson County Instructional Framework which trains all certified staff in the areas of: higher order thinking skills, summarizing, accelerating learning focus, vocabulary, reading comprehension, writing to raise achievement, using advanced organizers and using non-verbal representations. All of these strategies are research based and proven to be most effective in teaching students. During the 2021-2022 school year, following the COVID disruption, HCPS had a renewed focus on high yield strategies with professional development throughout the school year for administrators and teachers. The system continues to dedicate itself to a research based model of professional development which includes direct instruction, practice, feedback, modeling and follow-up strategies that occur throughout the school year. Instructional coaches are placed at all schools to support professional development and teachers as they work to provide the best instruction for all students. Administrators are encouraged to monitor instruction by conducting daily walk throughs of classrooms and district walk throughs take place throughout the school year (although did not occur during 2020-2021 due to Covid). Teachers have had extensive training in differentiation, formative assessment and PLCs. Many schools have focused on providing their teachers with dedicated PLC time, which has allowed for teachers to better plan and implement strategies that help all students grow. The implementation of MTSS throughout the district has also brought renewed differentiation training to classroom teachers to support core instruction so that they are working every day on meeting students where they are to take them to the next level. As of summer 2021, the district was able to hire a Director of Student Achievement, who leads the MTSS work. Although mainly focused on students who are not achieving at

grade level, AIG students are also looked at when they are not making progress or are achieving well below their ability.

AIG staff work daily in the schools to support and instruct students. Their instruction is expected to extend and enrich the Standard Course of Study. Lessons and units, while tailored to the needs of their particular students, also follow the county's learning framework expectations that include essential questions, "I Will" statements, graphic organizers and summarizing activities. Specialists are included in school staff development initiatives and are expected to participate in instructional professional development. Many of the AIG specialists are members of their School Improvement Teams, attend 504 and IEP meetings with regular classroom teachers, and have been part of developing school specific professional development. AIG specialists work closely with EL teachers to develop talent and identify underrepresented populations with more intentional meetings to take place during the new plan cycle.

*** Practice D**

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

The AIG department works with schools to help them implement grouping that supports the growth of students. At the elementary level, students are served by AIG specialists through pull out services for Language Arts and math. These pull out groups serve both identified and nurtured students throughout the year. Specialists work with principals to help them cluster groups of high achieving students together so that pull out and push in services can be readily accessed. These cluster groups also provide students with like minded peers to ensure the regular education classroom promotes strong, effective collaboration. At many of our elementary schools, intervention/enrichment groups are formed based on formative and summative assessment data, including data from EOGs, aptitude testing, NC Check-Ins, i-Ready, classroom assessments, Reading 3D, etc.. These students are served based on their academic needs. Special attention has been given to sub groups at the elementary school as we continue to look for ways to better meet the needs of individual schools. Because AIG Specialists are aware of the subgroup data, this enables high achieving students to be served, as we try to better mirror the school demographics during AIG pullout time.

At the middle schools, ELA honors classes are filled using rubrics and AIG identification criteria. Middle school math honors classes meet the HB986 law that specifies students who make a Level 5 on their Math EOG are placed in the

honors math class the next year, including Math I. These classes are carefully created with input from the AIG specialists, teachers, parents and administration. Some of the middle schools have also created intervention/enrichment time periods where students are able to engage in academics that best meet their needs.

At the high school, most honors and AP courses are self selective, which allows students multiple opportunities to enroll in classes that are both rigorous and of high interest. High schools also offer many opportunities, through CTE courses and internships, for students to explore career interests and earn credentials. Students are also encouraged to explore Career and College Promise courses, which allows them to earn free college credit while in high school.

*** 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.

AIG specialists deliver essential information about differentiation services, gifted education policy and the local AIG plan to all faculties across the county. Specialists have created presentations to share with schools at the beginning of the year to ensure understanding of the AIG program. They meet with faculty and support staff to inform them of regulations related to gifted education, the local AIG program and plan and the delivery of differentiated services at their particular school. Included in this information session is also information about what gifted is not and common misconceptions about gifted students. AIG staff adjust presentations to meet the needs of their different schools. Additionally, AIG specialists are available to answer questions and provide assistance throughout the school year.

Specialists also meet with teachers and administrators on a regular basis to discuss students and their services. DEPs/DEPs are shared with teachers, and AIG teachers include classroom teachers when developing goals for gifted students.

Each AIG specialist in Henderson County serves one or two particular schools. This assignment of staff allows for the availability of specialists to faculty, support staff and identified students. It also enables them to build ongoing relationships with their schools. Both hard copies and electronic copies of the plan are available at all schools. AIG specialists and other teachers who work with the gifted students participate in grade level meetings and school-specific workshops. Each school's AIGIT has members who have various working roles in the school. The AIG Director meets regularly with county principals and teachers and attends various School Improvement Team meetings to advocate for gifted needs and services.

*** Practice F**

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

Because transition times between elementary, middle and high school can be challenging for parents and students, the AIG staff provides programs and conferences to provide information that can ease the stress sometimes associated with change.

Elementary, middle and high school AIG specialists work together to present information to rising 6th and 9th grade AIG students and their parents. Presentations are held prior to the beginning of the 6th and 9th grade school years. Specialists will work together to ensure that information about services is clearly shared and understood by students and parents. Information presented will include how students are served, honors class expectations, specific social emotional needs of gifted adolescents and other opportunities available for gifted students. Rising 9th graders in particular, and their parents, need understanding of all the opportunities available to them at the high school level. Elementary specialists meet with middle school specialists to review honors recommendations and to talk specifically about identified and nurtured students who are moving to 6th grade. The middle school specialists meet with the 5th grade teachers at their feeder schools to discuss what honors is at the middle school and how students are selected for these honors classes. Middle and high school AIG specialists annually update presentations to include current and pertinent information. At these sessions the following topics are presented: AIG Consultative Support, North Carolina's Graduation Requirements, Criteria for Honors/AP Courses, Honors and Advanced Placement Course Selections, College and Career Promise opportunities, North Carolina Academic Scholars Program, summer programs such as Governor's School and Summer Ventures in Science and Mathematics, North Carolina School of Science and Mathematics, online classes offered through our own HCVPS, North Carolina Virtual Public School and the School of Math and Science, college placement tests such as PSAT/SAT/ACT, helpful websites such as College Foundation of North Carolina and My College Quickstart, applying to Colleges and Universities, Importance of Community Service/Sports/Clubs, scholarship opportunities, etc.

High school AIG specialists will work with middle school specialists to visit eighth grade honors classrooms and answer students' questions regarding high school. High school specialists also use the visits as a continued opportunity to encourage students to take a rigorous course load and to take advantage of extra curricular opportunities that support their interests and talents. Using ESSER funds there will be money available to fund some summer transition camps for students who are in the AIG program where the time will be divided between academics (STEM is planned for

summer 2022) and social emotional learning. Specific activities will be designed to introduce students to their new schools, college and career choices and goal setting.

Specialists make time at the end of the year to meet together to specifically discuss specific students who are making the transition to 6th or 9th grades. DEPs are reviewed and any pertinent information is shared to help ensure a smooth transition for students. Student folders are also passed along at these end of year meetings.

(Some of these practices did not happen in the last Plan cycle due to COVID, but they will be done as we go into the new cycle.)

*** 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.

HPCS has clear procedures and options in place for accelerated learning. Early admission to kindergarten, subject and grade acceleration, on-line options and college courses are avenues open to those who show a need for advanced learning opportunities.

In elementary school, students can qualify for early-K enrollment and also subject- and grade-level advancement. AIG specialists facilitate these advancements and help classroom teachers create portfolios so that students can have a body of evidence to show their need for different placement. Elementary and middle schools use iReady technology to provide differentiated advanced learning. Also, when needed in elementary school, students can take advanced classes through online opportunities, including joining middle school classes. In middle school, students can take online classes through HCVPS, NCVPS or Edmentum, allowing them the opportunity to advance their subject knowledge. Middle school students also have the opportunity to earn high school credit in teacher led (face to face) Math I, English I and Spanish I courses. AIG identification and rubrics are used to determine eligibility for these classes. CDM is also available to middle school students who wish to place out of some high school courses.

CDM procedure includes the following steps:

Student and parent complete an application to determine eligibility for CDM.

Phase 1: At a county-determined date, a student takes a released EOC, released NCFE or relevant teacher created exam. Students must attain appropriate Phase I scores to move on to Phase 2.

Phase 2: Eligible students complete a subject-area project or assessment which is graded by a county-level committee to determine the granting of course credit.

For high school students there are many options for learning advancement. Honors and AP courses, HCVPS, NCVPS, Edmentum enrollment, CDM, Early College High School, CCP enrollment, internships and many summer opportunities allow for students who wish to accelerate their learning to do so easily. Specialists and counselors guide students and their parents in choosing services and options that work best for them as they navigate through their school years.

*** 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.

HCPS values all students and understands the need to have procedures in place to ensure all students have access to learning opportunities. Recognizing and understanding this, the AIG department has intentionally put into place some things to broaden access to advanced learning opportunities.

The AIG department works with the Testing department to get subgroup data from all schools. This data is analyzed at both the district level and at the individual school level. Children in the subgroups are looked at individually in order to nurture and serve the highest students from each subgroup. Specialists look at a range of data and work with classroom teachers to ensure that all high performing students from each subgroup are seen.

