Orange County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Orange County Schools local AIG plan is as follows:

Orange County Schools Vision for local AIG program: In Orange County Schools, we believe that giftedness exists within all ethnic, geographic, and socioeconomic groups, that students demonstrate gifted behaviors in many ways, and that gifted learners have unique learning needs.

We aim to provide a program of inclusive gifted education, committed to equity and excellence, that recognizes and responds to diverse outstanding abilities. We will provide a program of inclusive gifted education through:

- Screening, referral, and identification processes that recognize diverse forms of giftedness
- Differentiated curriculum and instruction that enriches and enhances the North Carolina Standard Course of Study
- Comprehensive policy and programming aligned to the NC AIG Program Standards and district goals K-12
- Consistent and effective partnership with our diverse community
- Opportunities for high quality professional development

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

<table>
<thead>
<tr>
<th>State Funding</th>
<th>Local Funding</th>
<th>Grant Funding</th>
<th>Other Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>$393439.00</td>
<td>$77526.40</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
# Table of Contents

- **Standard 1: Student Identification** ................................................................. 3
- **Standard 2: Comprehensive Programming within a Total School Community** ............................................. 10
- **Standard 3: Differentiated Curriculum and Instruction** ............................................................................. 20
- **Standard 4: Personnel and Professional Development** ............................................................................. 28
- **Standard 5: Partnerships** ...................................................................................................................... 32
- **Standard 6: Program Accountability** ..................................................................................................... 36
Standard 1: Student Identification

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

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

District Response: Orange County Schools has developed screening, referral, and results processes that lead to AIG identification at all grade levels. To ensure a transparent and consistent process is used, Orange County Schools uses three steps: screening, referral, and results. The first step, screening, is when the district looks at assessment data to compile a list of students who may need gifted education services. The second step, referral, is when additional data is collected on students who have demonstrated potential need on the screening tools so that a full student profile is available. The third step, results, is when the school's Needs Determination Team (NDT) which is comprised of an administrator, AIG specialist or contact, classroom teachers, and support staff, reviews each child's profile and makes an identification decision. The decision is then communicated to the student's parents/guardians. The steps of each part of the process are outlined below:

Step 1: Screening
Screening can take place at all grade levels. Orange County Schools uses a universal screening process beginning in late 2nd grade and above, which means that activities and assessments that all students participate in are used for screening purposes. These vary by grade span:

- Kindergarten- Mid-2nd Grade: Early AIG identification for young children is rare, but is sometimes needed to meet student needs. For students who are performing at least one year or more above grade level in both reading and math, individual screening using one-on-one assessments can be utilized to determine if early identification is needed.

- Late 2nd Grade: All 2nd grade students take an aptitude assessment (currently the Cognitive Abilities Test- Cogat Form 7) that measures reasoning skills in verbal, quantitative, and nonverbal areas. This testing will occur in the spring of 2nd grade. Students who score at or above the 95th percentile move on the referral step. When available, local norms can be utilized.

- 3rd-8th Grade: Standardized achievement assessments, such as end-of-grade (EOG) tests, are used to screen students for a referral. Students who score at or above the 95th percentile move on the referral step. When available, local or subgroup norms can be utilized.

- 9th-12th Grade: Standardized achievement assessments, such as end-of-course (EOC) tests, are used to screen students for a referral. Students who score at or above the 95th percentile move on the referral step. When available, local or subgroup norms can be utilized.

Step 2: Referral
After screening, students who score at or above the screening threshold are referred to the school's Need Determination Team (NDT.) Parents and teachers may also refer students to the Needs Determination Team. The team gathers additional data to develop the student profile and records it
on the Data Collection Record Form.

Step 3: Results
The school's Needs Determination Team reviews the student profile and determines if the student meets the criteria for identification. The team's decision is then communicated to the student's parents/guardians.

OCS will disseminate information about the screening, referral, and results process in a variety of ways:
- The AIG page of the OCS website will include the following items:
  - Dates of the referral windows
  - Referral and identification flow chart
  - Referral form
  - Identification pathways
  - AIG brochure
- The AIG brochure will be updated to include the information above, and will be available at all schools and on the website
- An annual district-wide informational meeting will be held
- AIG specialists will provide information to faculty at their schools

Written documents will be available in English and Spanish.

**Practice B**
Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

**District Response:** Students may be identified as academically gifted, intellectually gifted, or academically and intellectually gifted, according to the definitions and identification pathways listed below.

Definitions:
Academically Gifted- Academically gifted students perform, or show potential to perform, at substantially high levels of accomplishment, when compared with others of their age, experiences, and/or environment, in the academic areas of reading and/or math.

Intellectually Gifted- Intellectually gifted students perform, or show potential to perform, at substantially high levels of accomplishment, when compared with others of their age, experiences, and/or environment, in reasoning and critical thinking in areas outside of reading and math.

Academically and Intellectually Gifted- Academically and intellectually gifted students demonstrate evidence that meets the definitions of both academically gifted and intellectually gifted as listed
above.

Identification Pathways:
Students may qualify as academically gifted in reading only; academically gifted in math only; academically gifted in reading and math; intellectually gifted; or academically AND intellectually gifted, through the pathways listed below. The purpose of having multiple pathways is to ensure that no single criterion prevents a student from identification, and ensures that both quantitative and qualitative data is used in the identification process.

To be identified as gifted in reading, a student must meet the criteria in ONE of the pathways listed below:

Pathway 1: 95th percentile or higher on the verbal reasoning portion of a standardized aptitude assessment
Pathway 2: 95th percentile or higher on the reading portion of two standardized achievement assessments
Pathway 3: A portfolio of artifacts that demonstrate high performance or the potential to perform in reading
Pathway 4 (Highly gifted): 98th percentile on both a standardized aptitude and achievement assessment in reading.

When available, local or subgroup-based norms can be utilized in pathways 1, 2, or 3. Subgroups include race/ethnicity, gender, and English Language Learner (ELL) status.

To be identified as gifted in math, a student must meet the criteria in ONE of the pathways listed below:

Pathway 1: 95th percentile or higher on the quantitative portion OR quantitative-nonverbal partial composite of a standardized aptitude assessment
Pathway 2: 95th percentile or higher on the math portion of two standardized achievement assessments
Pathway 3: A portfolio of artifacts that demonstrate high performance or the potential to perform in math.
Pathway 4 (Highly gifted): 98th percentile on both a standardized aptitude and achievement assessment in math.

When available, local or subgroup-based norms can be utilized in pathways 1, 2, or 3. Subgroups include race/ethnicity, gender, and English Language Learner (ELL) status.

To be identified as gifted in reading and math, a student must meet the criteria for one pathway in reading listed above, and one pathway in math listed above. It does not need to be the same two pathways. For example, a student may qualify for reading via Pathway 1, and math via Pathway 3.

To be identified as intellectually gifted, students must score at the 95th percentile or higher on the nonverbal portion of a standardized aptitude assessment.

To be identified as academically and intellectually gifted, a student must meet the criteria for one pathway in reading or math listed above, and the criteria for intellectually gifted.
The Cognitive Abilities Test (Cogat Form 7) is administered to all 2nd graders and can be also be administered to students in grades 3-8 as needed. Other assessments that are administered to all students, including end-of-grade assessments and district benchmark assessments, can be utilized in the identification process. If needed the AIG department can also administer the following alternative assessments:

- Iowa Assessments Form E
- Naglieri Nonverbal Abilities Test (NNAT2)
- Woodcock Johnson Test of Achievement (WJ III)

Additional assessments may be performed by licensed psychologists when a student is a candidate for whole grade level acceleration, or if the student is potentially twice exceptional, meaning he/she is both gifted and has learning difficulties. Valid test results from licensed private practitioners are also accepted for identification. Please see the "Guidelines for Outside-of-District Testing" for more information. Parents/guardians are responsible for the costs of outside-of-district testing.

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

**District Response:** The screening, referral, and identification procedures include research-based best practices to identify students from historically under-represented populations and are responsive to Orange County Schools' demographics. The list below explains each of these components:

- **Universal early learning experiences:** In kindergarten, 1st, and 2nd grade, all students in the district participate in activities to practice advanced thinking skills. This process is also known as "front-loading," and is designed to ensure that all students have equitable access to challenging activities prior to formal identification.

- **Universal screening:** In grades 2 and above, students are screened for AIG using assessments that all students take. This includes the Cognitive Abilities Test for 2nd graders, end-of-grade tests, and district benchmark tests. This ensures that all students have access to assessments that are used for AIG screening, rather than relying solely on parent or teacher referrals.

- **Local norms:** Whenever possible, local norms will be used. Local norms may include district or school-based norms, as well as norms within specific populations of students, such as race/ethnicity, gender, and English Language Learner (ELL) status. This ensures that students are compared to others of their age, environment, or experience. All students who score at or above the 95th percentile, or, when available, within the top 5% of a subgroup to which they belong, on the screening assessments are automatically included in the referral stage.

