

Overview: Mission/Vision Statement and Funding

**Richmond County Schools (770) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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

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

\* Mission and/or Vision Statement(s)

Richmond County Schools Vision for local AIG program: Richmond County Schools believes in AIG "All day- Every day!" Our vision is that, "All students in Richmond County Schools will receive a 21st Century education, empowering

them to lead productive lives in a complex and changing world. Our mission is to partner with families and communities to produce graduates who are able to create, communicate, collaborate, and think critically.

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

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 388,200.00	* \$ 0.00	* \$ 105,000.00	* \$ 0.00

Standard 1: Student Identification

**Richmond County Schools (770) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 1: Student Identification**

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

**\* Practice A**

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

**District Response:** Richmond County Schools is determined to provide our community and stakeholders with relevant ongoing information about our policies and procedures for AIG identification and placement.

Under the direction of the district coordinator, AIG Specialists disseminate pertinent information so that established processes and procedures are concisely communicated to district constituents. Information is available in different formats including verbal communication, the district website, email, our phone connect system, and articulated in writing on AIG program brochures. Integration of a FAQ's section on the district website delineates nomination, screening and identification information in English and translated versions. Events spotlighting gifted learners are posted on Twitter, Facebook, Instagram and other technology formats, where applicable. Our Public Information Officer consistently provides information to our local newspaper outlets. In addition to these forms of communication, we highlight activities and share data about our gifted program at the local Board of Education meetings, which are televised to our community.

Student identification processes and differentiated service options are articulated and disseminated to district constituents. These reference guides are also available in translated versions to ensure that our program is accessible to all in our diverse community. AIG Specialists attend school-based events like open house meetings, ESL and curriculum nights to distribute program and placement information; too, they are visible in schools on parent-teacher

conference days. Identification information is also shared with the school registrar to be available for new student registration materials.

AIG Specialists also plan information meetings with school leadership to familiarize them with program changes and progress.

**Screening Procedures:**

Each school has a Needs Determination Team to review student profiles and make AIG decisions. Using multiple criteria we gather data to build a body of evidence for a multi-dimensional student profile to assist us with understanding a child's abilities and potential. Recognizing that using quantitative measures alone does not complete a learner profile, we consider more student-centered components as well. If the data supports the need for testing, parental permission for evaluation is secured and appropriate test/s will be administered.

**Data Includes:**

*Grades K – 2*

- 89th percentile or above on the i-Ready Math Diagnostic and/or the on the mClass Dibels Reading Assessment (three or more measures) are individually tracked and may receive additional talent development opportunities with the AIG Specialist to determine whether to proceed to identification in third grade.

or

- Teacher referrals may be made using a collection of student work samples, portfolios and observations during Primary Education Thinking Skills (PETS) Talent Development sessions. Interviews with teachers may be conducted to further recognize students with diverse backgrounds.

or

- Utilize CogAT screener at the end of second grade to ensure equitable screening. The top 10% of each subgroup at each elementary school will be considered for further data collection.

### Grade 3

*AIG Specialists create a "screening pool" of students using the following criteria:*

- 85th% or above on the i-Ready Reading Math Diagnostic and/or mClass Dibels Reading Assessment (three or more measures)
- or
- 76% or higher on the third grade Beginning of the Grade (BOG) test
- or
- Top 10% of each subgroup on CogAT Screener at the end of second grade

### Grades 3 – 8

Richmond County Schools conducts sweep screening in grades 3-8 using available testing data.

- Students scoring a level 5 on the reading, math, or science EOG
- or
- 89% correct or higher on the NC Interim Assessments
- or
- 89th percentile or above on the iReady Reading and/or the iReady Math Diagnostic

## Grades 9 -12

- Meets CCP requirements for 9th and 10th graders on above grade-level testing, ie: PSAT, Pre-ACT, ACT, SAT, or RISE Placement Test.
- Students are screened per teacher/guidance counselor referrals  
and/or
- Pre-ACT, ACT, PSAT, or SAT scores
- or
- Level 5 on the Math I, English II, Biology, or Math III EOC

### **Referral Procedures:**

AIG Specialists accept referrals at any time from students or peers, parents, educators, school staff, and community members.

The AIG Specialist will gather information on the student referred and present the referral and data to the Needs Determination Team. The team will examine the data and determine what additional information needs to be collected. Once information is collected and evaluations are complete, the AIG Specialist will meet with the appropriate people to complete the referral and identification procedures.

### **Communication Procedures:**

AIG Specialists inform all teachers and administrators about the screening, referral and identification process through a mandatory meeting with an informational PowerPoint presentation during the first nine weeks of each academic year. At this time newsletters and reference guides are delivered to faculty and staff.

In addition to providing information through a variety of social media formats for parents, we collaborate consistently with classroom teachers, academic coaches, teachers of exceptional children, school administrators and EL experts. During PLC meetings, we discuss the needs of students and examine ongoing data that is used by the AIG Specialists to determine the needs of our diverse learners and create a more comprehensive learner profile.

**\* 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:** Richmond County Schools realizes that students can be academically, intellectually, or academically and intellectually gifted. Having students with these varying needs requires a strong understanding of the gifted learner.

**Explanation of Gifted Designations:**

Students achieving gifted designations show potential in academic endeavors. These students demand rigorous experiences that create learning opportunities with complex materials. Students that are Academically Gifted (AG - high achievement in reading and math) or Academically Gifted in Reading (AR) or Math (AM) have demonstrated high academic performance within the regular academic programming or in a specific academic field. They often find work easy and enjoyable. These students traditionally understand curriculum quickly and need curriculum compacting to ensure they grow as learners.