Nurtured groups at the elementary level are not static. At various points of time in the year, students are added to groups based on what could be a variety of data, including formative assessment data and classroom performance. In the upcoming Plan cycle, more attention will be given to K-2 students. Specialists will be working together in the summer to create common K-2 lessons designed to help them recognize students who need to be served. Specialists will also work on creating presentations on equity and opportunity in AIG to be shared with school faculties. We will be looking at high school schedules of those students who were nurtured in middle school to see if there are honors/AP courses that are being taken as these students enter 9th grade. We will continue to give the CogAT to all students, not

just ones who have been recommended and we hope to continue our summer camps that target nurtured elementary students who may not otherwise have the opportunity to attend summer camp.

*** Practice I**

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

AIG specialists encourage students to participate in many extra-curricular programs, both school sponsored and community sponsored. Parents are made aware of these programs at AIG parent meetings as well as through newsletters, websites and direct emails from the schools and teachers.

Examples of some events that Henderson County students are encouraged to attend or participate in include: Western Carolina University's summer camp for the gifted, Summer internships, programs at the NC Arboretum, Governor's School, DAR Essay Competition, Thomas Wolfe Short Story Writing Contest, VFW Patriot's Pen Writing Contest, Letters about Literature, Carl Sandburg Poetry Contest, Battle of the Books, Spelling Bees, Math and Science Fairs, Reading Raiders, AQ-IQ, Foreign Language Competitions, Mock Trial, MathCounts, Engineering Club, Games Day, National History Day, Science Olympiad, Robotics, Lego Leagues, Chess Club, Bridge Club, etc. Specialists are constantly on the lookout for opportunities that will generate interest and enthusiasm with their students. Specialists are also encouraged to sponsor extra-curricular clubs and/or events at their schools that specifically target AIG students.

Several of our schools are now Leader in Me schools, eight elementary, two middle and one high school. Students at these schools also have many opportunities to participate in service and leadership clubs within the school that allow them to have different experiences throughout the year. All of our schools provide multiple opportunities for students to be involved in service, both at their schools and out in the community. Local organizations such as the Kiwanis Club, El Centro, United Way, Boys and Girls Club, etc. partner with schools to work with students in their service endeavors.

Summer opportunities such as summer STEM camps, Summer Bridge and Career Accelerator programs are now in place that target many of our AIG students. These experiences provide exciting advanced learning opportunities, especially in the areas of science, math and engineering. Thinking about the future is also a big part of the summer programming as we want students to understand the many options available to them as they grow in our system.

*** Ideas for Strengthening the Standard**

The AIG department will continue to focus on equity and opportunity for all students. Mindsets are key to this. Continued focus on smooth transition to middle and high school for gifted learners.

Planned Sources of Evidence

* Nurturing numbers and school demographics

* Summer programming information including student numbers

* Membership in extra curriculars

Documents

Type

Document Template

Document/Link

AIG Standard 2 Additional Resources

N/A

Standard 3: Differentiated Curriculum and Instruction

Henderson County Schools (450) 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.

HCPS is committed to adapting the NCSCOS to meet the needs of AIG students, K-12. Differentiation occurs throughout the grade spans:

- Elementary: Specialists provide pull-out/push-in services to AIG identified and nurtured students from 30-60+ minutes each week. Specialists are also expected to work with classroom teachers as needed to support them as they differentiate for students on a daily basis.
- Middle: There are honors ELA and math classes for students that meet every day. AIG students receive academic differentiation every day. In every middle school there is also the opportunity for advanced students to take English I, Math I and Spanish I in the 8th grade for high school credit. Other high school courses are made available as needed through HCVPS and NCVPS.
- High: There are various and many Honors and AP courses available at all of the traditional high schools. There is also an Early College that serves several identified students. All of our high schools participate in College and Career Promise, allowing students to take college courses while in high schools. All high schools have NCVPS and Edmentum available to them to allow students to work ahead and/or take classes their specific schools do not offer on campus. All high schools have school year and summer work internships available to students to

allow them real world experiences. HCPS has also created its own virtual school (HCVPS), which allows students to take online classes that are taught by local teachers allowing for personal connections and direct communication.

HCPS teachers follow county wide curriculum calendars for tested subject areas. AIG specialists use these calendars to develop specific reading and math units of study that extend the curriculum. Elementary specialists use a variety of research based materials and units to differentiate and enrich grade level content. Project based learning is often used for gifted students to explore ideas/concepts they are especially interested in. In the elementary and middle school, students are given opportunities to test out of material they have already mastered and focus on more advanced concepts. Enrichment activities are frequently used instead of standard assignments. In all grades, teachers provide opportunities to explore individual interests. Middle schools AIG specialists teach honors 6-8 language arts classes, which allows for continued adaptation of the SCOS throughout a student's middle school experience. Math honors classes are also provided for 6-8 students and teachers follow advanced countywide curriculum maps to allow for a rigorous classroom environment.

High school honors classes are designed to extend the NC SCOS through the North Carolina Honors Course Standards. All high school honors teachers complete honors curriculum calendars for honors classes taught and some of the honors classes have common calendars throughout the district. All AP courses must go through the College Board audit ensuring that the classes are taught at a college level. AP teachers must attend an AP summer institute or a fall AP workshop, which are both conducted by the College Board. At both middle and high school, there is an opportunity for students to earn credit for a course without the seat time. CDM, or credit by demonstrated mastery, is available at all of our schools. All high schools provide students with the ability of taking community college courses through our partnership with Blue Ridge Community College. Workplace internships are available through the school year and summer for interested students.

As funds are available, materials are provided for all grade levels which extend the standard curriculum. AIG specialists meet with classroom teachers on a regular basis to evaluate materials and determine needs so that classrooms are equipped with texts and tools to help extend the Standard Course of Study.

*** 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.

HCPS is committed to meeting the academic needs of gifted learners. Training has been done across the county to help teachers understand practices and strategies that work best with gifted students. Understanding that all students have unique learning needs, teachers work to develop and use instructional practices that best suit the gifted. The use of high yield instructional strategies has been a continual focus of the county and the AIG department is included in trainings that are available to teachers. All schools are served by an AIG specialist who is also certified in the respective grade levels and content areas, which allows for understanding of the age group content and the teaching strategies for the gifted.

HCPS has long embraced the Learning-Focused instructional model. Through internal training, HCPS has turned the Learning Focused model into the HCPS model focusing on strategies that most impact student learning. Some of the high yield strategies include vocabulary development, use of graphic organizers, summarizing strategies, application of higher order thinking skills and literacy across the content areas. All teachers have been trained in high yield strategies that focus on accelerating the curriculum so that students are challenged and can move at a faster pace if they have mastered current content. The HCPS lesson planning template incorporates higher order thinking and advanced organizers into all lessons so that these things are a natural part of each lesson. Henderson County has, and will continue to train teachers and administrators throughout the year on high yield instructional practices, which include extending and refining the curriculum. This has been especially important as we have come back from the Covid years and have focused on unfinished learning rather than student deficits.

Elementary AIG specialists work with pull-out groups of identified and nurtured students in reading and math. Clustering of AIG students is encouraged to help regular classroom teachers provide extension and acceleration. At times, elementary specialists also co-teach with cluster teachers to extend the curriculum for students. The specialists, when available, participate in school PLC groups to ensure gifted students' needs are being analyzed and planned for throughout the year.

Each middle school has an AIG specialist who teaches/co-teaches honors language arts classes. Sixth grade honors math teachers work together with middle school instructional coaches, the county middle school Director, county AIG Director and an AIG specialist to ensure that the curriculum is appropriately differentiated. Seventh and eighth grade honors math teachers extend the curriculum and teach Math 1. Specialists also meet with social studies and science

teachers in order to design differentiated curriculum. While in eighth grade, students have the opportunity to take high school courses (English I, Math I, Spanish I) and at our middle schools students also are introduced to Project Lead the Way, which helps them to understand robotics and also encourages them to think about the work world.

On the high school level students are able to select classes from a variety of choices including numerous honors and AP courses. There are many online classes offered through NCVPS, the NC School of Science and Mathematics and Edmentum, an online provider of curriculum. The Henderson County Early College High School gives students the opportunity to earn both a high school diploma and Associate's Degree in five years. The Henderson County Virtual School is another growing option for gifted students, especially those who want to advance through high school faster or are interested in a class that is not taught at their particular school. High school AIG specialists assist administration, students and parents with high school course options.

At all levels instructional strategies such as shared inquiry, cooperative learning, reciprocal teaching, creative problem solving, group investigation, higher order questioning, problem based learning, concept based instruction, simulations, seminars, writer's workshops, internships, mentorships, independent study, Guided reading and Guided Math models, etc. are used with students to meet their different needs. By offering choice of assignments, teachers also provide avenues for differentiation. Learning contracts, tic-tac-toe boards, self selected projects and open-ended assignments are often used to increase student interest and enthusiasm for subject matter. Teachers are often given professional development in differentiation with choice as to what they need and are interested in learning more about for their students. PLCs are prolific in all grade spans with teachers meeting on a regular basis to plan and deliver differentiated instruction.

*** Practice C**

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

The AIG program is committed to providing resources and materials to all grade levels in all subject areas in order to enhance and extend the curriculum and instruction for gifted learners.