- **Portfolio pathway:** There is a portfolio pathway to identification in reading and math, which allows students to submit artifacts to demonstrate high potential, and does not have hard and fast cut-off
scores.

- Alternative assessments: When necessary, alternative assessments are available, including the Naglieri Nonverbal Abilities Test (NNAT2), and the Woodcock-Johnson Tests of Achievement (WJ III) to ensure an accurate profile of learners.

- Highly gifted identification pathway: Orange County Schools has identification pathways in reading and math to identify students who are highly gifted and need substantial differentiation and modification of their curriculum and instruction.

- Communication with other departments: Data that is gathered for students going through the Exceptional Children (EC) evaluation process, as well as student performance on the Access test given to students still learning English, will be shared with the AIG department. This data can be included in AIG student identification decisions.

Each year, a headcount analysis of AIG student demographics is conducted. District summary results of this analysis will be shared with stakeholders, including district leaders, the AIG Advisory Committee, the Equity Task Force, and the local Board of Education Student Achievement Committee.

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

**District Response:** OCS has procedures in place to ensure that the screening, referral, and identification processes are implemented consistently across the district. Procedures include:

- Use of common nurturing and screening materials for all kindergarten-2nd grade students across the district.

- Establishment of district-wide referral and identification windows across the year; the dates of which are published on the Orange County Schools AIG website.

- Use of a flow chart and table for the various identification pathways to ensure proper data collection.

- Updates for principals and school faculty prior to windows to ensure procedures are followed.

- Use of a district-wide data collection record for all students under consideration for AIG.

- Monthly one-on-one meetings with the district AIG facilitator, school-based AIG specialists, and, when needed, building principals, where paperwork is reviewed to ensure fidelity.

- During the 2019-2022 plan cycle, the district will create an online professional development module for school-based Needs Determination Teams, to ensure consistency in practices across schools.
Practice E
Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community-at-large.

District Response: OCS disseminates information about the screening, referral, and identification process in a variety of ways:
- The AIG page of the Orange County Schools website includes the following items:
  - Dates of the referral windows
  - Referral and identification flow chart
  - Referral form
  - Identification pathways
  - AIG brochure
- The AIG brochure will be updated to include the information above and will be available at all schools and on the website. During the 2019-2022 plan cycle, we also hope to place brochures at other community gathering locations.
- An annual district-wide informational meeting will be held.
- AIG specialists will provide information to faculty at their schools.

Written documents are available in English and Spanish.

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

District Response: The OCS AIG department maintains documentation of the identification process and evidence which leads to an identification decision. A Data Collection Record (DCR) is established for each student being considered for AIG identification. The DCR indicates which identification pathways and instruments were utilized with the student, and indicates the outcome of each student under consideration. The names and signatures of all members of the school's Needs Determination Team who were involved in the decision process are included on the DCR. A letter is sent home to families to explain the identification decision, and a copy of the DCR is sent home with the identification results letters. The results letter also includes information about the appeal process. Families may schedule an appointment with their school-based AIG specialist if they would like further information regarding their child's identification process.

Additionally, a yellow AIG folder is maintained for each identified student. This folder includes data collected during the identification process, a copy of the DCR, and annual Differentiated Education Plans (DEPs.) A notification is also placed in the student's cumulative record folder indicating that they have an AIG folder with their identification data. During the 2019-2022 plan cycle, the district will work to maintain an electronic record of data collection and results in Powerschool. This will ensure easy access to documentation of the identification process if or when students move schools or districts.

All documents are available in English and Spanish.
Ideas for Strengthen the Standard: - Streamline the identification process for students who are adding on an area of identification
- Continue to monitor identification data to identify and remove barriers to access for high potential students
- Strengthen the "front-loading" of advanced thinking skills in grade K-2, prior to formal identification
- Create electronic AIG folders for each identified student

Sources of Evidence: - Identification Pathways Table
- Referral and Identification Flow Chart
- Data Collection Record
- AIG Headcount Analysis
Standard 2: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A
Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: The Orange County Schools AIG program uses a talent development framework to guide the creation and implementation of services for gifted learners. There are several key components in the talent development framework, as described by Paula Olszewski-Kubilius, a gifted education researcher from Northwestern University:

- Talents are domain-specific and malleable
- Domains of talent have different trajectories
- Opportunities are essential for talent development
- Opportunities must be taken
- Mental and social skills are valuable
- Thinking and planning is for long-range outcomes

Programming is organized by grade span, with each grade span having a specific purpose. The purpose and scope of each grade span are outlined below:

Kindergarten-2nd Grade: "Experiences and Exposures"
The purpose of programming in kindergarten-2nd grade is to expose all students in those grades to activities and tasks that require various kinds of higher-order thinking, such as divergent and inventive thinking. All kindergarten, 1st, and 2nd grade students will participate in these activities. In 2nd grade, all students participate in readiness activities such as verbal analogies and pattern completion in preparation for the Cognitive Abilities Test (Cogat.) Classroom teachers provide differentiated instruction for students who demonstrate advanced learning needs in specific academic areas. The AIG specialist may consult with the teachers to provide support in planning. Sometimes, depending on scheduling and student need, the AIG specialist may work with small groups of kindergarten-2nd grade students on specific skills or tasks. Student performance data will be used to make grouping decisions, and these groups are fluid, flexible, and rotate throughout the year.

3rd-5th Grade: "Talent Development"
The purpose of programming in grades 3-5 is to provide AIG students with learning opportunities to develop their talents in their area or areas of identification. To align with the district multi-tiered system of support (MTSS) framework, there are three tiers of services in reading, math, and intellectually gifted. Tier 1 services are provided through differentiation in core instruction. Tier 2 services are provided through supplemental instruction using materials designed for gifted learners. This can occur in the regular classroom or outside the regular classroom. Tier 3 services are
provided for students who have intensive learning needs and need a more individualized plan of study. Each tier of service is aligned with students’ area or areas of identification and demonstrated learning needs, and are outlined below.

For students identified in the area of reading:
- Tier 1 (differentiation in core instruction)
  - Above-grade level reading materials
  - Ability-based small group work
- Tier 2 (targeted supplemental curriculum and instruction)
  - Integrated content projects or units
  - Socratic Seminars
- Tier 3 (intensive individualized learning plans)
  - Independent learning contracts in reading
  - Single-subject acceleration

For students identified in the area of math:
- Tier 1 (differentiation in core instruction)
  - Pre-assessment and accelerated pacing
  - Challenge tasks, stations, or games
- Tier 2 (targeted supplemental curriculum and instruction)
  - Curriculum compacting
  - Math tasks or units designed for gifted learners
- Tier 3 (intensive individualized learning plans)
  - Content replacement
  - Independent learning contracts in math
  - Single-subject acceleration

For students identified as intellectually gifted:
- Tier 1 (differentiation in core instruction)
  - Classroom-based science tasks or projects
- Tier 2 (targeted supplemental curriculum and instruction)
  - Science, technology, and math (STEM) challenges or competitions
  - Passion projects (ie Genius Hour) or extracurricular activities
- Tier 3 (intensive individualized learning plans)
  - Independent learning contracts
  - Mentorship

Service locations and delivery models for 3rd-5th grade AIG students include:
- Consultation/collaboration (the AIG specialist and classroom teacher work together to plan instruction; the classroom teacher delivers the instruction)
- Cluster grouping (groups of AIG students are placed together in a class)
- Push-in/co-teaching (the AIG specialist goes into the regular classroom and teaches with the regular classroom teacher)
- Pull-out/resource (the AIG specialist works with students outside the regular classroom)

6th-8th Grade: "Independence and Agency"
The purpose of programming in grades 6-8 is to continue to provide opportunities for AIG students to
develop their talents in their area or areas of identification while providing them with a greater opportunity to make choices about their learning. As with 3rd-5th grade programming, services for students grades 6-8 are organized into Tier 1, 2, and 3 in each area of identification. The descriptions for each tier match those provided in the 3rd-5th grade span, with some new opportunities to take high school courses for credit while still middle school, including:

- Math I
- Math II (via North Carolina Virtual Public School)
- English I
- Spanish I
- French I (not offered all years)

Service locations and delivery models for 6th-8th grade AIG students include:
- Consultation/collaboration
- Cluster grouping
- Push-in/co-teaching
- Pull-out/resource
- Advanced courses
- Online learning

Elective classes in the arts and career/technical education as well as extracurricular activities also support middle school student talent development, and AIG student can choose to participate in these activities based on their interests.