Students who are Intellectually Gifted (IG) often have high intelligence scores, but may not achieve in content areas. These students may have difficulty with tasks like organization, time management, cooperative collaboration, etc., that cause them to struggle academically. AIG Specialists often need to advocate for these students with classroom teachers because they are sometimes weak academically and have not yet demonstrated high academic performance. This definition recognizes that not all intellectually gifted students are going to display gifted characteristics in an “achievement based” way.

Students who are Academically and Intellectually Gifted (AI) have high intelligence based on ability assessment scores and succeed academically with high achievement assessment scores.

This comprehensive profile using multiple criteria allows our AIG identification to align with the potential and strengths of the learner. The evidence collected helps to better align service options with students.

Below is the criteria from the Decisions about Identification form that indicates the appropriate designation:

*Academically Gifted in Reading (AR) Criteria:*

The criteria to receive the designation of AR is to have an 89% or higher on a reading achievement test and 89% or higher on an ability test.

*Academically Gifted in Math (AM) Criteria:*

The criteria to receive the designation of AM is to have an 89% or higher on a math achievement test and 89% or higher on an ability test.

*Academically Gifted (AG) Criteria:*

The criteria to receive the designation of AG is to have an 89% or higher on a reading and a math achievement test and an ability test.

*Intellectually Gifted (IG) Criteria:*

The criteria to receive the designation of IG is to have 98 – 99% on a composite score of an ability test.

*Academically and Intellectually Gifted (AI) Criteria:*

The criteria to receive the designation of AI is to have 98 – 99% on a composite score or partial battery of an achievement test and a composite of 98 – 99% on an ability test.

## **Identification:**

Realizing our gifted population consists of diverse needs and varying abilities, the RCS process for identification includes a comprehensive assessment of ability levels, achievement scores, referrals, portfolios, and observations from teachers. We exercise flexibility by building on the strengths of our students through composite and subtest scores.

Pathway 1 addresses the designation of Intellectually Gifted (IG) and Academically and Intellectually Gifted (AI).

- For the IG designation, the student is expected to score 98-99% on an ability test.
- To receive the designation of AI, the student is expected to have a composite score of 98 – 99% on ability and achievement assessments.

Pathway 2 addresses the designation of Academically Gifted (AG), Academically Gifted in Math (AM) or Academically Gifted in Reading (AR).

- A student is identified with a composite ability score of 89% or higher and
- An achievement score of 89% or higher

Pathway 3 utilizes multiple criteria to identify a student as either AG, AR, or AM. A total of six points is required to be identified for one of these gifted designations. Local Norms are also considered when a student demonstrates consistent proficiency across a variety of data points.

- Three points are awarded for a test score between 97-99%
- Two points for a test score between 93-96%
- One point is awarded for a test score between 89-92%
- Accepted qualitative data receives one point for each criterion that exhibits exemplary ratings on our rubric. A maximum of two qualitative points are allowed.

## **Quantitative Data**

### **Ability Tests:**

Composite arrangements and/or battery scores will be utilized to provide data on the Decision About Identification form and learner profile that will be presented to the Needs Determination Team. AIG Specialists may administer the following ability tests for identification purposes:

#### **Cognitive Abilities Test (CogAT)**

Cognitive Abilities Test (CogAT) – Qualifying scores can be from composite arrangements or individual batteries. Composite scores are derived from a combination of the following subtests:

- Verbal, quantitative, and nonverbal
- Verbal and quantitative
- Verbal and nonverbal
- Quantitative and nonverbal

Individual subtest scores may also be used to determine student eligibility.

- Verbal
- Quantitative
- Nonverbal

Otis-Lennon School Ability Test (OLSAT) - Qualifying scores can be from composite arrangements or individual batteries. Composite scores are derived from a combination of the following subtests:

- Verbal

- Nonverbal

Individual battery scores may also be utilized to determine student eligibility.

- Verbal
- Nonverbal

Naglieri (NNAT3) – Nonverbal score

- Nonverbal ability score

Torrance Test of Creativity Thinking (TTCT)

- Figural Score

***Achievement Tests:***

The following achievement tests may be used for identification. To ensure that one score will not prevent a student from accessing gifted services, partial batteries, total achievement scores, or subject composite scores will be utilized as supporting data to make decisions about identification.

- North Carolina End-of-Grade (EOG)- Reading, Math, and Science
- North Carolina End-of-Course (EOC)- Math I, English II, Biology, and Math III
- NC Beginning of Grade Reading (BOG, Grade 3)

**Additional Opportunities:**

EOG Level 5 (Reading/Math)

Students will receive 1 point for level 5 math or reading. Students may receive a point for a level 5

only if they have not already received it for 89% or more on an EOG.

#### North Carolina Interim Assessments

89% correct on two NC Interim Assessments in the same subject area will receive 1 point to be added to the point(s) from EOG.

#### Grade 3 i-Ready Math Diagnostic or mClass Dibels Reading Assessment

Students scoring in the 89th percentile or above on the BOY, MOY, or EOY assessments will receive a maximum of 1 point toward the 6 points required for identification in Pathway 3.

#### Grades 4-8 i-Ready Reading or Math Diagnostic

Students scoring in the 89th percentile or above on the BOY, MOY, or EOY assessments will receive a maximum of 1 point toward the 6 points required for identification in Pathway 3.

\*\*No more than two points will be awarded for any combination of the above additional point opportunities.