The AIG department has been fortunate over the years to build a body of resources and materials that enhance the curriculum and instruction at all of the schools. Every effort is made to purchase items that teachers need to have in their classrooms so that they can better serve gifted learners. Things such as requested novel sets, website subscriptions, and instructional materials can, and have been, purchased for classroom teachers. As we look to ensure that students' needs are being met, careful reviews of things such as novels/stories are being done to include representation from authors of varied backgrounds.

Elementary AIG specialists supplement the curriculum using:

- William and Mary Center for Gifted Education resources (Literature units such as Journeys and Destinations, Patterns of Change, etc.), Jacob's Ladder, Spatial Reasoning, Mentoring Mathematical Minds
- Zaccaro's resources including Primary Challenge Math, Real World Algebra, Becoming a Problem Solving Genius
- Hands-on Equations
- Various novel sets
- Mindware logic problems
- Vocabulary Development including Caesar's English
- Perfection Learning Series: Literature and Thought (Voices of the Holocaust, Harlem Renaissance)
- Junior Great Books
- PBLProject.com
- Breakout EDU
- Byrdseed TV

Middle school specialists supplement the curriculum using:

- Word Within the Word workbooks

- William and Mary materials
- Jr. Great Books
- Perfection Learning Series
- Novel Studies using novels such as: The Giver, The Lightning Thief, The House of the Scorpion, The Book Thief, A Midsummer Night's Dream, To Kill a Mockingbird, Fahrenheit 451, Romeo and Juliet, etc.
- Marcy Cook Math
- Challenge Math
- Sadlier-Oxford Vocabulary
- Nancie Atwell writing workshop
- Variety of ELA and math supplementals

High school teachers have received a variety of materials for AP and honors classes such as novel sets, calculator based ranger systems, computer software, graphing calculators, scientific and statistical materials, books of sample AP exam questions, history review guides, laboratory kits & accessories, Spanish/English dictionaries, smart boards and data projectors, and various other AP supplements. The AIG department has purchased numerous technology items for schools that include mounted projectors, student response systems, Ozobots, Spheros, Chromebooks, headphones, and Smart Board technology.

Annual discussions concerning curriculum and instruction needs for gifted students occur between specialists, the county AIG Director and principals to ensure needed materials are purchased that will directly benefit AIG students. As funds are available, it is the intent of the AIG department to continue to provide needed resources to our schools.

*** Practice D**

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

The AIG department looks to integrate opportunities for students to develop future ready skills within a real world context. Understanding that many post high school and college opportunities may not even be created yet, AIG specialists incorporate the teaching and development of many things including: global awareness, civic and economic literacies, health awareness, critical thinking, problem solving, communication, collaboration, applied information, media literacy, research based inquiries and project based learning.

AIG specialists have worked hard to support many initiatives in the classroom that foster the development of 21st century skills. Problem/project based learning, debates/mock trials, the use of Journey North/Mystery class, collaborative learning focused on team building, in class leadership development, student presentations and research projects all help students learn important skills that they will need as they leave school and enter the post-high school world. There are also many opportunities available to students to experience as both a part of the regular school day and as extra curricular activities. Some of these include: Engineering/STEM clubs, Robotics, Project Lead the Way, Science Olympiad, National History Day, Lego leagues, Book Clubs, and a multitude of others are offered at various school sites throughout the year and even during the summer.

It is the AIG department's goal to continue to support school sites as they offer opportunities to cultivate college and career ready skills. The department will do this through purchasing materials, paying for registrations, sending people to trainings, offering professional development options for teachers and relaying information to the school communities. It is through careful planning, implementing and monitoring of the school's teaching and learning that the county can ensure that gifted students are being taught necessary skills and content that will have them ready for life beyond high school. Through lesson and unit plans that incorporate critical thinking skills and independent, thorough analysis of subject matter, our teachers are preparing students for their futures.

Elementary school example:

- Fifth graders participate in an Exploration PBL unit to learn about all types of exploration. They research the history of flight along with famous aviators. They learn about aerodynamics and apply those concepts to create

their own paper airplanes. Then they participate in all types of flying competitions where they use iPads to collect, record and analyze data. Finally, they become an inventor/innovator collaborating with a team to explore an everyday problem in-depth and research a solution. Students create a business plan, an advertising campaign (using web tools to create commercials and infographics). As a culminating activity, they make presentations “Shark Tank” style to try to “sell” their idea.

Some examples of middle school units include:

- After reading *Outliers: The Story of Success*, English I students conduct research to apply Malcolm Gladwell’s theories on success to individuals whom they consider successful. Through their research they develop and support a thesis about the hidden advantages and opportunities and cultural legacies that enabled their chosen individual to attain success. The students present their findings in both a research paper and oral presentation to the class.
- Seventh graders participate in dystopian literature book clubs in which they read and discuss their chosen book and topics related to it. They meet several times in their own book club and also with cross clubs which consist of students each reading a different dystopian novel. In cross clubs, students make connections between their different dystopian novels and discuss how the different characters in their books are developing and the effects the elements of the dystopian societies are having on them. After completing work in the book clubs, students apply their understanding by working together in small groups to design their own utopias. They must design all aspects of their utopian societies including governmental structure, laws, education, employment, and more. They must decide on a format to present their utopias to their peers. After each presentation, students discuss whether or not the components of the utopian society would be possible in the real world and why.
- Sixth graders participate (in a 3 part) debate with two other students in which they set out to determine who was The Greatest Explorer Ever. They begin by researching a variety of resources to weed through bias, credibility and authenticity. Once they’ve made their selection, they pretend that they are that explorer and put together a multimedia presentation in which each explorer introduces themselves using maps, videos, graphs, charts, drawings, etc. This is their opportunity to provide an autobiography, and outline their accomplishments. They follow the same format, researching their two opponents (looking to downplay their accomplishments, and highlight their shortcomings). During the debate, they listen critically to what their opponents highlight, and prepare to defend themselves in the final part of the debate. Parents are encouraged to help them at home, and can view the debate live linking up through Google Classroom. When the debate is complete, they switch roles and using their opponents presentations, they try to win the debate by playing their opponents.

High schools have worked hard on incorporating the high yield instructional strategies into all classrooms. In honors and AP courses, teachers further develop future ready skills into their lessons and units. Collaborative learning, projects, presentations, targeted group work, real world applications and other skill sets are observable in advanced classes in all high schools.

*** Practice E**

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

Assessments, both formative and summative, are critical tools that all HCPS teachers use as they develop curriculum and instruction for gifted students in honors classes, pull outs and cluster groups. A variety of formative assessments are used throughout the year to ensure students are receiving appropriate curriculum and teachers continue to receive formative assessment training during the school year. The instructional coaches we have at our schools provide ongoing assessment training for all teachers. The HCPS lesson planning template also guides teachers on the implementation of differentiated assessments and assignments in their units of study as there are specific differentiation ask fors in the planning guide.

Examination of on-going assessment data has become a focus for all the schools, K-12 through the PLC process. At all grade levels, PLCs analyze student data. AIG specialists, when they are able based on their schedules, attend PLC meetings. As a result of PLCs, teachers are continually using formative and summative assessments to understand and better serve their students. At the elementary level, many schools have intervention/enrichment blocks as they assess the data and determine next instructional steps for students. Many of the AIG specialists are able to do their pull out sessions during this prescribed time.

The county has developed curriculum calendars for teachers and participates in all the NC Check-Ins that are available. iReady math is used and students take diagnostic math assessments three times a year (K-8), which allows for personalized instruction in math. At some schools, iReady reading has also been purchased and is used with all students. iReady has been especially helpful for AIG students as they can move ahead multiple grade levels if needed in any iReady domain. Diagnostic student results are immediately available to teachers so that they can see what students are needing.

AIG teachers in elementary, middle and high school use curriculum compacting when relevant by assessing with pretests. These are utilized in all subject areas: math, language arts, social studies and science. The pretests can take the form of written tests, oral discussions, or through other methods such as project or portfolio evidence. Teachers are encouraged to use a variety of assessments when working with children, especially as they plan units where rubrics are used in grading student work. Portfolios and writing samples are kept throughout all grade levels and can be accessed when creating new writing assignments in all subject areas. All teachers have had training in EVAAS and are able to see growth of students, predicted scores and trends in subgroup growth based on students' summative data.

High school teachers also use an array of formative assessments to understand where their students are and to know which students need to move ahead. Specialists and counselors continue to use PSAT scores, PreACT scores and the College Board's AP Potential program to predict students' success in AP and honors classes. These results are then used to encourage students to enroll in advanced classes, including CCP courses.

Formative assessment is standard in HCPS classrooms. Teachers understand formative assessment and are using the results of formative assessments to best serve their students on a day to day basis. Formative assessment information is looked at by AIG elementary specialists as they are able to create flexible pull out groups based on different assessment results throughout the school year.

Careful attention has always been given to summative assessments, especially those standardized test results, which gives teachers a better understanding of how students processed information over a period of time. Summative and formative results are used to place students in classes and are used for placement in the AIG program.