9th-12th Grade: "Planning for the Future"
The purpose of programming in high school is to provide opportunities for students to develop deep knowledge and skills in their area or areas of identification, and to begin to think about their futures beyond high school. Opportunities for high school AIG students are provided within the high school course and extracurricular offerings. These include:

- Honors, Advanced Placement (AP,) International Baccalaureate (IB) Courses: High school AIG students, with the support of their guidance counselors, may select appropriately challenging courses in academic subjects, performing/visual arts, and career and technical education. Transcripts are monitored periodically by the assistant principal or guidance counselor with AIG responsibilities to ensure that students enroll in rigorous courses.

- North Carolina Virtual Public School (NCVPS): The NCVPS provides AIG students with access to courses that are otherwise not available in OCS. Students receive credit for courses completed through NCVPS.

- Dual Enrollment: Gifted students wanting to pursue advanced coursework may enroll in courses at an institution of higher education through the Middle College Program or the College and Career Pathways (CCP) program.

- Governor's School: Gifted high school students may apply to attend the North Carolina Governor's School, a summer program that provides students with highly advanced coursework in humanities, social sciences, mathematics, sciences, and visual/performing arts.
During the 2019-2022 plan cycle, the AIG department will collaborate with the career and technical education department to increase AIG student participation in work shadow days and internship programs.

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

**District Response:** OCS works to ensure that the AIG programs and services are integrated into the total instructional program of the district. During the 2019-2022 plan cycle, the AIG department will review the Local Board of Education policies regarding class placements and grouping practices to ensure that they align with best practices in gifted education. At the district level, the AIG facilitator attends Curriculum and Instruction leadership meetings to ensure that AIG is considered as instructional decisions are made. The AIG facilitator and school-based AIG specialists also serve on curriculum adoption teams to ensure that materials chosen for district-wide implementation include resources or suggestions for gifted learners.

Additionally, AIG services are integrated into the district's multi-tiered system of support (MTSS) structure. This ensures that AIG students have access to differentiated core instruction (tier 1), supplemental acceleration/extension/enrichment (tier 2) or intensive individualized plans of study (tier 3) based on demonstrated student needs. This also ensures that students who may need AIG services in one area but intervention services in another area (for example, a twice-exceptional child who needs AIG services in math but needs supplemental intervention reading,) is able to receive both kinds of support.

The AIG department and the exceptional children (EC) department collaborate to develop parallel processes and utilize common language when describing student needs. The AIG department has adapted the EC department's guidelines on specially designed instruction (SDI) to describe how AIG services accelerate, enrich, or extend the North Carolina Standard Course of Study (NCSCOS,) and how tier 1, tier 2, and tier 3 services grow in intensity as students move up tiers.

As the district has grown and strengthened the 1:1 Laptop Initiative, the AIG department has worked to utilize instructional technology to enrich and extend the core curriculum. For example, AIG specialists and classroom teachers may post differentiated assignments or enrichment activities on Google Classroom or Canvas that students can access throughout the day. Some middle school teachers have begun to post self-paced lessons online as well, so students may work at their own pace. Middle and high school AIG students may also access courses not offered in OCS via North Carolina Virtual Public School. A variety of applications and websites may also be used for students to create differentiated learning projects.

**Practice C**
Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.
**District Response:** Orange County Schools uses flexible grouping on a consistent basis at the elementary and middle school level. Groups are formed and re-formed based on demonstrated students needs on a variety of formative assessment tools. These tools include district-wide benchmark assessments, pre-assessments in math, reading level assessments, and teacher-made quizzes and exit slips. The AIG facilitator also provides district-wide assessment data that has been disaggregated by subgroups including race/ethnicity, gender, and English Language Learner status to school-based AIG specialists, so high performing students from historically under-represented subgroups can be included advanced learning opportunities. Flexible groups can occur within the class, or across classrooms. For example, students may take a pre-assessment prior to the start of a math unit, and then students are grouped with others of similar skill levels. Advanced readers may be grouped together in a book club, with opportunities to analyze and interpret the text. Flexible groups may also be created based on student interests and choices. For example, a teacher may create a differentiated product menu, where students can choose how to demonstrate their understanding of content. The teacher may then group students who have chosen the same type of product together so that they can collaborate and offer feedback to one another. During the 2019-2022 plan cycle, the AIG department will collaborate with content-area coaches to support the use of flexible grouping at the high school level. Additionally, a guidelines document for flexible grouping will be created to support AIG specialists and classroom teachers.

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

**District Response:** In order for our AIG students to receive appropriate services, AIG specialists must work with other stakeholders within the school. In elementary and middle school, classroom teachers review and sign differentiated education plans (DEPs.) AIG plan and policy updates are shared at beginning of year faculty meetings. All teachers and other support staff can access information about the plan and program on the AIG page of the Orange County Schools website. Information about the AIG program and policies is shared at principal meetings. AIG specialists will continue to attend grade level and content area PLC meetings at least once per month. During school data meetings, information about AIG student demographics and differentiated curriculum and instruction is shared. The district AIG facilitator will continue to communicate with district leadership and principals regarding AIG policies and practices. During the 2019-2022 plan cycle, these processes may be included in district on-boarding materials for teachers who are new to the district.

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

**District Response:** Transitioning from elementary to middle school is one of the key stepping stones in a child’s education. To facilitate this transition, AIG folders for rising 6th grade students are hand-
delivered to middle school AIG specialists, and allows elementary specialists to pass along vital information. Additionally, at the beginning of each school year, AIG specialists review class placements and cluster groups to ensure proper placement.

The AIG students transitioning to the high school will receive a variety of consultations pertaining to high school. Middle school AIG specialists will complete DEPs for rising 9th graders, and hand deliver AIG folders to the high schools. Additionally, AIG students will participate in presentations from the high school guidance counselors regarding course selection, and participate in 9th grade orientation activities to learn about school resources and extracurricular opportunities.

**Practice F**

Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

**District Response:** Classroom teachers and AIG specialists communicate with school counseling personnel when concerns arise. In some schools, guidance counselors serve on the Needs Determination Team. During the 2019-2022 plan cycle, the AIG department will work to provide more opportunities for personnel who work with AIG students and guidance counselors to collaborate and provide support for students. This might include a guidance counselor and an AIG specialist co-leading a bibliotherapy-based book club for advanced learners who are struggling with perfectionism. AIG specialists also collaborate with principals at the elementary and middle school levels to create effective cluster groups, so that students have like-ability peers in their classes. At the high school level, guidance counselors or advisors support all students, including AIG students, with selecting and joining extra-curricular activities in their areas of interest.

**Practice G**

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

**District Response:** OCS offers several opportunities for acceleration when there is a demonstrated need. This includes early entrance to kindergarten and first grade, whole grade level acceleration, single subject acceleration, Credit by Demonstrated Mastery, AP and IB courses, and dual enrollment at an institution of higher education.

An early entrance to kindergarten and first grade letter, flowchart, checklist, and notification and consent form will be available on the Elementary Education page of the OCS website. Families who wish to enroll children in kindergarten who are not yet 5, or enroll their children in first grade who are not yet 6, by the August 31st cutoff date may pursue this option. The steps for early entry are outlined below:

1: Parents/guardians contact the district AIG facilitator in writing to indicate their interest in early entry to kindergarten or 1st grade.

2: The AIG facilitator conducts a phone call or in-person meeting with the parents/guardians to
discuss the early entry process.

3: The parents/guardians arrange for required testing and documentation to be completed. Parents/guardians are responsible for any costs related to testing and documentation.

4: The child visits the school to participate in activities for the grade they wish to enter. A kindergarten or first grade teacher will administer additional assessments.

5: All documentation is shared with the AIG facilitator. The AIG facilitator and the executive director of curriculum and instruction review the documentation and make a placement recommendation to the receiving school principal.

6: The parents/guardians meet with the principal of the receiving school to learn the placement results.

For whole grade level acceleration in elementary and middle school, the Iowa Acceleration Scale (IAS) is used to determine student readiness. The IAS examines student aptitude, achievement, and social and emotional readiness. The steps for whole-grade level acceleration are outlined below:

1: Parents/guardians notify the principal and the AIG specialist in writing that they are interested in whole grade level acceleration.

2: The principal and the AIG specialist meet with the parents/guardians to explain the whole grade acceleration process. If requested by the principal, the district AIG facilitator may be present at the meeting.

3: Testing is conducted by an Orange County Schools psychologist. If the parents/guardians choose, they may have the testing conducted by an independent licensed psychologist at their expense.

4: Additional data is gathered from classroom teachers and parents/guardians.

5: The AIG specialist (and, if requested, the AIG facilitator) review the data and make a placement recommendation to the principal. It is recommended that students receive a score of 46 or higher on the Iowa Acceleration Scale to be recommended for whole grade level acceleration.

6: The principal and AIG specialist meet with the parents/guardians to learn the placement results. If requested by the principal, the district AIG facilitator may join this meeting.