#### Stanford 10 Achievement Test

Total Achievement

Partial Battery

Reading Total

Math Total

IOWA Test of Basic Skills (ITBS)

Total Achievement

Reading or ELA Total

Math Total (with or without computation)

Woodcock-Johnson Achievement Test (WJNU)

Total Achievement

Reading Total

Math Total

In developing the quantitative part of our identification process, ability test scores consist of any combination of composite scores and/or any subtest scores. The achievement test data should reflect a total score in a subject area and/or total achievement.

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Qualitative Data

**Multiple Evaluation Tools Available:**

*Tool 1*

Referral documents are provided to parents, teachers, community members, peers or self-nominating students. A maximum of one point will be awarded for referrals on the AIG Decisions about Identification.

- Parent Referral

The parent referral option provides an opportunity for a parent to nominate their child for gifted services. The parent referral will include written responses that provide evidence of giftedness citing specific examples, a checklist, and a learning style inventory.

- Teacher Referral

A teacher may refer a student based on collected evidence that supports gifted behaviors and a need for differentiated services. Teacher referrals may be submitted after the first nine weeks of the academic year. Referrals consist of three components: a checklist, a portfolio that contains samples of exemplary student work indicating giftedness, and a brief summary that justifies and cites specific examples of gifted behaviors.

- Peer Referral

A student may refer another student. The referring student will write an essay that specifically explains and provides examples of gifted behaviors and academic qualities that would justify their recommendation for gifted services. A peer referral packet will be provided upon request.

- Self-Referral

A student may refer him or herself for gifted services. The self-referral will include a checklist and a written analysis that explains differentiated needs and cites specific examples.

## Tool 2

- Teacher Observation Profile

A maximum of one point will be awarded on the AIG Decisions about Identification if the profile indicates a strength in 8 of the 12 areas on the Twelve Traits of Giftedness.

- AIG Specialist Observation Profile

The AIG Specialist will observe and evaluate a student's performance on a portfolio activity to assess gifted attributes.

### Tool 3

- Gifted Rating Scale - Twelve Traits of Giftedness Profile from the National Research Center on the Gifted and Talented and Dr. Mary Ruth Coleman.

The AIG Specialists will utilize a gifted rating scale to determine strengths in areas like ability, application of knowledge, creative thinking and motivation. Students must be evaluated by 3 adults who are not related to the student, but know the student well. Students will receive a maximum of one point if they score 12 – 16 points on the rating scale.



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#### \* Practice C

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

**District Response:** RCS recognizes that there are demographic disparities in our district. The Richmond County School system is disproportionate in the identification of underrepresented populations. Current data reflects that the AIG program is serving 13.9% of our total population of white students, while serving 2.98% of our Black students and 5.29% of our Hispanic population.

We have made efforts to address opportunity and excellence gaps in previous plan cycles and yet realize there is still more work to be done. The AIG Specialists and Coordinator monitor and track screening and referral data to ensure that we are working to identify our underrepresented populations.

In response to the data, RCS added a K-2 district wide Talent Development program to serve all students. This program requires that classroom teachers remain in the class while the AIG Specialist facilitates a lesson that promotes problem-solving and critical thinking. The teacher is responsible for completing a checklist with anecdotal

notes regarding student responses during the lesson. This effort not only supports our students in underrepresented populations in developing higher order thinking skills, but it also supports our teachers in learning traits of giftedness outside of traditional means.

The two AIG/Talent Development Specialists attend K-2 PLCs at the schools they serve at least twice per month. This attendance allows them the opportunity to support teachers in considering giftedness in underrepresented populations. They also provide support for differentiating instruction for all students in the context of the PLCs.

We will implement mass screening with the CogAT Screener at the end of second grade for students in the 2022-2023 academic year. This practice will allow us to have an objective tool to screen for the possibility of identifying gifted and talented students in all demographic areas.

During monthly AIG PLCs, we discuss and evaluate the data and put steps in place to ensure that we are screening students in our underrepresented groups. Our schools also track students' scores from NC Interim Assessments, common assessments, and i-Ready Diagnostics. We examine the data for students who demonstrate increased scores in specific areas. Then, students who need talent development in a specific area, based on this data, are pulled for differentiated small- group reading or math instruction.

Once subgroup data is available from the state accountability reports, the AIG Coordinator and the AIG Specialists examine these reports to determine how we can better identify our underserved population. We examine the School Performance Grades by subgroups. This report shows the grade for achievement and growth of each subgroup and then assigns a letter grade based on state accountability measures. We also look at the Long - Term Goals outlined by ESSA to examine achievement gaps in subgroups and determine strategies to decrease these gaps.

English Learners in WIDA Tiers I and II, or upon the suggestion of the EL teacher, have the option of taking diagnostic tests in their native tongue. AIG Specialists are notified by EL teachers if students demonstrate talent or exit the program early.

The identification practices under Pathway 3 allows for multiple criteria. By design, this pathway allows composite or individual battery scores to be used. This pathway also allows students to demonstrate a need for differentiation through qualitative measures. The flexibility in this pathway provides more access for our traditionally underserved populations.

In addition to consistent screening of all students, we also provide professional development on topics that impact our subgroups in an effort to create understanding of the diverse learners we have in our schools. All beginning teachers

receive training on how to best meet the needs of students of poverty. The purpose of this training is to develop an awareness of the hidden rules between the economically disadvantaged and the middle class. Another professional development opportunity available to all teachers is a session on teaching students of trauma and building resilient learners. All teachers also receive 6.5 hours of mental health training to better meet the social and emotional needs of students. Finally, AIG Specialists conduct yearly training at their respective schools that focuses on expanding teachers' understanding of giftedness and addresses misperceptions about various student groups. We are working to equip our teachers with strategies to help students who need support academically and emotionally. These opportunities support our teachers in understanding our diverse learners and identifying potential talent that may otherwise go unrecognized.