*** Practice F**

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

Throughout the elementary grade levels, AIG specialists work with children who have specific social and emotional needs. Many times done on a one on one basis, in collaboration with the counselor and parents, this work helps students gain insight on their own needs, insecurities and questions. Elementary specialists have developed lessons and supports to help students with social/emotional needs. Some of these supports include growth mindset lessons, girls' clubs called Glow and Shine which offers AIG girls the opportunity to talk about issues facing them while working

with community mentors to help them set short and long term goals and lunchtime with the counselor to help students deal with perfectionism issues and test anxiety. As in elementary school, middle school specialists see the AIG students each year. In middle school, specialists teach honors classes in 6-8 so they have the unique opportunity to develop strong relationships with the students. They have also developed lessons that help students understand their social and emotional needs. Students read the novel Outliers by Malcolm Gladwell and discuss the relationship between giftedness and long-term achievement.

Currently in our schools, teachers use Jr. Great Books and Paideia seminars and the questioning strategies to explore social and emotional issues. Novel units explore complex emotional issues and writing units often have students consider personal issues as they have the opportunity to reveal insecurities and questions about themselves. The incorporation of Google classroom into daily Language Arts units also provide students the means by which they can share feelings and perceptions that can give teachers insights into the needs of the students. K-12 specialists have explicit discussions with students on the characteristics of gifted students and given the small settings of the elementary pullouts, there are several opportunities for meaningful discussion to take place surrounding troubling issues.

As of the 2018-19 school year, all schools in the county are served by a social worker who works directly with counselors to support students. AIG specialists work with them at their schools as needed to support gifted students.

*** Practice G**

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

Elementary AIG specialists currently screen, nurture and identify K-3 students. AIG specialists work with K-3 teachers to identify students who would be candidates for AIG pullout. As time allows, specialists participate in lower grade PLCs. Specialists have developed an early elementary checklist that teachers use for identifying students who need to work with the AIG specialists during pull out times. Specific units of instruction for differentiated reading and math instruction are developed to nurture the academic potential of high performing K-3 students.

Specialists use a range of instruments to help with K-3 pullouts. Screeners such as the teacher checklist, Reading 3D assessments, the NC K-2 mid year and summative assessments, iReady data, writing samples, BOG results and 3rd grade Check-In results are used when looking at students. While working with K-3 students, specialists use a range of

materials to extend the curriculum. Primary Education Thinking Skills (PETS), the Primarily series, Venn-Perplexors and Grid-Perplexors and many other materials are used with young students across the county. Specialists try to work with many students on a variety of topics including math, reading, writing, logic and creativity. Pull out groups at the schools can change throughout the year as assessment results and teacher recommendations are received. The elementary specialists meet with grade level teams, which include classroom teachers, ESL teachers, special education teachers and administrators to determine which students have mastered standards and extension of the curriculum. Specialists also try and work with classroom teachers as much as schedules will allow to create lesson plans/units. During the upcoming Plan cycle, specialists have decided to create county-wide K-2 units to be used with students that will help them, and the classroom teachers, see gifted behaviors of their students. This will then help to create pull out groups that are more flexible and responsive to classroom demographics.

Many of the elementary schools have clubs that allow K-3 students to have academically and socially enriching experiences. Some examples of school clubs include: chess club, bridge club, chorus club, theater, etc. Specialists encourage students to participate and contact parents to let them know of school opportunities.

*** 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.

Regular collaboration among teachers is essential to creating a strong learning environment for children. The AIG specialists work with others at their schools, including classroom teachers, media specialists, EC and EL teachers, guidance and administrators to ensure that curriculum and instruction is appropriate for gifted students. Each school also has an AIGIT that meets as needed to help determine which students need a Differentiated Education Plan and which students could benefit from nurturing to help develop their academic potential.

Differentiation, rigorous assignments and thoughtful lesson planning are components of the county-wide professional development in the HCPS Instructional framework. All staff members have been trained in techniques that benefit gifted children. Funds have been devoted to enhancing all subjects. In elementary and middle schools, math, science, social studies and language arts teachers have received curricular materials which aid in the differentiation process. AP and honors teachers at the high school level receive funds in order to supplement their curriculums and attend content training. Providing funds are available, AIG specialists facilitate yearly purchase orders for their schools' teachers after meeting with them and assessing needs and instructional goals. The EL specialists and EC teachers

have access to novels and other materials such as the Perfection Learning Series and curriculum guides purchased with AIG funds. Access to these materials helps to see that nurtured students and twice identified students are challenged throughout the school year. AIG specialists are available for collaboration with other specialists and teachers in PLCs and data teams to help create challenging lesson plans and units for students who show mastery of the basic curriculum.

An overview of the AIG Program is presented to each faculty annually to introduce the AIG program to new teachers and refresh program goals for veteran teachers. Differentiation workshops in several schools offer guidance to teachers to appropriately modify curriculum for both EC and AIG students. This is especially important for students who are twice identified. A Google class has been created to help teachers understand the gifted learner and help them understand the importance of regular differentiation in the classroom. HCPS has early release days during the school year especially for teacher collaboration and training. All teachers are expected to participate in early release activities. There are also designated professional development days within the school year designed specifically for teacher collaboration and planning which AIG specialists are a part of on all PD days.

*** 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.

All AIG students have a DEP or an IDEP. The AIGIT at each school, led by the AIG specialist, meets to determine which differentiated services will best meet the needs of each student. HCPS has a menu of services that explain the differentiated curriculum and instruction services that are offered for AIG students. These DEPs/IDEPs are reviewed annually to ensure understanding of services.

The AIGIT, composed of classroom teachers, the principal, the counselor and the AIG specialist meets at each school on an as needed basis to determine which students need a DEP or IDEP and which students need nurturing through the AIG Program to develop their academic potential. Once developed, the DEP/IDEP is presented to parents for their input at a conference. At the same conference the service options and school transitions are explained. The plan is reviewed annually by the AIG specialist, the classroom teacher and parents.

PROGRAM SERVICE OPTIONS

The HCPS AIG plan offers a range of program service options for kindergarten through 12th grade, designed specifically to meet the unique needs of identified gifted students. The service options, content modification, special programs and instructional strategies are explained both below and in the AIG Procedural Manual. Separate charts give specific information for grades K-3, 4-5 and 6-8.

Each K-8 student's needs and abilities are matched with appropriate service delivery options using the specified criteria. A DEP will be used to document criteria. In some instances, students may also need an individualized component (IDEP). This may include the underachieving gifted student, the gifted student with disabilities or the gifted student with high potential or demonstrated academic skills from a culturally or linguistically diverse or economically disadvantaged family. An IDEP will also be created for students who are identified as IG so that appropriate services can be given. The IDEP will address the student's needs in language arts or math. Parents will be invited by the AIG specialist to attend a meeting to review the DEP or IDEP.

Service options for high school students will be determined annually as the student and a faculty advisor, school counselor and/or gifted specialist review the students' course selections via PowerSchool. A student's eligibility to enroll in honors courses, which include AP and CCP offerings, is also reviewed annually. This review will be completed prior to registration.

Level of Need for Differentiation in Programming

HCPS identifies four levels of programming for gifted education in grades K-8: all, many, some and few. These program levels provide for increasing levels of differentiation to meet student needs, ranging from what all students should have to what only a few are likely to need.

ALL represents the regular education program in the regular classroom setting. The options in this level address what all students need in the form of differentiated teaching strategies and techniques to motivate and stretch all learners to reach their maximum potential. It is within the regular classroom that teachers may recognize gifted behaviors and develop gifted potential.

MANY represents "in class" modifications that are made to accommodate students displaying a need for differentiation in some academic skills, but not necessarily in all areas. The focus is on developing the student's potential. The responsibility for meeting the needs of these students lies with the regular classroom teacher; however, the AIG specialist may provide consultation and support to the regular teacher.

SOME represents service options for students who have demonstrated a clear need for differentiated instruction one to two grade levels above their classmates. These services usually extend outside the regular classroom setting for some services. Specific criteria have been established for service options at this level, which include pull-out for reading and math at the elementary level and honors classes at the middle and high school level.

FEW represents services that usually involve a great deal of modification of the content and/or the learning environment. While this level represents the smallest number of students, it reflects the widest range of individual differences. Specific criteria have been established for service options at this level, which include subject and grade acceleration.

HCPS offers a range of program service options to address the unique needs of identified high school students. Some of these services include honors classes, AP classes, HCVPS offerings, Early College high school, CCP courses, NCVPS options, NCSSM online program, CDM, early graduation, internships and academic and service clubs.

DEPs are housed in student AIG folders that are kept at the individual schools. Folders are kept for five years following a student's departure from HCPS, whether that be through graduation or withdrawal.

*** Ideas for Strengthening the Standard**

We will continue to develop grade level curricular units for students in the elementary grades that incorporate the social/emotional needs of gifted learners.

Planned Sources of Evidence

- * Developed units of study
- * Student AIG folders with completed DEPs
- * Examples of formative assessments used for consideration of AIG pull out instruction

Documents

Type

Document Template

Document/Link

AIG Standard 3 Additional Resources

N/A

Standard 4: Personnel and Professional Development

Henderson County Schools (450) 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.

HCPS employs a county AIG Director, who is an AIG licensed educator, to ensure that the AIG program is cohesive across grade spans and schools. The Director also ensures that the AIG plan is made available to all stakeholders and reviewed regularly.