Single subject acceleration is available for grades 3-8 in reading and math. In grades 3-7, students may single subject accelerate in one area only; students who need acceleration in both areas should pursue whole grade level acceleration. In grade 8, students may accelerate in more than one subject.

For grades 3-7 in reading, students must complete a two-phase process. In phase 1, students must score 90% correct or higher on a reading test of the grade level they wish to skip. In phase 2,
students must complete a writing sample and score proficient on a rubric of the grade level they wish to skip. 8th graders who demonstrate strong performance on their 7th grade reading end-of-grade test and strong work in class are placed in English I, a high school level English course, in 8th grade.

For grades 3-5 in math, students complete a two-phase process. In phase 1, students must score 90% correct or higher on a math test of the grade level they wish to skip. In phase 2, students must complete a series of math tasks and score proficient on a rubric of the grade level they wish to skip. For rising 6th-8th graders, students who meet the criteria of the district math placement policy follow a compacted math course sequence, with advanced students taking Math I in 8th grade. Highly advanced math students may take Math I in 7th grade, and Math II (online via North Carolina Virtual Public School) in 8th grade.

Credit by Demonstrated Mastery (CDM) is available for eligible high school courses. Middle and high school students may pursue CDM. The CDM process, application, timeline, and school contacts are available on the Secondary Education page of the OCS website.

Advanced learners may also take college-level courses while still in high school. A wide array of Advanced Placement (AP) and International Baccalaureate (IB) courses are available at the high school level. These include in-person classes and online options. Students may also enroll in community college courses via the Middle College or College and Career Pathways programs.

**Practice H**

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

**District Response:** Orange County Schools uses several intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations. These strategies are outlined below:

- **Universal Nurturing in Kindergarten-2nd Grade**
  All kindergarten, first, and second-grade students participate in higher order thinking skills activities that are designed to expose them to convergent, divergent, visual-spatial, and evaluative thinking skills. In the spring of second grade, all students participate in readiness activities to prepare them for the Cognitive Abilities Test (Cogat.) This practice, also known as "frontloading," ensures that students of all backgrounds, and especially those students come from who culturally, linguistically, or economically diverse backgrounds are exposed to rich, complex tasks, and have similar preparation for assessments that are used to identify gifted learners.

- **Universal Screening**
  The AIG department screens all students in grades 2-8. This means that, instead of relying on parents or teachers to make referrals for potential AIG identification, data from assessments given to all students is used. In 2nd grade, all students take the Cognitive Abilities Test (Cogat.) In grades 3-8, end-of-grade (EOG) tests in reading and math are used. During the 2019-2022 plan cycle, a process for using pre-ACT and ACT data at the high school level will be developed.
- Use of Local and Subgroup Norms
Because AIG students are those who perform, or show to potential to perform, at substantially high levels of accomplishments when compared to others of similar age, experience, or environment, using local and subgroup norms allow the AIG department to compare student performance to like peers. Whenever possible, local norms at either the district or school level are preferred over national norms. Subgroup norms are also used for culturally and linguistically diverse students, as well as potentially twice-exceptional students.

- Targeted Nurturing Activities
In elementary and middle school, students who are not formally identified as AIG but are demonstrating a need for acceleration, extension, or enrichment based on classroom performance can participate in lessons and activities that are designed for advanced learners. These activities can be provided by the classroom teacher or the AIG specialist.

The AIG department also works to provide intentional programming for highly gifted students. Because AIG will be included in the district multi-tiered system of support (MTSS,) highly gifted students will receive more intensive services. This may include whole grade level or single subject acceleration, or opportunities for independent learning contracts in areas of interest to the student.

At the high school level, the AIG department will collaborate with the high school guidance departments to inform students with qualifying scores about the NC Governor's School, and offer support and feedback during the application process.

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

District Response: There are many extra-curricular activities available for students K-12. These activities meet AIG students’ academic, intellectual, social and emotional needs, and enhance 21st-century skills. Offerings vary by school, and may include but are not limited to:

Elementary School:
- Battle of the Books
- GeoBee
- Spelling Bee
- Math and Science Nights
- Robotics Camp
- Environmental Clubs
- Student Council
- Odyssey of the Mind

Middle School:
- Mock Trial
- Robotics Club
- Student Government
- Habitat for Humanity
- Battle of the Books
- Odyssey of the Mind
- Science Olympiad
- Athletic teams
- Visual/performing arts

High School:
- National Honor Society
- Subject-specific Honor Societies
- Key Club
- Habitat for Humanity
- Student Government
- Future Business Leaders of America
- Future Farmers of America
- Visual/performing arts
- Robotics Club
- Athletic teams

Ideas for Strengthen the Standard: - Continue to hone and refine curriculum and instruction for advanced learners
- Integrate strategies to support social and emotional development of gifted learners into the district multi-tiered system of support (MTSS) framework
- Develop a system to track economically disadvantaged student participation in AIG programming
- Increase extra-curricular offerings
- Collaborate with the career/technical education department on work shadow and internship opportunities

Sources of Evidence: - OCS AIG website
- Specially Designed Instruction for AIG Learners document
- Acceleration guidelines
- Credit by Demonstrated Mastery guidelines
Standard 3: Differentiated Curriculum and Instruction

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

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

District Response: In elementary and middle school, AIG specialists collaborate with classroom teachers to extend, enrich, and/or accelerate the NC Standard Course of Study. At a minimum, the AIG specialists meet with grade level or content area Professional Learning Communities (PLCs) once per month to design curriculum. For example, they may work to embed enrichment opportunities into units of study within the classroom or provide a menu of extension activities to choose from when working with the AIG specialist.

While very few students in kindergarten-2nd grade are formally identified as AIG, classroom teachers provide differentiation for budding advanced learners based on demonstrated needs. This can include leading guided reading groups with above-grade-level texts, providing challenge center activities in math, and offering inquiry-based activities in science. Sometimes, based on availability and student need, AIG specialists may work with small groups of students inside or outside the classroom. These groups are fluid, flexible, and rotate throughout the year.

Additionally, services for AIG students in elementary and middle school are organized by tiers as part of the district-wide multi-tiered system of support (MTSS) framework.

For students who are academically gifted in math, differentiated curriculum includes:
- Conducting pre-assessments to identify students who need compacted math units (Tier 1)
- Providing open-ended math tasks and tiered assignments (Tier 1 and Tier 2)
- Using supplemental materials designed for mathematically talented students (Tier 2 and Tier 3)
- Offering single subject acceleration in math in grades 3 and higher (Tier 3)
- Offering a compacted math curriculum in middle school, resulting in students completing a high school math course while still in middle school (Tier 2)
- Highly gifted math students complete at least two high school math courses while still in middle school (Tier 3)

For students who are academically gifted in reading, differentiated curriculum includes:
- Providing narrative and informational texts at varying levels of complexity (Tier 1)
- Creating opportunities for intellectual discussion, such as book clubs or Socratic seminars (Tier 1 and Tier 2)
- Using supplemental materials designed for advanced readers and writers (Tier 2 and Tier 3)
- Offering single subject acceleration in reading in grades 3 and higher (Tier 3)
- Offering English I, a high school course, for advanced readers in 8th grade (Tier 2)
For students who are intellectually gifted, differentiated curriculum includes:
- Providing exposure to activities that promote higher-order thinking, such as logic puzzles and analogies (Tier 1 and Tier 2)
- Offering enrichment projects in content areas that match student interest (Tier 2 and Tier 3)

All elementary and middle schools also have intervention/enrichment time built into their day. During this time, AIG students participate in enrichment, extension, and/or acceleration activities that extend their understanding of content area standards. For example, at one middle school, some AIG students participated in a "Battle of the Books" competition. High school students participate in lunch tutorials during which they may work with teachers to meet their individual learning needs.

Digital resources and blended learning may also be used to adapt the curriculum. For example, teachers may offer enrichment/extension activities or self-paced lessons on their Google Classroom or Canvas page. Several AIG specialists have developed advanced math and/or reading units that students access via Google Classroom and/or Canvas.

At the high school level, content area teachers differentiate instruction for advanced learners in honors, Advanced Placement (AP,) and International Baccalaureate (IB) classes. This might include using accelerated pacing of the Standard Course of Study to provide students with more time to delve into in-depth projects or conduct original research. Teachers of advanced courses may also use materials more typically seen at the college level, particularly in AP or IB

**Practice B**
Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

**District Response:** Orange County Schools supports the use of effective instructional strategies to meet students' learning needs. At the elementary and middle school level, school-based AIG specialists collaborate with classroom teachers to implement instructional strategies in the classroom or during pull-out sessions. For example, a classroom teacher and/or AIG specialist may use the workshop model to conduct instruction. In this model, the class begins with a short minilesson to introduce new material and then is followed by a substantial period of independent work and practice. During this time, teachers can provide materials to students at varied and appropriate levels of challenge. AIG specialists may provide content replacement or enrichment projects during pull-out sessions, or co-teach with classroom teachers to provide targeted extensions within the core curriculum. At the high school level, students may register for honors, AP and IB courses based on their strengths and interests. Additionally, students may take courses not available in OCS through the North Carolina Virtual Public School (NCVPS) or dual enrollment in community college courses.