**\* Practice D**

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

**District Response:** The fundamental expectation that screening, referral and identification processes are consistent is paramount in the RCS gifted program. In an effort to ensure consistency of these processes, several district monitoring procedures are being implemented.

AIG Specialists have resources on Canvas with clear procedures. Adherence to these guidelines is substantiated, with documentation presented, at PLC meetings. Resources on Canvas allow AIG Specialists quick access to all forms, PowerPoints, and other AIG materials. A checklist for screening, referral and identification is provided to ensure consistent procedures.

Compliance and consistency is monitored through random visits to the site school by the district coordinator. The coordinator examines the AIG folders and the folders of students that were screened but did not qualify. For qualified AIG students, the folders are examined for the current DEP that has appropriate signatures and services provided. The folders for students who do not qualify are examined to ensure that a parent meeting was held, test results were explained and provided to the parents, and the Decisions About Identification form is completed.

In an effort to ensure that screening and identification practices are consistent, AIG Specialists submit screening rosters to the AIG District Coordinator at BOY, MOY, and EOY. The screening roster requires the AIG Specialists to provide the origin of the referral; parent, teacher, screening pool based on test data, etc. This monitoring informs

screening, referral and identification processes that need to be strengthened. It also assists with addressing our underrepresented populations by raising awareness of equal representation.

AIG Specialists also train their Needs Determination Teams in the screening and identification process. Following the training, an agenda and sign-in sheet is submitted to the AIG Coordinator to ensure adherence to the processes for screening, referral, and identification is communicated to all team members.

Prior to the beginning of each school year, the AIG Coordinator or Lead Specialist will share information regarding the screening, referral, and identification processes for the district with all principals and district administrators.

**\* Practice E**

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

**District Response:** Communicating policies that protect and inform our parents and students is critical. Richmond County Schools maintains documentation that explains the identification process and service options available to the students in our district. The parent/guardian packet articulates the various paths to identification, service options available to our gifted population and provides a Review to Disagree document concerning placement. This information is also posted on the district and school websites.

AIG resources are on Canvas. All program documents are located on this Canvas site to ensure that AIG Specialists are consistent across the district.

AIG Specialists work closely with the school data managers to review data of newly enrolled students to determine if the students qualify for AIG services or further evaluation is needed. All new students to the district are screened for AIG services.

Parents/Guardians and the AIG Specialists will review the Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) annually. This review will provide the parent with an explanation of services and include the Review to Disagreement procedures.

AIG Specialists provide information to parents/guardians, staff, students and the community about the AIG program in various formats. AIG brochures, school and district websites, and PowerPoint presentations during school parent nights are some examples of communication options. AIG Specialists also attend school opening meetings as well as parent/teacher conference days. The specialists are in central locations with AIG information at each school. Parents can also make appointments to meet with the AIG Specialist.

It is critical to inform teachers about the AIG procedures. Each September, AIG Specialists use a universal PowerPoint to explain screening, identification and services for AIG students. This session also informs teachers on how to advocate for learners and explains the collaborative structure of the AIG program. Richmond County Schools has a motto, "Better Together," and all stakeholders work together to ensure that our AIG students are growing and getting the services they need.

The district also has many community/ parent events that the AIG Specialists attend. These events ensure that all parents know about AIG services and how students can be identified for services. These information sessions are tailored to the specific group that is in attendance. For example, the EL Director hosts two EL Parent Nights. AIG Specialists attend and share information packets in the group's native language. Translators are also present to assist parents with questions.

All AIG Specialists are integrated into all events that occur at the schools. This ensures consistent parent engagement with the specialists. The classroom teacher and specialist meet with parents together as well as support each other during community activities at the school. The collaboration ensures that AIG is an integral part of the school and shows that we are "Better Together."

**\* 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:** All AIG students have a file that is kept in a locked filing cabinet at each school in the AIG or records room.

These files consist of the following:

- Referral Packet by educator, parent, peer, or student
- Consent to Assess form
- AIG Decisions about Identification
- AIG Identification Analysis
- Needs Determination Team meeting minutes
- Area of Identification
- Annual Differentiate Education Plans (DEP)
- Evaluation data to support identification
- Services Recommended

These forms document the procedure used for identification. Parents meet with the AIG Specialist to review all information collected throughout the identification process. Services and area(s) of identification are explained. Parents and the Needs Determination Team will sign documents. Parents are then provided with a copy of the initial DEPs and evaluation materials. Parents also receive a copy of the annual DEP.

Data is also entered into PowerSchool by the AIG Specialist. The specialist completes the information under the tabs of "Identification Evidence" and "Program Services."

AIG Specialists update the annual DEPs each fall. This allows the specialist to share services and experiences that the student is provided during the school year. Entries are monitored at the district level by the AIG Coordinator.

An End-of-Year Record Transfer is used to transfer folders to the middle and high schools to ensure that records are maintained. This form requires the receiving AIG Specialist to verify that all folders are received and reviewed for all appropriate documentation.

AIG files for students who graduate will be held securely at Central Services for 5 years post graduation. At such time, records will be destroyed.

Files for students who are screened but do not meet identification criteria will be kept with AIG student files at each school and transferred until graduation. Once these students graduate, screening files may be destroyed at the school.