The AIG Director regularly meets with the AIG staff, which consists of six full time elementary specialists, one part time elementary specialist, five full time middle school specialists and four part time high school specialists. Most of these specialists have an advanced degree, National Board certification, or both (7). The Director also meets with other professionals who work with gifted students, which include classroom teachers, school counselors, media specialists, testing coordinators, school psychologists, special education teachers and school administrators. The Director is part of a larger county Instructional Services team and is able to work closely with other department heads including the Directors of testing, EL, elementary, special education, finance, etc. This helps the AIG department in general stay current with other local and state initiatives throughout the school year to effectively plan for and guide the local plan.

The AIG Director is responsible for overseeing the development and implementation of the AIG plan and working with all schools in the county to ensure that students are receiving appropriate gifted services. The Director is available to meet with parents and students and regularly meets with other LEA Directors to keep up to date with program opportunities and requirements.

*** Practice B**

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

HCPS has established well-defined descriptions and procedures for K-12 AIG specialists.

There are currently six full time and one part time elementary specialists. All of the elementary specialists serve two (with the exception of the part time specialist who serves one) schools with their time divided at the schools based on the number of students who need to be served. Each middle school has an AIG specialist who also teaches/co-teaches 6th-8th ELA and, at our largest AIG populated middle school, there is also a full time AIG math specialist. At the high schools, the AIG specialists teach a regular load of classes while also fulfilling the role of specialist. During the new plan cycle, the AIG department would love to hire an additional elementary specialist, which would allow for all elementary specialists to better serve students while also working closely with teachers to provide co-teaching and a more robust system of working with K-2 students.

AIG specialists at the elementary, middle and high schools have defined responsibilities and roles at their assigned schools.

Specifically, elementary AIG specialists:

- Implement screening and testing
- Review transfer records and materials
- Facilitate the development and implementation of a student's DEP/IDEP
- Serve as liaison between parents and the school
- Teach units and lessons to promote higher level thinking skills in classrooms and through pull-outs with identified and nurtured students
- Collaborate with teachers to support differentiation by providing materials, instructional strategies, unit planning and professional development

- Serve as scheduling advocates, working with principals to schedule students appropriately
- Assist with counseling AIG students on social/emotional issues
- Facilitate the transition from 5th to 6th grade
- Provide PD as needed
- Work to create Google classrooms with lessons/units for teachers to use when the AIG specialist is not directly available at the school

Middle school AIG specialists:

- Screen and test students as needed
- Facilitate the development and implementation of a student's DEP/IDEP
- Teach/co-teach honors classes for identified and nurtured students
- Serve as liaison between parents and school
- Collaborate with teachers to support differentiation by providing materials, instructional strategies, unit planning and professional development
- Serve as scheduling advocates, working with school administrators to schedule students appropriately
- Assist with counseling AIG students on social/emotional issues
- Provide PD as needed
- Facilitate the transition from 8th to 9th grade

High school AIG specialists:

- Work with middle school specialists to support a smooth transition for 8th grade students moving to high school

- Teach honors and/or AP courses
- Collaborate with teachers to support differentiation by providing materials, instructional strategies and professional development
- Serve as scheduling advocates
- Assist with counseling AIG students on social/emotional issues
- Work with school counselors to help with scholarship opportunities, the Governor's School process and specialized applications for colleges and other high school experiences
- Facilitate early admission or dual enrollment/admission to specialized schools
- Meet with AIG students at various times in the school year to answer questions and ensure students are taking rigorous coursework

Specialists are available to meet with parents when questions or concerns arise. They also work with administrators on scheduling issues and are often the go to people when other school personnel have questions about working with gifted students. AIG specialists will work with other personnel at their schools to present professional development in areas such as differentiation or project based learning. AIG specialists also coordinate the AIGIT at each of their schools and screen each school's population. While extremely busy, their most important role in the schools is to be a teacher for students who are academically gifted. Through Google Drive, all specialists have folders with their student information, school information, various AIG forms, etc. to use throughout the year.

Currently, all of the county's AIG specialists are licensed. As AIG personnel are hired, if AIG licensure is needed, the department will pay the cost of coursework or pay for the Praxis examination. The AIG department also encourages other school personnel, such as classroom teachers who work with the gifted, to pursue AIG licensure and, as budget allows, reimburses tuition costs.

*** 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.

AIG specialists have developed a Google classroom course that focuses on traits of the gifted, identification procedures, social and emotional issues, differentiation, creativity, effective methods and teaching models. This online class will be updated during the summer of 2022 and will continue to allow teachers the opportunity to learn more about the gifted students in their classrooms. It also gives them the opportunity to earn CEU credits while taking the course at their own pace. Teachers will be encouraged to take this locally developed course as they work with gifted students on a daily basis as most do not have AIG certification. During the new plan cycle, AIG specialists will add more resources specifically addressing the underrepresented gifted student.

All county personnel will continue system wide professional development based on data (EVAAS, NC Check-In results, EOG/EOC tests, iReady, school designed assessment results, AP, ACT, PSAT, etc.). The county will also continue to train new teachers and refresh other teachers on our countywide instructional framework, which focuses attention on lesson planning with rigorous assignments and differentiation. Teachers will continue to create units with lessons that include extending and refining and differentiation components. These units are shared through PLC groups, county wide professional development sessions and by the AIG specialists. The 2021-22 focus on high yield instructional strategies will continue into the 2022-23 school year with a heightened focus on K-12 writing expectations.

The AIG Department will also continue to support teachers as they work on AIG coursework. The department frequently works with schools to support them as they train teachers in such things as acceleration, Paideia and differentiation. AIG specialists have, and will continue to present professional development for teachers on the importance of academic vocabulary, writing in the classroom, and the needs of the gifted learner with a focus on Hispanic learners.

*** 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.

It is HCPS practice that all AIG specialists must be certified or receive certification during a specific time frame while employed (currently all K-12 specialists are AIG certified). The district uses the HCPS instructional framework for all teachers, K-12, which includes training in extending and refining practices and differentiation. All teachers must receive

this training as they enter the classroom. HCPS provides multiple professional development days to work with teachers on areas of need such as differentiation, rigor, grade level work, writing and content area literacy. While these types of professional development have been prevalent, teachers continue to need specific support as they work with gifted students in the regular classroom setting.

In support of teachers, the AIG department will update and continue to encourage teachers to take the in house Google classroom course on gifted learners. AIG funds, provided funds are available, will continue to be used to reimburse classroom teachers who take classes leading to AIG licensure. The department will also continue to require and support AP training, both summer institute and fall updates, for high school teachers. The AIG Director will work with middle school teachers who teach honors math courses so that they can readily access the available AIG online course or work towards AIG licensure. The AIG Director and the elementary AIG specialists will also continue to work with elementary principals to encourage the clustering of AIG students in classrooms where teachers have received PD or licensure in gifted education.

*** Practice E**

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

HCPS continually works on how it recruits and retains teachers, including those who are AIG certified. Each year the Human Resources department is responsible for developing ways to reach teacher candidates. Currently, HCPS advertises in the National Minority Update in an attempt to bring minorities to our school system. The district also participates in multiple career fairs that recruit teachers from diverse backgrounds. This includes attending virtual job fairs at historically black colleges and universities over the last three years.

In an effort to recruit a teaching labor force more representative of our student population, HCPS is working collaboratively with the Henderson County Ed Foundation on a 'Grow Our Own' initiative. Through this effort, HCPS is seeking to identify minority students interested in careers in education. These students, many of whom are taking the Teaching as a Profession course in our high schools, which began in the 2021-2022 school year, are eligible for scholarships that encourage them to continue their education in pursuit of an education career. The obvious hope here is that these students will return to Henderson County to teach once they complete college. These students are able to participate in "teaching" experiences throughout the year including tutoring, helping with classes, visiting K-12 classrooms and meeting with education professionals.

HCPS has a robust and engaging Beginning Teacher program, which allows for new teachers to meet regularly with others to feel supported as they go through the early years of teaching. In addition to their school based mentors, Instructional coaches support BTs throughout the year in all areas. The AIG county PLC helps AIG teachers feel connected to one another as they share best practices monthly.

*** Practice F**

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

Some professional development opportunities have been taking place for AIG specialists such as sessions with the ESL director on understanding gifted EL students. AIG specialists have also been able to participate in some conferences such as the NCAGT conference where they attended specific sessions on equity and opportunity in gifted education. The AIG Director has attended state meetings and brought back information on equity and excellence in the gifted program and will continue to do so. During the new Plan cycle, plans to work with the county's new Director of Student Achievement to better understand our district's data and how to use it to identify more students who need direct AIG services will be taking place. A book(TBD) study will also be developed for AIG specialists on equity and opportunity with plans to create sessions for classroom teachers on the subject. The AIG Director will work with others on the Instructional Services team to ensure that the topic of equity and excellence in our AIG program is included in the other PD opportunities that are made available to teachers throughout the year(s).

*** 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.

When professional development is planned for the HCPS district, the Instructional Services team, along with stakeholders including the senior Leadership team, principals, instructional coaches and teachers, meet together to create what the system needs and wants to have in order to best move forward in serving students. Multiple data

points are used to assess where the county's PD needs are and staff surveys are done to get teacher feedback about their professional development needs. HCPS has provided multiple days for professional development in many areas including our instructional framework, strengthening NCSCOS Standards, 21st Century Teaching and Learning, blended learning, Literacy in all subject areas, etc. The AIG staff will continue to be required to attend professional development to extend their knowledge of regular education goals and specific AIG related issues so that they can also provide classroom teachers with more strategies and information on how to better meet the needs of the gifted learner. During the 2021-2022 school year, as schools were back to a normal schedule of in person learning, particular attention was given to PD on high yield instructional strategies as a way of centering teachers' attention on how we can help all students after the Covid years.