Over the course of the 2019-2022 plan cycle, the AIG department will work to ensure that AIG specialists and classroom teachers who work with AIG students are familiar with and utilize the following instructional practices:

- Pre-assessment and compacting
- Tiered assignments
- Learning menus/contracts

Classroom teachers may receive professional development on the strategies listed above through job-embedded collaboration within professional learning communities (PLCs) or as part of the professional development sessions outlined in their school professional development plans. Teachers may also choose to utilize additional instructional strategies, such as Socratic seminars, debates, or project-based learning to provide a high level of challenge to students and facilitate collaboration and communication skills.

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

**District Response:** The AIG department utilizes a variety of supplemental materials to augment curriculum and instruction for AIG students. Importantly, the supplemental materials enrich and extend the core curriculum. They may sometimes be used for content replacement. They include the following materials:

Kindergarten-5th Grade:
- Primary Education Thinking Skills
- Jacob's Ladder Reading Comprehension Program
- Primary Challenge Math
- Upper Elementary Challenge Math
- Math Rules
- Venn Perplexors
- Logic Links

6th grade-8th Grade:
- William and Mary Literature Units
- Challenge Math
- Challenge Units for Gifted Learners: Math 6-8

9th Grade-12th Grade:
- College Board lessons/units
- International Baccalaureate course scope and sequence documents

These materials are used to enrich the core curriculum in the regular classroom and during pull-out sessions. For example, a teacher may use materials from the Challenge Math series to offer a tiered assignment with problems at varying levels of difficulty on a particular topic. Digital supplemental resources, such as Google Lit Trips, Noetic Math, Khan Academy, and Discovery Education, may be used as well.

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

**District Response:** Orange County Schools works to provide learning experiences that foster future-ready skills at a high level. These learning experiences are particularly valuable for AIG students, and currently include opportunities to engage in real-world problem solving within the core curriculum, such as Cognitively Guided Instruction (CGI) problems in elementary math, and Socratic seminars during which students connect literature and informational texts in middle school English Language Arts. AIG specialists are also working to develop service learning projects that are connected to units of study in the core curriculum. For example, students participate in a research-based argumentation unit in which they debate the benefits and drawbacks of banning single-use plastic water bottles. To extend that work, students might lead a plastic water bottle drop-off point to reuse or recycle them. Additionally, there are many extracurricular opportunities for students to engage in real-world problem solving and leadership.

Offerings vary by school, and may include but are not limited to:

**Elementary:**
- GeoBee
- Spelling Bee
- Robotics Club
- Environmental Club

**Middle School:**
- Robotics Club
- Habitat For Humanity
- Spelling Bee

**High School:**
- National Honor Society
- Key Club
- Student Government
- Model United Nations
- Future Business Leaders of America

Digital learning platforms, such as discussion forums on Google Classroom, Canvas, or Flipgrid, are also used to foster collaboration and communication skills.

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

**District Response:** Using on-going assessment to differentiate curriculum and instruction and inform flexible grouping practices for AIG students is essential. There are several formative assessment tools already in place district-wide:

- mClass Reading Assessments (K-3)
- AIMSWeb Reading and Math Assessments (K-8 math, 4-8 reading)
- Math and reading unit pre-assessments (3-8)
- District-wide benchmark assessments in English language arts, Math, and Science (Grades 3-8, Science Grades 5 and 8 only)
- District-wide benchmark assessments in English II, Biology, and Math I in high school

After each assessment window, the district AIG facilitator compiles and disaggregates the data in various ways, including by school and subgroups including race/ethnicity, gender, and English Language Learner status. The AIG specialists then analyze the data with two purposes in mind:

- to analyze AIG student performance to determine if current services are effective in meeting students’ learning needs
- to identify high potential students who are not formally identified as AIG, but may benefit from participating in talent development activities, with a particular emphasis on including students from subgroups that have been historically under-represented in advanced programming

AIG specialists then collaborate with classroom teachers to group and re-group students on an ongoing basis. At the school level, teacher-created formative assessments, such as exit slips and interest surveys, can be used to group and re-group students.

Schools conduct data meetings to discuss assessment results, with particular importance on how those results are utilized to group students flexibly and provide targeted instruction based on those needs.

Summative assessments, such as end-of-grade (EOG) and end-of-course (EOC) tests, are used when determining the appropriate class or cluster placements for the upcoming school year, as well as evaluating the overall effectiveness of services.

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

**District Response:** During the 2019-2022 Plan Cycle, the AIG department will work to strengthen the curricular and instructional practices used to meet AIG students’ social and emotional needs. This includes using instructional strategies and grouping practices that support social and emotional growth for all identified students, as well as targeted support for students who need additional social and emotional guidance. Like academic services, social and emotional needs will be addressed using a tiered model that is aligned to the district multi-tiered system of support (MTSS) framework:

Tier 1 (embedded supports available to all AIG students):
- Cluster grouping and advanced courses to provide an intellectual peer group
- High-quality learning experiences that provide opportunities for choice and interest-based learning, such as utilizing learning contracts, interest surveys, and online materials
- Opportunities for extracurricular activities based on strengths and interests, such as student government, interest-based organizations, and honor societies
Tier 2 (targeted support for some AIG students as needed):
- Targeted social skills groups, such as bibliotherapy
- Executive functioning and organizational support

Tier 3 (significant support for a few AIG students):
- Referral to the school-based support team for further investigation (possible services may include counseling or social skills services)

AIG specialists use resources from the National Association of Gifted Children (NAGC) such as "Social and Emotional Curriculum with Gifted and Talented Students" and "Social and Emotional Teaching Strategies" to support gifted learners in their schools. For teachers who are participating in the AIG add-on licensure professional development series, modules on the social and emotional needs of gifted students are included.

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

District Response: Orange County Schools cultivates the potential of young students with differentiated curriculum and instruction, and the use of research-based supplemental materials. OCS is working to ensure that all kindergarten-3rd grade students will have the opportunity to engage in high-end learning tasks. Using the workshop model for balanced literacy, classroom teachers can provide students with appropriately challenging reading materials and use student data to appropriately group students for guided reading and strategy groups. In math workshop, classroom teachers can use real-world problem sets to engage students in high-level thinking, or use tiered problem sets from the core unit materials or the Primary Challenge Math book. AIG specialists may attend professional learning community (PLC) meetings to offer ideas and resources for differentiation in the regular classroom. AIG specialists may also offer pull-out sessions on a flexible, rotating basis, depending on scheduling availability and student needs.

The AIG department uses a specifically designed curriculum to offer young students exposure to higher order thinking activities. Currently, the curriculum used is Primary Education Thinking Skills (PETS.) During the 2019-2022 plan cycle, other curriculum materials may be phased in. All students in kindergarten-2nd grade participate in these activities.

Prior to the administration of the Cognitive Abilities Test (Cogat,) all 2nd grade students will participate in activities that mimic the skills assessed on the Cogat, including analogies, number puzzles, and pattern recognition.

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

District Response: AIG specialists will continue to meet regularly with grade level and content area
professional learning communities (PLCs) to develop and implement differentiated curriculum and instruction for AIG students, at minimum once per month. Classroom teachers may also elect to participate in collaboration cycles with their school-based AIG specialist. During a collaboration cycle, which lasts from 2-6 weeks, the classroom teacher and the AIG specialist determine student learning outcomes and instructional practices to implement during a particular unit of study, and then co-plan and/or co-teach the unit. Student assessment data is then used to determine the effectiveness of the instruction.

Additionally, the AIG specialists will continue to meet monthly for their own PLC to collaborate, review data, and design curriculum and instruction. The AIG specialists then share this work with instructional staff at their buildings.

AIG specialists have access to Individual Education Plans (IEPs) for twice-exceptional students and will be expected to meet with EC specialists at least twice per year to discuss student needs and progress. It is recommended that the AIG specialist attend IEP meetings for students who receive both EC and AIG services.

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

**District Response:** Differentiated education plans (DEPs) are written for all AIG identified students.

For elementary students, the DEP lists the AIG service delivery options that will be provided to the student, including:
- Consultation/collaboration with classroom teachers
- Cluster grouping
- Flexible grouping
- Push-in/co-teaching services
- Pullout services

Beginning in fall 2019, parents will receive a brief letter prior to start of new units of study that explain the tier of service (tier 1, tier 2, or tier 3) that the student will receive based on unit pre-assessments.