**\* Ideas for Strengthening the Standard**

Ideas to Strengthen the Standard: Examine local norms on test

**Planned Sources of Evidence**

- \* Information packets
- \* Brochures
- \* PowerPoint
- \* Website link
- \* CogAT NNAT2 IOWA OLSAT Torrance Test of Creativity Stanford 10
- \* NC EOG/EOC NC Interim Assessments
- \* Referrals: Parent, Teacher, Peer, & Self Decisions about Identification AIG Folders Checklists Screening Rosters i-Ready Reading and Math Diagnostic Reports

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

Standard 2: Comprehensive Programming within a Total School Community

**Richmond County Schools (770) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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

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

**\* Practice A**

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

**District Response:** Richmond County Schools realizes that AIG programs and services should be comprehensive, addressing needs of gifted learners at all levels and settings with alignment to AIG identification. Our goal is to promote student achievement by providing a continuum of services designed to appropriately differentiate and extend core curriculum for our advanced learners.

It is imperative that we value and nurture intelligence in children so that they reach their fullest potential and create opportunities for growth. All K-3 talent development students are monitored by their classroom teacher and Talent Development Specialist for more intensive nurturing opportunities or future placement in the AIG program. Students in grades K-12 may be referred for possible AIG placement by administrators, parents, teachers, peers or self-referral.

**AIG K – 12 Services:**

**K – 12 Social and Emotional Seminars**

AIG Specialists will offer a variety of seminars throughout the school year that focus on the social and emotional issues and curriculum topics that are relevant to gifted learners. These sessions will take place online in Canvas, during enrichment blocks, and/or lunchtime, as needed for all students who are identified in the AIG program. The current focus is on fostering resilient learners. All staff members have received resiliency training and are versed in how to provide social and emotional support to learners. Resiliency training is provided through school counselors and social workers and will continue in 2022 – 2023.

### ***Elementary School Services***

- K-3 Whole Class Talent Development

Two Talent Development Specialists schedule a time bi-weekly to work with every K-2 class in the district on critical and creative thinking activities. Specialists lead PETS lessons to support differentiation and provide opportunities for all learners. This component identifies, nurtures and develops talents and abilities in both intelligence and academics. Another key focus is to develop vocabulary and higher order thinking skills by utilizing STEM activities and related read-alouds. This program requires that classroom teachers remain in the class while the AIG Specialist facilitates a lesson that promotes problem-solving and critical thinking. The teacher is responsible for completing a checklist with anecdotal notes regarding student responses during the lesson. This effort not only supports our students in underrepresented populations in developing higher order thinking skills, but it also supports our teachers in learning traits of giftedness outside of traditional means, as well as teaching methods that meet the needs of gifted learners.

- Enrichment Seminar

K–3 pull out classes focus on conceptual ideas and extend the NCSCS. Students participate in critical and creative activities such as STEM and PBL units that require reading complex texts, writing, and mathematical problem solving with multiple steps. AIG Specialists, classroom teachers and administrators utilize classroom evidence that recognizes advanced learners who demonstrate a need for enrichment opportunities. This collaboration is on-going, which allows for the enrichment groups to be fluid, flexible and based on the needs of students.

- AIG Consultative

Students are served in the regular classroom and have periodic pull-outs and small group instruction based on the needs of the students. Classroom and AIG teachers will discuss if additional focused sessions are needed to support the growth of the AIG student. Individualized conferences occur to support instruction or social and emotional development.

- AIG Resource

Resource services support gifted learners with weekly pull-outs and/or inclusion with small group focused instruction on standards. Curriculum supports the future ready skills through differentiated conceptual units.

- AIG Extension

Extension services support gifted learners with additional performance-based tasks that are built on individual interests. AIG Specialists and classroom teachers will collaborate to provide additional time to work on independent projects. This service option is for the highly gifted learner who demonstrates a strong need for additional services that meet individual interests and provide rigor.

- Math Level 5 (HB 986)

Any student that scores a level 5 on the End-of-Grade Math assessment will receive small group instruction that utilizes differentiated advanced materials. Each teacher is provided materials for this advanced instruction. These materials compact the standards and allow for real world application.

- Grade and Subject Acceleration

Students will be accelerated by subject or grade on mastery of the curriculum standards. We will utilize the North Carolina State Board of Education criteria for early entrance to kindergarten decisions. In addition to the early entrance, we will use the IOWA acceleration scale to examine any student who is working well above grade level.

### ***Middle School Services***

- AIG Consultative

Students are served in the regular classroom that are based on the needs of the students through small group instruction. Classroom teachers and AIG Specialists will discuss the needs of the students to see if additional focused sessions are needed to support their growth. Periodic pull-outs and individual conferencing may occur to meet the needs of the gifted learners.

- Seminars

Seminars that AIG students can attend by choice and interests will be provided by AIG Specialists. These sessions focus on social and emotional issues and curriculum topics. Groups are conducted online in Canvas and/or during lunch.

- AIG Resource

Resource services support gifted learners with pull-out and/or inclusion with small group focused instruction on standards are provided by the AIG Specialists. Curriculum supports the future ready skills through conceptual units.

- AIG Extension

Extension services support gifted learners with additional performance-based tasks that are interest driven. AIG Specialists and classroom teachers will collaborate to provide additional time to work on independent projects. This service option is for the highly gifted learner who demonstrates a strong need for additional services that meet individual interests and provide rigor.

- Grade and Subject Acceleration

Students will be accelerated by subject or grade based on mastery of the curriculum standards. We will utilize the North Carolina State Board of Education criteria for early entrance to kindergarten decisions. In addition to the early entrance, we will use the IOWA acceleration scale to examine any student who is working well above grade level.

- Math Level 5 (HB 986)

Middle school students who have scored a level 5 on the NC End-of-Grade assessment will take advanced courses that compact the grade 6, 7, and 8 math NC Standard Course of Study. These students will take Math 1 in grade 8.

- **Credit by Demonstrated Mastery**

Students will be allowed to demonstrate mastery of standards through Credit by Demonstrated Mastery. This process will allow students access to higher-level courses.