The county's instructional framework deals specifically with lesson planning, higher level thinking skills and differentiated instruction. All teachers receive this training, including AIG specialists. The framework calls for intentional focus on planning rigorous lessons, ensuring that higher order thinking is in all lessons and that teachers are accelerating the learning for their students. Some of the HCPS AIG specialists have also provided school, district and regional training on teaching strategies for the gifted. As MTSS work continues, specific classroom instruction PD will continue to be given to all teachers, which addresses a differentiated core to meet the needs of diverse learners in the classroom.

AIG specialists are required to attend county professional development sessions and are encouraged to attend other professional development sessions that will further their knowledge and understanding of the gifted student (WRESA, NCCAT, state conferences, etc.). Specialists work together on a regular basis during the year to develop common lesson plans and activities for gifted students and will continue to do so during summer sessions and monthly PLC meetings. During the new cycle, continued attention will be given to PD opportunities that teach us more about equity and opportunity in our gifted services.

*** Ideas for Strengthening the Standard**

Develop specific criteria for Honors teachers. Update Google classroom for teachers.
Ensure continued information/PD on equity and opportunity reaches classroom teachers.

Planned Sources of Evidence

* Meeting notes

* Book study agendas

* AIG staff presentations

Documents

Type	Document Template	Document/Link
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AIG Standard 4 Additional Resources	N/A	
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Standard 5: Partnerships

Henderson County Schools (450) 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.

The AIG department works with others throughout the school community to ensure that partnerships are created and maintained so that the needs of gifted learners are addressed. These partnerships are nurtured through meetings and communication in the form of websites and newsletters throughout the year.

AIG specialists work to ensure parents/families understand the definition of giftedness and how students are identified in Henderson County. Throughout the year, specialists meet with parents to discuss DEPS, IDEPs and other issues that are relevant to student needs. Specialists work at their school sites to ensure that all personnel understand what it means to be an academically gifted student and how AIG students can be best served. Specialists also serve on many school committees such as the School Improvement Team as representatives of gifted services so that the needs of gifted students are included when schools plan schedules, professional development, etc. AIG surveys will be used to communicate with stakeholders and responses from these surveys will help guide services. Specialists maintain Google classrooms where parents can have access to information. Each school has an AIGIT to facilitate the identification of students and to keep members of the school communities informed of proper procedures. At the middle and high schools, AIG specialists have parent nights to make parents aware of various course options such as

Early College High School, AP/honors classes and online opportunities. K-5 specialists send home quarterly newsletters, which let parents know what has been going on in the AIG classroom and opportunities available to students such as contests and enrichment programs.

The AIG team will work to plan some parent nights that specifically address information that would be of interest to elementary parents and their gifted children. Topics might include: What is available to my student in middle and high school, social emotional concerns, summer enrichment/opportunities, etc.

*** 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.

AIG specialists work within the community to help gain support and understanding of the AIG program. Specialists have received community grants to fund projects and they work with various people to help with classroom projects. The county also maintains a strong relationship with our local community college, Blue Ridge Community College. Our Early College High School, which serves several AIG students, is housed here. The college works closely with our Early College to ensure that high school students are successful in the college classes. BRCC and HCPS also enjoy a partnership as they work together in the College and Career Promise program. Qualified students are able to advance their learning and their interests by taking tuition free community college classes. The AIG department has also worked closely with our Henderson County Education Foundation. Specifically, this partnership has enabled the county to provide tuition free STEM summer camps for AIG students, particularly those students who would not otherwise be able to take part in a summer camp. Many of the AIG students are able to participate in internships in their high school years because of the relationships the county has built with several local businesses. These experiences often can influence students in exciting ways as they plan for their post high school years.

AIG specialists also work with other entities in our community such as the Rotary Club, the Carl Sandburg Home, the League of Women Voters, Wingate University, etc. as they look to enrich student experiences.

*** Practice C**

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

The county AIG committee will be involved in developing, implementing and monitoring the AIG plan. Efforts will be made to include specialists, principals, classroom teachers, school counselors, parents and community members on the committee who represent the diversity of the county population. This committee will plan to meet at least twice during the year. These meetings will be for members to discuss AIG issues and review how the plan is being implemented. Survey results will also be used to guide meeting agendas. During year three of the plan, the committee will meet as needed to revise the plan for the 2025-2028 cycle. Efforts will be made to add students to the county committee during the next plan cycle.

Each school also has an AIGIT committee to help guide AIG discussions and to review identification procedures and AIG placement. These groups are made up of the AIG specialists, grade level teachers, counselors and a school administrator.

*** 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.

It is the practice of the AIG department to share AIG information with stakeholders. This is done through a variety of ways including the county website and individual teacher sites, beginning of the year faculty meetings, newsletters,

teacher/parent conferences and parent meetings. The AIG department also works with the school system's public relations officer to ensure timely and informative information goes out to the public about student, teacher, school and department accomplishments to give the public a better understanding of AIG. The county website will continue to host an AIG webpage where current information about AIG will be posted. The local plan is also posted on this webpage. Through the district's Facebook and Twitter pages, AIG news is shared with the community to help develop a clearer picture of AIG in the schools.

AIG elementary specialists publish and send home quarterly newsletters containing articles of interest to AIG students and their parents.. These newsletters also highlight what specialists have been doing with students so that parents will have information about their students' AIG activities on a regular basis. HCPS utilizes a calling system where groups of students/parents can receive recorded phone messages. Sometimes the best way to communicate is in a face to face meeting. K-8 specialists may request such a conference for an annual review while a high school specialist may request a conference to help the student develop a four-year plan or to review and make changes to a student's schedule.

Specialists inform others at their schools in faculty meetings or grade level meetings, information from the local plan that is pertinent to them such as identification/hurting procedures and the importance of differentiation for their gifted students. The AIG Director is part of an Instructional Services team that regularly meets with principals and instructional coaches to discuss curriculum topics including AIG.

*** Ideas for Strengthening the Standard**

Work on ways to continue to partner with parents
Continue to cultivate partnerships with community agencies to better support students

Planned Sources of Evidence

- * Meeting notes
- * Examples of community partnerships
- * Website information

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

Henderson County Schools (450) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

A local HCPS AIG plan has been developed and maintained over many years. Beginning in 2009-10 when the State Board of Education adopted new AIG standards and practices, the local plan was changed and now addresses the six North Carolina AIG Standards and various practices required by the state. This plan describes the county's AIG program and procedures and is made available to all stakeholders.

Over the course of the 2021-2022 school year, the local AIG plan has been updated and revised in accordance with the six North Carolina program standards. Many of the practices of the current plan will still be in place as a result of the Covid years, specifically remote learning, and the inability to complete what was initially planned for. After much discussion and review, the plan for the next three years is ready for August 2022 implementation.

This plan directs the AIG program and allows for understanding of how things are done, especially in the area of identification. Throughout the school year as monthly AIG meetings are held, the plan is looked at and referred to when making decisions about AIG related services. The plan is presented to our Board of Education and approved prior to being sent to DPI for review.

*** 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.

The AIG department, through its Director and specialists, continually monitors the implementation of the AIG plan. Specialists understand the plan and articulate AIG procedures to their schools. Monthly AIG PLCs are also times to discuss and update how the plan is being implemented across the county. The AIG Director also reports directly to the Assistant Superintendent of Curriculum and Instruction about AIG procedures, questions or issues.

The local AIG plan must follow the guidelines of both Article 9B and the state Program Standards as it is being developed, implemented and maintained. Article 9B states: Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the 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.

Article 9B also requires LEAs to develop three year AIG plans that are approved by the local school boards and sent to the Department of Instruction for review. In July 2009, the state board of education adopted AIG Program Standards to provide LEAs with a framework for quality programming. These standards reflect Article 9B and articulate best practices for AIG programs based on current national research. The AIG Director and specialists monitor the implementation of the local plan through various means, which include: monthly AIG meetings, continued discussion and meetings with school personnel, county committee meetings and regular curriculum and instruction meetings. The AIG Director also regularly visits AIG classes during the year, meets with administrators on a regular basis to review AIG matters and attends various regional and state meetings regarding the implementation of the AIG 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.

It is important that state AIG funds are used to support the local AIG program. While most of the funding supports AIG personnel, money is also used to purchase materials that support the advancement of AIG students.

Each year the AIG Director reviews and revises the AIG budget in partnership with the county's Finance Director. Included in this budget is the distribution of state allotted AIG funds. The distribution can include: specialists' salaries, instructional materials, technology, professional development, continuing education (AIG certification), etc.. Although the bulk of AIG money goes to pay teacher salaries, the AIG department has been committed to help support the incorporation of STEM in the AIG classrooms. STEM related materials and other items that directly benefit AIG students, both identified and nurtured will continue to be purchased as we go forward. All purchases used with AIG funds are documented and kept by the AIG Director. All AIG specialists submit yearly inventories that record all materials purchased with AIG funds. The AIG Director meets with specialists and administrators on an annual basis to discuss AIG needs.