The elementary differentiated education plan will also list instructional strategies that the student may receive, including:
- Compacting
- Tiered assignments
- Learning menus/contracts

For 6th and 7th grade students, the differentiated education plan lists the AIG service delivery options that will be provided to the student, including:
Local AIG Plan, 2019-2022
12/11/2019

- Advanced courses to be taken
- Service options such as consultation/collaboration, cluster grouping, co-teaching, and pullout services
- Possible content modifications
- Extracurricular activities
- Credit by Demonstrated Mastery

OCS will is in the process of developing differentiated education plans for AIG students in grades 8-12, with the purpose of the DEP being a planning document for courses and extra-curricular activities. This DEP will include:

- Honors, AP, and IB courses to be taken
- Advanced courses in Career and Technical Education (CTE) and the arts
- Online course and enrichment options
- Extracurricular activities
- Credit by Demonstrated Mastery
- Middle College and College and Career Pathways (CCP) options

At the beginning of the school year, AIG specialists in elementary and middle schools host an informational meeting for parents/guardians of AIG students. At the meeting, the service delivery options and tiers of services are explained, so that parents understand what is included on their child's differentiated education plan. After the meeting, parents are provided with a copy of their child's DEP to review and sign. If parents have specific questions about their child's DEP, they may set up an appointment for a phone call or parent conference with their school-based AIG specialist. DEPs will also be available in Spanish. During the 2019-2022 plan cycle, a process for completing and reviewing with families the DEPs of 8th-12th grade students will be developed.

**Ideas for Strengthen the Standard:**
- Continue to develop alignment documents between core curriculum materials and supplemental materials for advanced students
- Refine nurturing materials for kindergarten-2nd grade
- Formalize and implement affective curricular and instructional practices, including training for support staff such as guidance counselors

**Sources of Evidence:**
- Curriculum alignment documents
- Differentiated Education Plans (DEPS)
- AIG specialist schedules
- Differentiated lesson plans and/or assignments
- Performance data spreadsheets
Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

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

District Response: Orange County Schools employs a district-level instructional facilitator to guide the AIG program and plan. The AIG facilitator holds an up-to-date AIG license. The facilitator oversees the overall plan implementation and evaluates its effectiveness. These responsibilities include:

- Monitoring the screening, referral, and results processes and conducting an annual headcount analysis
- Monitoring the provision of AIG services and differentiated curriculum and instruction through school visits, classroom walk-throughs, and schedule reviews
- Supporting building principals with cluster grouping and scheduling decisions
- Conducting data analysis of AIG student performance
- Facilitating the AIG advisory committee
- Communicating with the local Board of Education and the community about AIG program performance and initiatives
- Participating on district-level leadership teams to ensure that the needs of AIG students are addressed in district-wide initiatives
- Developing and leading professional development for AIG specialists, classroom teachers, and other instructional support staff

During plan revision years, the AIG facilitator is responsible for developing a timeline and executing a revision plan that includes evaluating the current plan, gathering feedback from stakeholders, leading a team of plan writers, and presenting the new plan to the local Board of Education for approval.

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

District Response: Each elementary and middle school has AIG-licensed specialists assigned to their building. Allotments are based on the number of students on the AIG headcount for each school and the total size of the school. The specialists provide both direct and indirect services to AIG students, and support enrichment activities. AIG specialists spends at least 70% of their instructional
time engaged in direct services, which include:
- Tier 1 (differentiation in core instruction)
- Tier 2 (targeted supplemental instruction that accelerates, extends, or enriches the Standard Course of Study)
- Tier 3 (intensive, individualized instructional plans for highly gifted students)

AIG specialists spend up to 30% of their time engaged in indirect services, which include:
- Attending PLC meetings to collaborate on instructional design and/or analyze student data
- Developing resources and materials to be used for acceleration, extension, or enrichment in the regular classroom
- Observing teachers and offering peer feedback

The AIG specialists share their schedule with their principals and the AIG facilitator at the beginning of each school year to ensure that their time is allotted appropriately and in alignment with the AIG plan.

Practice C
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: The AIG department has developed a variety of professional development opportunities for personnel involved in AIG programs and services, including classroom teachers, other instructional specialists such as exceptional children and English language development teachers, counselors, and administrators. These opportunities include:

- A 40-hour blended (face-to-face and online) professional development series for educators who want to take the Praxis exam to become AIG-certified. The district pays for the exam for any educator who successfully completes the PD series. The series is open to teachers, counselors, and administrators.

- Collaboration cycles with AIG specialists and classroom teachers. Collaboration cycles are based on the work of Diane Sweeney's "Student-Centered Coaching." In these 2-6 weeks cycles, the AIG specialist and the classroom teacher work to implement instructional strategies for advanced learners that lead to student progress.

- Professional development on cluster grouping practices for school administrators during principal meetings.

During the 2019-2022 plan cycle, the AIG department will work to establish professional development requirements for each group. These requirements will be part of the district professional development requirements for Multi-Tiered System of Support (MTSS.)

Practice D
Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

**District Response:** Orange County Schools makes every effort to ensure that teachers providing general education services to AIG students are well prepared to teach them. In elementary and middle school, principals are provided a list of teachers in their building who are AIG licensed, and are strongly encouraged to place AIG students in those classes. Principals are provided with a clustering guidelines document to support their decision-making process. In high school, teachers who are assigned to teach Advanced Placement (AP) and International Baccalaureate (IB) classes complete professional development through the College Board and the IB Programme.

Classroom teachers in elementary and middle school who are assigned AIG clusters are strongly encouraged to participate in collaboration cycles with the AIG specialist. During the 2019-2022 plan cycle, the district will develop a framework that outlines the collaboration cycle requirements for classroom teachers with AIG clusters.

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

**District Response:** The goal of the Orange County Schools AIG program is to provide inclusive gifted education through a talent development framework. The AIG department works towards having professional development offerings that align with these goals.

School-based AIG specialists receive monthly professional development during their professional learning community (PLC) meetings. At each meeting, AIG specialists explore an aspect of talent development that is relevant to their work. This may include:

- Readings from scholarly articles or professional texts
- Curriculum development
- Analysis of student performance data

AIG specialists are also offered opportunities to participate in content-area professional development in the areas of reading, math, science, and digital learning. These offerings are provided in several formats, including online Canvas modules, face-to-face sessions with content-area instructional leaders, Saturday Edcamps, and off-site professional development with the North Carolina Center for the Advancement of Teaching (NCCAT) and the North Carolina Association for Gifted and Talented (NCAGT.)

Additionally, gifted education is becoming more incorporated into district-wide professional development. As all OCS educators are trained in the multi-tiered system of support (MTSS) framework that supports academic and behavioral growth for all students, strategies for AIG students will be incorporated. This may include, for example, learning about pre-assessment and compacting, choice menus, or tiered assignments. Counselors and social workers may learn about issues relating to AIG learners such as perfectionism and overexcitabilities. This will be phased in during the 2019-2022 plan cycle.
Practice F
Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

District Response: AIG specialists meet monthly for their own professional learning community (PLC.) Each year, the specialists will develop a plan for their own professional development to be conducted during the PLC. Sample topics are included in Standard 4, Practice E. These decisions are data-informed. Classroom teachers of AIG students participate in professional development outlined in their school improvement plans, which can include collaboration cycles in which the specialist and the teacher work together to implement new strategies and improve student performance. School-based AIG specialists also regularly attend grade-level or content area PLC meetings to discuss data, instructional strategies, and resources, at least once per month.

Ideas for Strengthen the Standard: - Include strategies for supporting advanced learners in all professional development related to MTSS
- Establish specific professional development modules and requirements for classroom teachers who are assigned AIG clusters
- Establish specific professional development modules for non-classroom teachers who work with AIG students, such as guidance counselors, social workers, and administrators

Sources of Evidence: - AIG facilitator job description
- AIG specialist job description
- AIG specialist schedules
- AIG add-on license professional development syllabus
Standard 5: Partnerships
The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

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

District Response: The AIG department works to intentionally strengthen partnerships with families. There are several avenues by which these partnerships are developed, which are listed below:

- Annual informational meetings during Meet the Teacher Night, Rising 6th Grade Night, and 9th Grade Orientation
- Monthly newsletters from AIG specialists that outline the services students are receiving, as well as resources for parents such as parenting guides and summer program opportunities
- Dissemination of a Parent Guide to the AIG Program, which includes information about the screening, referral, and identification process, service options, and additional family resources
- Email, phone, and in-person conferences with families and the school-based AIG specialists.

Additionally, parents from the AIG Advisory Committee have begun to explore the opportunity of forming a Partners for the Advancement of Gifted Education (PAGE) chapter for Orange County Schools. PAGE is a state-wide organization that is supported by the North Carolina Association for Gifted and Talented. During the 2019-2022 plan cycle, the AIG facilitator will work with the PAGE steering committee to establish the chapter and become a resource for families.