***High School Services/ AIG Consultation***

The Richmond County School system has expanded personnel for the 2021-2022 academic year to include an AIG facilitator at the high school level who actively participates in data analysis, consults with EL and EC teachers, collaborates with guidance counselors, teachers, and academic coaches to continue identifying and serving 9-12 students in an intentional manner. Responding to students' strengths, taking care to include minority, English learners, twice-exceptional, McKinney-Vento, economically disadvantaged, and culturally diverse students is an ongoing goal of the RCO AIG framework.

***Academic/Intellectual***

- **Seminars**

Self-selected seminars that focus on social and emotional issues, and research-based curricular topics are offered during seminar time, including ACT/SAT prep sessions. ACT/SAT preparatory sessions.

- **Honors Courses**

High school honors courses will be offered in grades 9-12 to provide academic rigor and relevance based on established expectations that ensure all students develop the capacity to master content that is complex and challenging. Instruction and learning must include commitment to a knowledge core and the application of that knowledge core to solve complex real-world problems. Students enjoy an open enrollment policy for honors courses based on interest. These courses will provide challenging and differentiated assignments. Parents and students will be made aware of the expectations of the honors classes through the high school curriculum guides and through conferences with counselors and AIG Specialists..

- **Advanced Placement (AP) Courses**

Advanced Placement courses will be provided for students in grades 9–12. The AP courses provide students with differentiated curriculum that align with career and college readiness. Content is taught with an emphasis on critical thinking, inquiry, reasoning, and communication skills. Students enjoy an open enrollment policy for AP courses, based on interest. The gifted education department is exploring partnerships with the local community college and the North Carolina School of Science and Math to bring more advanced science and mathematics classes to high school campuses. With future implementation a goal of the program, the AIG district coordinator and the high school specialist strive to infuse the NCSSM Connect distance education and Summer Accelerator courses for NC public high school students into our expanding curricular goals and objectives. These courses are tuition-free, honors-level AP NCSSM courses delivered via interactive video conferencing. This opportunity makes it possible for students to take advanced courses in STEM and the humanities to supplement the curriculum in their home schools.

- NC Governor’s School (NCDPJ): While supporting local extra-curricular initiatives, the high school specialist encourages eligible students to apply to the residential NC Governor’s School program, for which all high school juniors are screened for qualification. Eligibility is based on demonstrated achievement on standardized tests and recommendations from faculty and staff; AIG identification is not required for candidacy. Students work closely with the high school counselor and the AIG department throughout the application process. RCS supports any student who is invited to attend one of the Governor’s School sites by paying the \$500 tuition.
- Community College Classes (CCP): Students who meet criteria established by the State Board of Community Colleges are eligible to take community college classes upon entering their freshman and sophomore years of high school.
- North Carolina School of Science and Mathematics (NCSSM): In partnership with the NC School of Science and Mathematics, the gifted education department seeks to identify prospective students for NCSSM-sponsored initiatives. In an effort to strengthen this partnership, the AIG facilitator served on the selection committee for NCSSM for the 2021-2022 academic year.
- University of NC School of the Arts (UNCSA): The vision of the Richmond County Gifted Education Department is to seek opportunities for students to avail themselves of the offerings provided by our top-ranked creative and performing arts conservatory. These students need advocacy from adults who perceive their emerging talents and nurture their potential through an established partnership with UNCSEA. The high school AIG facilitator is actively involved in bringing this connection to fruition working with liaisons from UNCSEA.

- **Credit by Demonstrated Mastery (CDM):** Students will be allowed to demonstrate mastery of standards through Credit by Demonstrated Mastery. This process will allow students access to higher-level courses.
- Promotes college awareness and planning opportunities through mentorships and community partnerships for secondary students.
- **Academic Success Opportunities:** The high school AIG specialist offers opportunities for students to receive small group or individual conferencing to strengthen essays for college applications and scholarships. The high school specialist maintains an open door policy to all students who need assistance in their studies or need strategic guidance concerning scheduling options, four- year graduation plans, and extracurricular initiatives. Students are also kept abreast of academic contests and awards including competitions related to the area of identification.
- **Career and Technical Education (CTE):** CTE credentials can be earned in high school through pre-selected CTE pathways chosen by the student in the junior year.
- **Social/emotional services at the high school level**
  - National Honor Society
  - National Technical Honor Society
  - National Senior Beta Club
  - Community service expectations
  - After school opportunities and tutorial services
  - Minority student clubs
  - Musical/Theatrical, Choral performance groups
  - Extracurricular activities including yearbook, student radio, foreign language clubs, student government, Raider News, etc.,

- Introduction of a Dropout Prevention/SEL coordinator at the high school level for the 2022-2023 academic year.

AIG Specialists work with classroom teachers to support gifted learners in classrooms as well as through AIG services. The collaboration assists us with meeting the academic and social and emotional needs of students. All information of services listed in the DEP are shared with any teacher or counselor serving the student.

AIG and Talent Development Specialists regularly attend school-based PLCs with classroom teachers, EC teachers, counselors, and EL teachers. They also serve on their school's MTSS Leadership Team. These team meetings allow for a variety of lenses to be accessed for data-based problem-solving and suggestions for enrichment in the general education setting. Specialists make recommendations for differentiating instruction and supporting the social and emotional needs of gifted learners, as well as supporting teachers in the recognition of non-traditional gifted traits.

Through the services listed, we match the identification areas to services needed to provide rigorous instruction for our gifted learners. A student who is identified Academically Gifted in Reading will have consultative or resource services in reading.