*** 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.

AIG performance growth data is maintained, analyzed and shared with teachers and administrators at the schools. Drop-out data is also kept at the county level and analyzed frequently. With the importance of student growth in accountability, focus on student growth and working with teachers on instructional strategies that promote academic growth are a priority of the county and the AIG department. The AIG Director will meet with the Director of Testing to review and analyze the growth of AIG students. Currently, performance and growth data is shared with teachers and principals, and all teachers, including AIG specialists, have had training in EVAAS, which allows teachers to see the progress of their students across the years. It also lets schools see patterns of growth and areas where more growth is needed. The AIG Director works with the Director of Testing and AIG specialists to see patterns of growth in grade levels, subject areas and individual schools for AIG students. This information is shared with administrators and the AIG department works with schools to understand the performance and growth of AIG students. Overall achievement data is frequently analyzed, looking for patterns of high achievement across the county in order to replicate successful teaching strategies. Each summer the AIG department pulls yearly EOG data and prepares screening documents for each specialist so that current EOG information is readily available for them when they come back to school each fall. The AIG department also analyzes annual AP data for the high schools, giving principals and teachers information on

test data that is helpful for them as they plan for AP classes and work with teachers as they teach AP courses. College and Career Promise data is also given to administrators as it is received from our community college along with NCVPS, HCVPS and other reports for school review and comment.

The AIG department meets with the High School Director who maintains drop-out data. They have devised a communication system so that the AIG department is informed when an AIG student has dropped out of school. The AIG teacher at the identified student's middle or high school works in conjunction with the school counselor to follow up with the student via the telephone or home visit to find out why the student dropped out of school and to see if there is anything that can be done to get the student back into school. Regular meetings with the Director of Student Services occur to look at Homeless student data to keep high achieving homeless students monitored. At AIG monthly meetings, time is devoted to understanding growth and proficiency patterns of students.

Over the last two years, particular attention has been given to our sub group performance, especially at schools where AIG identification is low and does not match up to school demographics. Specialists are continually looking at data and the department is focused on how to ensure that we are able to serve students who are making gains in performance even if those gains do not allow for full AIG identification. As we move into the 2022-25 plan cycle, the department will continue to partner with the ESL and EC Directors, and the new Director of Student Achievement to better help with the inclusion of students in the program.

*** 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.

Constant review of both the identification and nurturing services is done to look at who is being served. Special attention is given to looking at under-represented populations, including economically disadvantaged, highly gifted and twice-exceptional, to ensure they are represented in the AIG program and that numbers work towards alignment with the county's demographic data. Data of both identified and nurtured students will be analyzed and given to AIG specialists, principals and the county committee. Special attention is given to those students from under-represented

populations in the elementary nurturing for talent development program. Specialists will seek out children who may not completely have all of the identification criteria in place to ensure that they have a place in pull out programs and in the nurturing program. Specialists will meet regularly with the EL teachers at their schools to seek out students who show high ability in their own language so that these students can be monitored and have the opportunity to receive AIG services.

Retention of students in the AIG program is almost 100%. Once identified, students remain in the program and if problems arise, specialists work with teachers, counselors and parents to help students continue in their academic growth. Demographic representation in the AIG program and in the middle/high school honors classes is monitored and reported to school personnel. AIG specialists at the middle and high school levels work with other school personnel to place students in advanced classes. Special attention will be given to looking for under-represented students who are not currently signing up for honors classes so that they might enroll in advanced courses. The AIG Director will work with the new Director of Student Achievement to continue to monitor and understand data from our underserved populations. We know that our AIG identified numbers do not match up with our county population and we are committed to continue to research and develop ways to change those numbers.

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*** 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.

Data regarding the training and certification of those who serve AIG students is maintained at the individual and county level. The county personnel department maintains data regarding the credentials of all personnel and this is available to the AIG Director.

Current data, which includes certification information and continuing education units, is available at any time to both employees and the AIG Director. The AIG Director also maintains credential information on AIG specialists, updating it yearly. The county uses Frontline, which streamlines the process of registration for professional development and maintains employee registration for all professional development. High school teachers who have AP classes also must attend a summer institute and/or a fall update and this information is housed in the AIG department.

*** Practice G**

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

Feedback from stakeholders is important in order to ensure that the AIG program is meeting the needs of its students. Feedback, through surveys, meetings and PLCs is gathered to help the AIG department grow and serve students effectively.

The AIG department has used an electronic survey to get feedback from stakeholders. Through these survey results, specialists are able to understand the needs are, especially getting information from parents about things they feel are working well and things they feel need improvement. During the 2022-2025 plan cycle, we will plan to survey students on a regular basis so we can respond in a more timely manner to their concerns or questions.

During PLC meetings that schools have based on content or grade levels, teachers are able to provide information and suggestions on what is working with AIG students and what could be improved. For instance, in elementary schools, specialists try to meet with classroom teachers in PLC meetings when they can to hear their concerns and suggestions for improvement. Our middle school specialists are involved with grade level PLCs and high school specialists are all part of content PLCs. The AIG Director works directly with school administrators to hear their feedback on the AIG program and services.

*** 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.

For programs to work and grow, data must be used to gauge effectiveness. The AIG department regularly reviews the local plan to ensure that the plan is working as it works with students across the county. Regular monthly meetings are a good place for specialists to communicate with each other about the plan.

The AIG Director and the specialists will review the local plan frequently. Reviews will be based on DPI feedback, survey information, county committee feedback and direct information from school personnel such as teachers, administrators, counselors, students and specialists themselves. Also, testing data, nurturing and identification data are looked at extensively during the year. While reviewing the plan during the three year cycle, it will be important to gauge the effectiveness of policies and procedures and the impact of these on students. Specialists are constantly referring to the plan as they receive questions during the year from parents, students themselves and school staff. This plan serves as the basis of all that is done by the AIG department and for it to be effective, it must be reviewed on a regular basis.

*** Practice I**

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

The local plan and any data associated with the evaluation of the program is made available to the public. This availability allows for questions to be answered and program criteria to be read and understood by stakeholders.

After being approved by the local school board, the AIG plan will be housed on the county website for anyone to access. A hard copy will be available through each specialist and the county Director will also maintain a hard copy for those who prefer to examine the plan off line. Plans will be electronically sent to principals and AIG specialists so that they will be available prior to school beginning in August. Evaluative data will be reviewed by the county Director and shared with the Assistant Superintendent for Curriculum and Instruction. This data will also be shared with AIG specialists and the AIG county committee. Information will be housed in the AIG Director's office and will be available to any interested stakeholders.

*** 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.

The AIG program has policies, procedures and practices that are in place to protect the rights of all AIG students. The program also encourages parent feedback through various avenues including face to face meetings, email and phone contact.

HCPS has well defined policies, procedures and practices that protect the rights of all AIG students and inform those who work with these students, including parents, of these rights. These procedures can be found in a procedural manual that all specialists have and understand. In every PLC meeting there is opportunity for specialists to bring questions or concerns about the programs. Often these questions come directly from parents while they are in signing DEPs. The AIG specialists communicate with school personnel and parents regularly to involve them in decisions made concerning students.

The program has developed a written "Procedures to Resolve Disagreements" which is routinely given to parents. This document was reviewed by the Board attorney in 2019. HCPS' Strategic Plan calls for all staff to focus on every child, which includes supporting the physical, mental and emotional well-being of every child. The AIG department, as they follow the AIG plan, focus on the rights of their gifted students in a routine and precise manner.

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Process	Procedure

Informed consent for identification

*
When a student is considered for identification, the student's information and data is presented to the school based identification team (AIGIT) for review and consent. This team consists of a member from the administration, the school counseling department, a classroom teacher, and the AIG specialist to ensure that the needs for all areas are being considered and met. When there is a need for additional testing, the parent/guardian is contacted by the AIG specialist and sent a letter of explanation along with a permission to test request and a copy of the Procedure to Resolve Disagreements. After the signed permission to test form is received by the AIG specialist, additional testing is conducted.