Practice B
Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response: Sharing information about the AIG policies, plan, and program with stakeholders is a priority for Orange County Schools. The AIG specialists hold a yearly information session for families at their schools and update their staff at a beginning-of-year faculty meeting. These sessions outline the screening, referral, and identification process, including identification criteria, as well as the service options. Information about the AIG program and policies is also shared during the annual district-wide Comprehensive Needs Assessment meeting. Additionally, comprehensive information about the AIG program is available to all families and community members on the Orange County Schools website. This includes:

- Screening, referral, and identification processes and criteria
- Program service options for each grade span and area of identification
- Procedures for single subject acceleration, whole grade level acceleration, and credit by demonstrated mastery
- Program personnel and contact information
- Resources for families

To continue to strengthen this practice, new brochures for the AIG program will be created during the 2019-2022 plan cycle. The brochures will be available in all schools and in community locations that agree to do so, such as the public library and houses of worship.

The AIG department will work to make all written documents available in English and Spanish.

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

**District Response:** The AIG department has an AIG Advisory Committee. The group includes parents, classroom teachers, administrators, instructional support staff, community members, and high school AIG students. The AIG Advisory Committee has the following guidelines in place:

**Purpose**
- To advocate for students who need differentiated approaches for advanced instruction in order to meet their academic and intellectual needs.
- To improve the overall quality of gifted programming for students.
- To foster clear and constructive communications among parents, schools, and the school district.

**Function**
- To provide feedback to the parent and educational communities regarding the status and implementation of gifted programming at respective schools.
- To recommend strategies for improving services and opportunities to students in K-12.
- To serve as a liaison for sharing of programmatic successes and constructive feedback among the district, school and parent groups in our community.

**Meetings and Members**
- Hold quarterly meetings during the school year in the evenings.
- Attendance is expected; members may miss up to 1 meeting per school year.
- Appointment to the committee is by application; final appointment decisions are made by the AIG facilitator.

During meetings, the committee reviews AIG programming, student performance, and budget decisions, and provides feedback on these items. The committee may also bring forward topics for discussion based on questions or concerns they have received from the community.

The AIG department will continue to work with school-based outreach personnel to recruit committee members that represent the diversity of the community.
Practice D
Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response: The AIG department is consistently working to improve how we inform families and the community of opportunities available to AIG learners. School-based AIG specialists send home monthly newsletters, which include opportunities for students that occur inside and outside of school, such as the Spelling Bee, Battle of the Books, and the UNC Science Expo.

The newsletters are available electronically and hard copy, and in other languages, if requested. Interpretation services are available for the annual district Comprehensive Needs Assessment and for in-person conferences with AIG specialists and classroom teachers.

During the 2019-2022 plan cycle, the department will work with the new PAGE chapter to further share opportunities with families and the community, and work with the district communications director to increase the department's social media presence on platforms.

Practice E
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

District Response: The AIG department will work to expand and strengthen partnerships with businesses and organizations during the 2019-2022 plan cycle. We will continue to provide extracurricular opportunities through Duke Tip, and will continue to support AIG specialists who are applying for Piedmont Electric Bright Ideas grants. The department will work with the AIG Advisory Committee to establish a working group of parents to support extracurricular activities, events, and partnerships, such as inviting guest speakers to schools.

Additionally, the AIG department is taking steps to develop partnerships with local institutions of higher education. Beginning in the fall of 2019, the department will partner with the University of North Carolina WINSpire program. This program provides mentorships and summer internships for gifted high school students who are interested in science, technology, engineering, and math (STEM) fields.

The AIG department is also collaborating with the district's Career and Technical Education (CTE) department to offer work shadow or internship opportunities with local businesses. This will be phased in during the 2019-2022 plan cycle.

Ideas for Strengthen the Standard: - Send home more frequent service communications with
parents (ie at the start of each unit) that outline how curriculum and instruction is being differentiated for advanced learners
- Expand opportunities for mentorship and internships for secondary students
- Support the creation of a Partnership for the Advancement of Gifted Education (PAGE) chapter

**Sources of Evidence:**
- Monthly school-based AIG newsletters
- District-wide informational PowerPoints
- AIG Advisory Committee agendas and minutes
- AIG webpage on the Orange County Schools website
Standard 6: Program Accountability

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

Practice A

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

District Response: Orange County Schools develops a written AIG plan in accordance with state legislation and policy. In developing the plan, feedback is gathered from a variety of stakeholders and data is collected and analyzed. The following process for plan development is utilized:

Step 1: Gather quantitative and qualitative data on program performance, including student performance data and stakeholder feedback (educators, parents, students).

Step 2: Analyze the data and complete the self-assessment.

Step 3: Based on the self-assessment, identify areas for improvement.

Step 4: With the plan writing team, brainstorm and create ideas to strengthen targeted areas.

Step 5: Share ideas and receive feedback from community stakeholders, including the AIG Advisory Committee, district directors, and the district Equity Task Force.

Step 6: Finalize revisions and share with the district Cabinet officers, principals, and the Board Student Achievement Committee.

Step 7: Present to the Board of Education for final approval.

Practice B

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

District Response: The AIG department monitors the implementation of the program and plan to ensure compliance with state legislation and policies as well as local policies. There are several structures utilized to monitor implementation:

- A Data Collection Record is completed and placed in the AIG folder for each student referred to the Needs Determination Team to ensure proper data collection
- A headcount analysis is completed annually to monitor AIG demographics.
- All AIG specialists submit their schedule to their principal and the district AIG facilitator for review
- The AIG facilitator visits AIG specialists and classroom teachers to observe classes
- During some monthly AIG PLC meetings, there is time dedicated to compliance measures, such as updating the headcount in PowerSchool, and professional development on using AIG curriculum resources
- AIG student performance is shared during school data meetings
- The AIG facilitator and the executive director of curriculum and instruction meet weekly to address and problem-solve challenges as they arise
- The AIG facilitator shares information pertaining to the AIG program and policies with the Board Student Achievement Committee at least annually, and more frequently if requested by the committee

**Practice C**
Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

**District Response:** The AIG department receives both local and state funds. The AIG facilitator, with support from the executive director of curriculum and instruction, monitors the budget in collaboration with the district Chief Financial Officer to ensure that funds are utilized for the AIG program. The chief financial officer provides a budget summary, including how all AIG funding allocated, to the AIG facilitator. This budget is also shared with the AIG Advisory Committee.

The AIG facilitator collaborates with the chief academic officer to identify funding for materials or resources for items that are beyond the scope of the dedicated AIG budget.

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

**District Response:** The AIG department collects, analyzes, and shared data regarding AIG students. At the district level, an annual headcount analysis is conducted to monitor identification rates and demographics. Additionally, the district AIG facilitator provides an analysis of AIG student performance on EOGs and EOCs to school-based AIG specialists and principals. Summaries of the district-wide AIG subgroup performance are shared with the AIG Advisory Committee, the district curriculum directors, and the Board Student Achievement Committee. The conclusions drawn from the data are utilized to identify areas for program improvement and to allocate resources.

At the school level, AIG specialists share data about AIG demographics and student performance with grade level and content area teams, and during data meetings. Data sources include benchmark assessments and identification round results.

To monitor annual drop-out data for AIG students, the district AIG facilitator will collaborate with the district data manager to compile a list of AIG students who have dropped out of school. The facilitator then follows up with school-base staff, especially guidance counselors, to determine the reasons behind the student dropping out, and works with school-based staff on steps that can be taken to bring the student back into school if possible.
Practice E  
Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: The representation and performance of under-represented populations in the AIG program is a priority for Orange County Schools. To monitor the representation of under-represented populations, reporting mechanisms in PowerSchool are utilized to create an annual headcount analysis. This analysis currently includes information about the representation of students who are culturally/ethnically diverse, twice-exceptional, gifted emerging bilingual students, and highly gifted students.

Additionally, the performance of these students, once they have been identified, is strategically monitored. The AIG department currently maintains and shares data about the AIG subgroup performance on end-of-grade tests, end-of-course tests, and other assessments such as district benchmark assessments. The AIG department also collaborates with the Testing and Accountability department to dis-aggregate performance data to identify high performing students from historically under-represented subgroups who may not yet be targeted.

Performance and retention of students from historically under-represented populations is also monitored in EVAAS, which determines how much a students improves in performance from year to year. When students enter high school, a designated AIG contact person, typically a guidance counselor or assistant principal, periodically monitors their grades and course selection to ensure that they are pursuing, and having success in, rigorous courses in their area of identification.

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

District Response: The Human Resources department maintains the credentials of personnel serving AIG students. This list is shared with the AIG facilitator. The HR department also monitors the completion of professional development for licensed teachers via the online LINQ system. Each year, the district AIG facilitator leads a professional development sequence for teachers who want to get their AIG add-on license. Once this is successfully completed, the list of personnel who participated is shared with principals and building-based AIG specialists.