Flexible grouping in classes will cluster these learners for instruction. A student who is identified as Academically Gifted in Math will have consultative or resource services in problem solving and critical thinking around real world math problems. These students will also have options for math standards compacting in the consultative service option. A student who is Academically Gifted in Reading and Math will have consultative or resource services in both areas. These students will receive differentiated conceptual units that provide rigorous academic challenges. A student who is Intellectually Gifted (IG) or Academically and Intellectually Gifted (AI) will have opportunities to work in cluster classes for academic growth but will be assigned to AIG Magnet Services. This will require pull-out services as well as individualized learning units of study based on student interests.

Classroom teachers, EC teachers (twice-exceptional), and EL teachers work with AIG Specialists throughout the year, during PLCs, and when the annual DEP is developed for each student. After each NC Interim Assessment, AIG Specialists and teachers analyze data and determine instructional materials and methods to continue the growth and development of our AIG students. AIG Specialists also work with school counselors and social workers to support the social and emotional health of the students they serve.

In addition to PLCs and DEP development, AIG Specialists work in the regular classrooms to provide small group instruction. This practice ensures that AIG students receive rigorous, differentiated instruction that develops Future -Ready thinkers. Small group instruction, as well as digital support in Google Drive, allow for comprehensive AIG support consistently. Small groups and digital support helps all teachers to embrace "AIG all day every day!"



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**\* Practice B**

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

**District Response:** Continued collaboration among all stakeholders is important and essential to the success of gifted students. Parents, teachers, students, counselors and administrators are involved in making decisions about gifted learners. Social and emotional needs of gifted learners continue to be an area of concern and we are exploring more intensive and specific plans to address the varying needs of our students.

Through collaboration with parents, teachers, students, counselors and administrators, a social and emotional curriculum is used from the "Resources for Resilience" and mental health training. Training was provided to administrators who selected teams to train all school personnel. Due to the onset of the pandemic, resiliency training was temporarily interrupted. We will continue our resiliency training by reading, Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom and focus on teaching rapid reset techniques that

build resilient learners in the 2022-2023 school year.

AIG Specialists will identify and coordinate support groups designed to strengthen the social and emotional intelligence of the gifted population. Using the rapid reset tools, specialists will work with gifted students to teach these tools to help redirect attention and allow for learning to continue.

School counselors, psychologists, and social workers host support groups or individual sessions for students who are struggling socially and emotionally. These support sessions provide a safe and nurturing environment where students can share issues and concerns and learn coping strategies and ways to effectively control and express their emotions.

Our schools also have mentor programs that work with students' social and emotional behaviors. Volunteers from the community mentor students and support them emotionally. Richmond County Sheriff's Department officers collaborate with these programs and mentor students who have emotional trauma and need extra support.

Positive Behavior Intervention Support (PBIS): By utilizing PBIS, AIG Specialists will impact some of the emotional and social issues through positive support in all classes.

Not only does PBIS foster positive behaviors, but we utilize the Data Review Teams (DRT) and/or Child Family Support Team (CFST) to provide interventions for social and emotional needs. The team meets and discusses possible interventions for a student. The AIG Specialist is a critical part of this team when a gifted child is being discussed.

All middle schools in our district are utilizing the Devereux Student Strengths Assessment as a universal screening tool for social and emotional competencies. It is intended to support educators in planning instruction and mental health support for all students. This screener is administered to students in grades 6-8 each year. The results are shared with all teachers who serve a student.

The Second Step School Program has been implemented in K-8 to address the social and emotional learning needs in our school communities. The research-based, teacher-informed, and classroom tested program is designed to promote the social-emotional development, safety, and well-being of children.

Teachers have also received trauma training using NeuroLogic materials. This training will develop knowledge in brain states, the impact of trauma, intervention and teaching strategies, classroom management and relationships.

In addition, some of the other tools utilized by AIG Specialists include bibliotherapy, Character Education Projects with DPI, Learning Labs with SE themes, “I’m Not Just Gifted” resource book and AIG Booster Shots for Staff PD.

All of the support and services provided to our students are organized through our school-wide MTSS teams, grade level teams, and MTSS Leadership Team. We utilize data-based problem solving to determine the needs of our students and the implementation of the supports which will be put into place for individual students. AIG Specialists are integral to all these teams in representing the unique SEL needs of gifted learners.

We realize that many of our AIG students struggle with perfectionism, a lack of social tolerance, an increased level of stress, unrealistic expectations for themselves, lack of compromise and an inflexibility in their thinking and ideas. These emotional and social issues can impact the student academically and behaviorally. The AIG Specialists provide strategies in PLCs to support these

problem areas when displayed by the child. The Specialists also share information on how the problem is displayed in the AIG classroom. This collaboration is a critical part of developing the whole child.

Given the social and emotional issues often experienced by gifted learners, recent research on creativity suggests that engaging in creative tasks has a positive effect on the brain by elevating feelings of happiness and reducing anxiety. All K-2 students experience these activities through whole class talent development. Students in grades 3-8 have similar opportunities in talent development, pull-out groups, or push-in services.

**\* Practice C**

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

**District Response:** Goal 2 of our Richmond County School's Strategic Plan states that every student in RCS experiences and engages in rigorous and relevant personalized education. This includes utilizing innovative best practices, establishing a culture of high expectations for all students, differentiating student learning by using a variety of data, and fostering a school culture that is proactive and responsive to the needs of all students.

The AIG program utilizes a variety of research-based instructional practices to provide differentiation and for gifted learners. AIG Specialists collaborate with the general education teachers, EL and EC teachers, as well as counselors and social workers via email, learning surveys, professional learning communities and professional development to ensure that we are supporting the growth and development of our gifted learners.