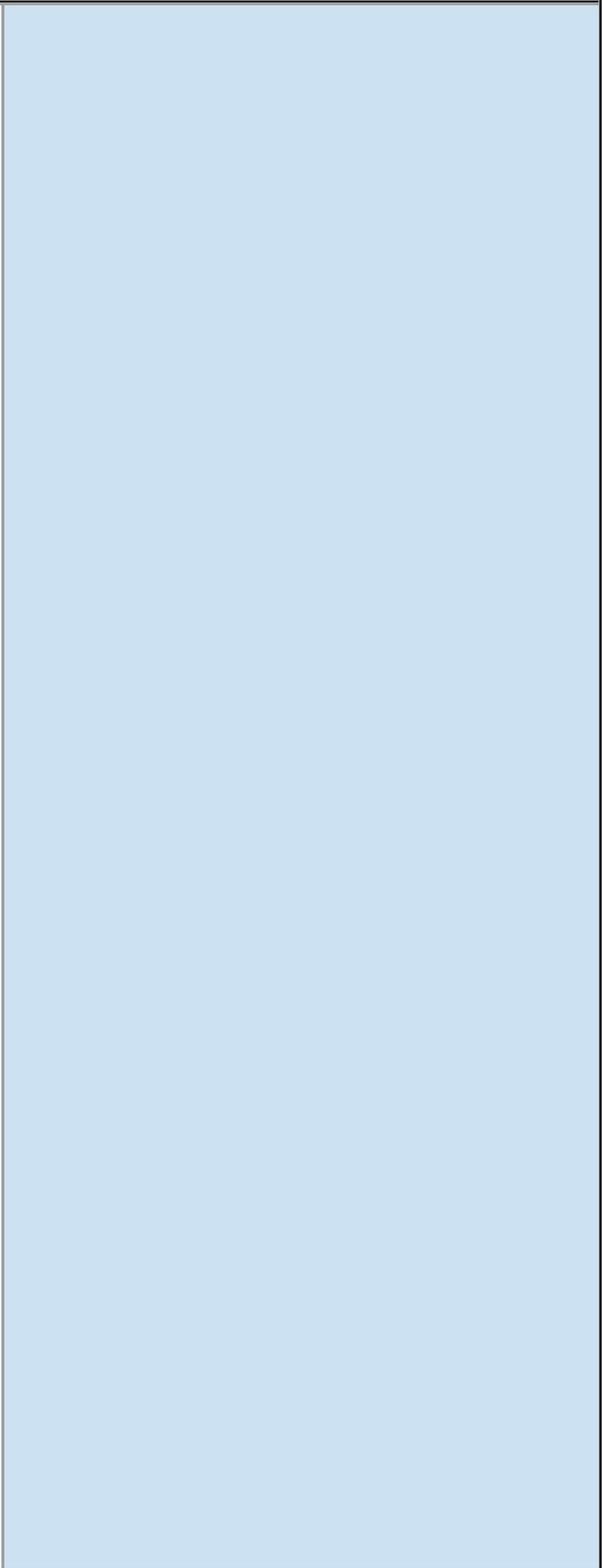
When a student meets all of the requirements for initial identification and placement into the program, the student's information, including results from testing, is presented to the AIGIT along with a Differentiated Education Plan (DEP) that is developed, reviewed, and signed by the team members. Following this meeting, the parent/guardian is invited to a conference to review their child's placement paperwork and fully discuss the gifted program. If the parent/guardian agrees with the decision that the child is showing a documented need for gifted services, the parent/guardian signs and dates the DEP, giving consent for entry into the program. This date becomes the child's initial date of service and entry into the AIG program. The child is placed on the official headcount via PowerSchool, and an AIG folder, which follows the student through high school, is created for the student.

Informed consent for placement

* When a student is considered for identification, the student's information and data is presented to the school based identification team (AIGIT) for review and consent. This team consists of a member from the administration, the school counseling department, a classroom teacher, and the AIG specialist to ensure that the needs for all areas are being considered and met. When there is a need for additional testing, the parent/guardian is contacted by the AIG specialist and sent a letter of explanation along with a permission to test request and a copy of the Procedure to Resolve Disagreements. After the signed permission to test form is received by the AIG specialist, additional testing is conducted.

When a student meets all of the requirements for initial identification and placement into the program, the student's information, including results from testing, is presented to the AIGIT along with a Differentiated Education Plan (DEP) that is developed, reviewed, and signed by the team members. Following this meeting, the parent/guardian is invited to a conference to review their child's placement paperwork and fully discuss the gifted program. If the parent/guardian agrees with the decision that the child is showing a documented need for gifted services, the parent/guardian signs and dates the DEP, giving consent for entry into the program. This date becomes the child's initial date of service and entry into the AIG program. The child is placed on the official headcount via PowerSchool, and an AIG folder, which follows the student through high school, is created for the student.

Transfer procedures



*

TRANSFER STUDENTS:

When students enroll in HCPS and are already identified as AIG:

1. Students who meet HCPS identification requirements shall retain identification. Students will be placed in appropriate settings and updated DEPs will be developed.
2. Students who meet some of the criteria will be looked at individually by the school AIGIT team, e.g., students who meet the aptitude criteria but not the achievement criteria. These students may be retained in the program if school records/data show a need for continued AIG placement. Students may or may not be placed in AIG pullouts, honors or advanced classes. This will be based on the individual student's information/data. Updated DEPs will be developed for students who remain in the program.
3. Students who do not meet HCPS standards will remain identified until appropriate testing can be done. Testing may include individual aptitude testing or school wide achievement testing. During the time prior to testing, students may or may not receive full AIG school services. For example, a student who is AIG identified from another county or state who has achievement scores less than 80% in math may or may not be placed in the honors math class. The AIGIT committee can elect to keep these students identified based on academic abilities.

<p>Reassessment procedures</p>	<p>* Each quarter, AIG Specialists receive check-in scores and other formative assessment scores and information. Not only are these used to monitor progress for identified students, but they are also used to reassess nurtured students at multiple points during the year. This ensures students are receiving the best-fit service and instruction for AIG pull out groups. Students and teachers understand that nurturing groups are flexible and any student consistently showing mastery and a need to go beyond the standard grade level curriculum may be added to the nurturing groups at any point during the year after reassessment. Parents of nurtured students receive a service letter at the beginning of the year to inform them that nurturing groups are flexible, that students after being reassessed quarterly, may be returned to the regular classroom to work on ensuring a solid foundation in reading and math if grade level objectives need strengthening. Students may return to AIG pull-out service when reassessment data checks again show a need for service.</p> <p>Students are also reassessed at the end of each year when EOG achievement test scores become available. Students identified in one area are checked to see if they now qualify to add an additional area. Nurtured students are also reassessed to see if they meet guidelines for AIG identification. Students with a newly qualifying achievement score, who did not meet the county wide aptitude test screening score for placement, will also be reassessed with a new aptitude test to see if they qualify for formal placement in the AIG program.</p>
<p>Procedures to resolve disagreement</p>	<p>* HENDERSON COUNTY PUBLIC SCHOOLS PROCEDURE TO RESOLVE DISAGREEMENTS REGARDING SERVICES TO ACADEMICALLY AND INTELLECTUALLY GIFTED STUDENTS</p> <p>The following procedure is to be used by a student's parent/guardian if:</p> <ol style="list-style-type: none"> 1. the parent/guardian disagrees with the school's decision regarding the student's level of need for differentiated services; or 2. the parent/guardian believes that the Differentiated Education Plan (DEP) developed for his/her student is not being implemented as written. <p>STEP 1: AIG IDENTIFICATION TEAM (AIGIT) CONFERENCE</p>

A. A parent/guardian may make a written request to the school principal for a conference with the AIGIT Identification Team (AIGIT) to discuss concerns about the student's level of need for differentiated services and/or implementation of the student's Differentiated Education Plan (DEP).

B. The AIGIT, including the Director of AIG Services, if requested by the team, reviews the student's record and nomination, identification and service options decision. The committee may gather additional information about the student from teacher(s) and/or parent/guardian as needed.

C. The AIGIT shall schedule the conference within ten (10) school days of receipt of the request and shall respond to the parent/guardian in writing within ten (10) school days after the conference. If the disagreement is not resolved at the AIGIT conference, then proceed to Step 2.

STEP 2: APPEAL TO THE SUPERINTENDENT

A. The parent/guardian may appeal the decision of the school AIGIT in writing to the Superintendent within ten (10) school days of receiving the written response from the school AIGIT. The parent/guardian must, in writing, explain concerns and specific points of disagreement regarding decisions made by the school AIGIT.

B. The Superintendent (or designee) will convene a panel (to be specified by the Superintendent) to review the disagreement within ten (10) school days of receipt of the appeal.

C. The Superintendent (or designee) will respond, in writing, within ten (10) school days to the parent/guardian and to the AIGIT concerning the outcome of the review.

STEP 3: APPEAL TO THE LOCAL BOARD OF EDUCATION

A. The parent/guardian may appeal the decision of the Superintendent to the Local Board of Education within ten (10) days of the decision from the Superintendent. This appeal must be in writing. This request must be made at least by the Monday prior to the next scheduled board meeting in order that this appeal can be placed on the agenda.

B. The Board shall make a final decision in writing within thirty (30) days of receipt of the written appeal. Mediation conducted by school system staff is an option for the parent/guardian at any step in this process. In the event that the local disagreement procedure fails to resolve the disagreement, the state level disagreement procedure may be requested by the parent/guardian.

STEP 4: STATE LEVEL DISAGREEMENT PROCEDURE

A. The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. This must be done within thirty (30) calendar days.

The scope of the review shall be limited to:

1. whether the local school administrative unit improperly failed to identify the child as an Academically/Intellectually Gifted Student, or
 2. whether the local plan for Academically/Intellectually Gifted program services has been implemented appropriately in regard to the child.
- B. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.
- C. In the event that the parent/guardian prevails in a due process hearing, HCPS is not responsible for parent/guardian attorney fees.

Continue our work on understanding how to best recognize and serve students from underrepresented populations while also continuing to work on strategies and actions that increase our identification of underrepresented populations.

Planned Sources of Evidence

- * Meeting agendas and notes
- * Local student numbers
- * Data files

Documents		
Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	

Local Board of Education Approval

Henderson County Schools (450) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/13/2022 

Original Application Submission Date: 06/14/2022

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>Local Board of Education Approval Signatures</u>

AIG Related Documents

Henderson County Schools (450) 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	 Local Board of Education Approval Signatures

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

Henderson County Schools (450) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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