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

District Response: Orange County Schools elicits regular feedback from students, families, and
other stakeholders. Each year, AIG students and their families complete a survey that addresses programming, communication, and ideas for improvement. The AIG facilitator and the AIG specialists review the data from the surveys and brainstorm opportunities for program improvement.

The AIG department elicits feedback from other stakeholder groups as well. The AIG facilitator periodically attends principal meetings to discuss program implementation and problem-solve challenges. Feedback is gathered at quarterly AIG Advisory Committee meetings, and at presentations with the Board Student Achievement Committee. Other community groups, such as civic organizations and faith groups, may invite the AIG facilitator to share information and data about the program with their members.

School-based AIG specialists meet regularly with classroom teachers to discuss AIG programming and brainstorm ideas to more effectively meet students’ needs. AIG specialists also meet with parents/families during events such as Meet the Teacher night to foster relationships with families and establish a dialogue about the program.

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

**District Response:** Multiple sources of qualitative and quantitative data are used to review and revise the AIG program and plan during comprehensive program evaluation years. Stakeholder feedback includes:

- Surveys of parents, teachers, administrators, and students
- Input from the AIG Advisory Committee
- Feedback from district leaders, including the chief academic officer, the executive director of curriculum and instruction, the executive director of schools, and the director of testing and accountability
- Feedback from the Equity Task Force and other community groups

Other quantitative data is used to inform plan decisions, including:
- 3-year AIG headcount analysis, with breakdowns by race/ethnicity and gender
- AIG subgroup performance data on end-of-grade and end-of-course assessments

Once this data is collected, an analysis is completed to identify areas of strength and areas in need of improvement. The full process of plan evaluation is outlined in Standard 6, Practice A.

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

**District Response:** Data from the evaluation of the AIG program will be shared publicly in a variety of ways. Survey results from parents, teachers, and students are shared with the AIG specialists and the AIG Advisory Committee. Relevant sections of the surveys, such as those referring to curriculum
and instruction, may also be shared with principals.

The AIG headcount analysis is shared with AIG specialists, principals, and the local Board of Education. District-level headcount data may also be presented to the public at the annual Comprehensive Needs Assessment meeting if requested. At this meeting, representatives from each school, including parents, teachers, and administrators, are present.

The summative results from the district Self-Assessment of NC AIG Program Standards are shared with the AIG specialists, the AIG Advisory Committee, and the local Board of Education.

**Practice J**

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

**District Response:** The goals, identification criteria, and service options of the OCS AIG Program are communicated to parents/guardians. The referral form, Data Collection Record, and results letter ensure that families are aware of the referral and identification process.

Transfer students who were identified as gifted in their previous district will continue to be identified as gifted in Orange County Schools. Services for transfer students will match demonstrated needs.

If a student is referred to the Needs Determination Team but does not qualify for AIG identification, the student may re-evaluated and referred again after one calendar year.

In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following procedures should be followed to resolve any disagreements.

**STEP I: APPEAL TO THE SCHOOL NEEDS DETERMINATION TEAM AND THE BUILDING PRINCIPAL**

1. The parent/guardian may request a conference with the Needs Determination Team (NDT) and the principal at the child's school. This request must be made in writing. The NDT should be given ample opportunity (10 school days) to convene all members together for the conference.
2. At this conference, the individual student profile, which includes test and assessment scores, observation results, report cards, and in-class work samples, will be examined and discussed. Information used to determine eligibility for AIG identification and/or service delivery options shall be reviewed with the parent/guardian. If needed, the NDT may ask the child's teacher(s) to provide further documentation concerning student characteristics and achievement.
3. Minutes will be recorded on the Needs Determination Team Appeals Agenda and Meeting Notes form, and signatures will be obtained from those involved.
4. The NDT and the principal will send an Appeals Decision Letter to the parent/guardian within 10 school days of the conference.
5. If a re-assessment of the student is requested, the assessment must take place within 30 school days.
STEP II: APPEAL TO THE DISTRICT AIG FACILITATOR AND THE EXECUTIVE DIRECTOR OF CURRICULUM AND INSTRUCTION

The parent/guardian may appeal the decision of the NDT and the building principal within 10 school days of receipt of the Appeals Decision Letter. The appeal must be made in writing to the district AIG facilitator and the executive director of curriculum and instruction. The conference shall be scheduled within 10 school days of receipt of the written request. The school AIG specialist and the child's teacher(s) may be invited to this conference along with the parent/guardian.

2. The AIG facilitator and the executive director of curriculum and instruction shall review the concern. During the conference, they may request further information from the child's teacher(s), the school AIG specialist, the NDT, or the principal.

3. Minutes will be recorded on the Needs Determination Team Appeals Agenda and Meeting Notes form and signatures will be obtained from all those present.

4. The AIG facilitator and the executive director of curriculum and instruction will send an Appeals Decision Letter to the parent/guardian within 10 school days of the conference.

5. If a re-assessment of the student is requested, the assessment must take place within 30 school days.

STEP III: APPEAL TO THE CHIEF ACADEMIC OFFICER AND THE EXECUTIVE DIRECTOR OF SCHOOLS

1. The parent/guardian may appeal the decision of the AIG facilitator and the executive director of curriculum and instruction within 10 school days of receipt of the Appeals Decision Letter. The appeal must be made in writing to the chief academic officer and the executive director of schools. The appeal may be mailed to: Chief Academic Officer, Orange County Schools; 200 East King Street; Hillsborough, NC 27278. The conference shall be scheduled within 10 school days of receipt of this request.

2. The chief academic officer and the executive director of schools will review the concern. During the conference with the parent/guardian, they may request further information from the child's teacher, the AIG specialist, the parent/guardian, the principal, and/or AIG facilitator.

3. Minutes shall be recorded on the Needs Determination Team Appeals Agenda and Meeting Notes form, and signatures will be obtained from those present.

4. The chief academic officer and the executive director of schools will send an Appeals Decision Letter to the parent/guardian within 10 school days of the conference.

5. If a re-assessment of the student is requested, the assessment must take place within 30 school days.

STEP IV: APPEAL TO THE SUPERINTENDENT*

1. The parent/guardian may appeal the decision of the chief academic officer and the executive director of schools to the Superintendent within 10 school days of receipt of the Appeals Decision Letter. The appeal must be made in writing. The appeal may be mailed to: Superintendent; 200 East King Street; Hillsborough, NC 27278. This conference shall be scheduled within 10 school days of the receipt of the request for appeal.

2. The Superintendent will review the concern. During the conference with the parent/guardian, he/she may request further information from the child's teacher(s), the school AIG specialist, the parents, the principal, the AIG facilitator, and/or the chief academic officer.

3. Minutes shall be recorded on the Needs Determination Team Appeals Agenda and Meeting Notes form and signatures will be obtained from those present.

4. The Superintendent will send an Appeals Decision Letter to the parent/guardian within 10 school days of the conference.

5. If a re-assessment of the student is requested, the assessment must take place within 30 school days.
days.
*At this point, the Superintendent may request mediation in order to resolve the concern. This shall be done by an impartial mediator.

STEP V: APPEAL TO THE LOCAL BOARD OF EDUCATION
1. The parent/guardian may appeal the decision of the Superintendent to the Local Board of Education within 10 days of receipt of the Appeals Decision Letter. This appeal must be in writing. Please submit appeal to: Orange County Board of Education; 200 East King Street; Hillsborough, NC 27278.
2. The concern will be reviewed at the next available Board meeting. The Board may request further information from the child's teacher(s), the school AIG specialist, the AIG facilitator, the parents, the principal, the Chief Academic Officer, and/or the Superintendent.
3. During this meeting, minutes will be recorded on the Needs Determination Team Appeals Agenda and Meeting Notes form and signatures obtained of those present.
4. The Board will send a final Appeals Decision Letter within 30 school days of the Board meeting at which the concern was reviewed.
5. If a re-assessment of the student is requested, the assessment must take place within 30 school days.

STEP VI: STATE LEVEL GRIEVANCE PROCEDURE
Once all efforts have been exhausted within the school system, the parents/guardian may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act, of North Carolina. The issues for review shall be limited to:
- Whether the local system failed to determine eligibility for services within its gifted education program.
- Whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child.
Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and to the State Superintendent of Public Instruction.

Ideas for Strengthen the Standard: - Seek out additional funding sources for AIG programming, such as grants or support from local businesses
- Collaborate with student enrollment and child nutrition to monitor participation of economically disadvantaged students in AIG programming while protecting student confidentiality

Sources of Evidence: - AIG Plan
- AIG budget summary
- Annual AIG headcount analysis presentation
- AIG plan revision presentation
- Procedures for Resolving Disagreements document
Glossary (optional):

Appendix (optional):
AIG Board Approval.pdf (Local Board Approval Document)