In addition to collaboration, all district initiatives involve our AIG Specialists. As district leadership teams are formed, AIG Specialists are involved and expected to support the teachers and students with these initiatives. For example, AIG avidly supports the infusion of STEM enrichment activities, tracks data for gifted students, and supports equity in all endeavors.

In keeping with our high expectations, we also work to ensure that our services align with classroom instruction. We want students to experience the connection between the

classroom and the AIG services they are receiving. The district focus on small group instruction ensures that gifted students receive differentiated instruction.

The AIG Coordinator is also a curriculum director. This role allows for representation of AIG to be in monthly administrator meetings, academic coach meetings, weekly curriculum meetings (all curriculum directors attend meetings), professional development meetings, School Board Meetings and technology meetings. This consistent collaboration ensures that AIG is integrated into all school and district initiatives.

In addition to organized meetings, the AIG Coordinator also collaborates closely with the English Learner Coordinator and the Exceptional Children's Director, as well as serves on the district MTSS Team. Discussions are held on strategies and information to assist our twice exceptional learners.

The district professional development plan is a strength to support AIG students. Classroom teachers participate in grade level facilitated planning sessions with the curriculum director. The AIG Specialists attend these planning sessions and gather resources in Google Drive for teachers to use to differentiate. These planning sessions also ensure that the AIG Specialists know the unit pacing and can continue to add instructional support for gifted learners.

Intentional efforts have been made to align AIG services discussed in this plan with each area of AIG identification, program goals and district resources. Local and state funds support the implementation of our AIG Plan. Collaboration within the total school community is essential for meeting the needs of advanced learners. Our LEA response at the high school level includes support for academic/intellectual, and social/emotional needs.

Examples include the following:

- Credit by Demonstrated Mastery (CDM) as delineated by NC Department of Public Instruction
- AP courses - exploring partnerships with area colleges and universities to bring more advanced math classes to high school campuses.
- Honors courses
- National Honors Society
- National Senior Beta Club
- NC Governor's School
- North Carolina School of Science and Math (NCSSM)
- CTE opportunities such as Project Management Ready Certification which allows students to explore the project management industry while also making important connections in a potential career field and Summer Bridge, A Career Exploration Camp for rising sixth grade students.
- Additional extracurricular activities include yearbook, student government, foreign language clubs, school radio, etc.

***Current K-12 District initiatives***

- STEM
- Data informed decision making
- Equity
- High expectations
- Learning Focused lesson plan and strategies

- Small group instruction

**\* Practice D**

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

**District Response:** Grouping practices are critical for ensuring the needs of our gifted students are met. Richmond County Schools uses flexible grouping to support learning in our schools.

Cluster grouping our gifted learners and high achievers is a practice consistently done in our schools. This allows the AIG Specialists to better meet the needs of our advanced students. The AIG specialists will work in the classroom with the teacher to ensure flexible grouping and provide small group support. AIG Specialists also periodically pull-out students based on assessment data and EVAAS.

In addition to our cluster grouping practices, schools also have an Intervention and Enrichment block (I/E) of time in their schedules. Data from a variety of assessments are used to group students in the I/E block. This grouping is flexible and dependent on the needs of the students. Students that do not need intervention on standards receive enrichment opportunities. Some examples of enrichment are Problem-Based Learning Exploration, STEM lessons, The Stock Market Game, Code.org, Genius Hour, and Literature Circles, etc.

Middle schools group students for advanced reading and compacted math courses. This grouping allows students to receive instruction at a rigorous pace and standards can be taken to a deeper, more complex level, with the resources utilized. The compacted math courses ensure that students receive rigorous math to prepare them for Math I in the eighth grade.

High school grouping is based on students' self-selection of courses. In collaboration with the AIG Specialist, guidance counselors and school administrators, plans that optimize choices for meeting the needs of our AIG students are reviewed yearly. Students work closely with teachers, counselors, and AIG Specialists to select courses and develop a four-year graduation plan to balance Honors, AP, and community college courses. Major Clarity is being utilized at our middle and high schools to assess student interests and ensure alignment of classes for all students.

**\* Practice E**

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

**District Response:** Gifted students have different needs; therefore, teachers and other support staff must develop an understanding of the characteristics of gifted learners in order to play an active role in their education. Increasing the capacity of all stakeholders in the school community relevant to gifted education increases the probability of the success of our AIG students' overall educational program.

The District AIG Coordinator maintains ongoing communication with administrators, teachers and AIG Specialists. This communication allows for comprehensive gifted services and ensures consistent implementation throughout the district. A copy of the AIG plan is available for faculty and administrators at every school.

AIG Specialists inform classroom teachers of identified AIG students and their matching service needs outlined in the DEP, as well as students being screened for services. Specialists attend PLCs and content facilitated planning sessions for grade level teams. This increases support for gifted learners and provides a team approach in meeting their needs.

Communication is critical for a student's success. Keeping all stakeholders informed requires multiple forms of communication. We will continue to increase communication efforts using a variety of formats. Collaboration with classroom teachers, administrators and support staff provide information regarding the AIG program services along with any regulations related to gifted education.

Examples may include:

- Newsletters
- District and School Websites
- Emails
- Meetings
- Professional Development

AIG Specialists provide professional development relative to the AIG plan. This is accompanied by a presentation during the first nine weeks of school to explain the AIG plan and new legislation that requires gifted support.

In addition to AIG Specialists sharing a locally-developed presentation with all stakeholders in the school community, they also provide teachers with an AIG informational packet that explains how to refer students to the AIG program. This AIG informational packet is provided to all employees during the presentation. The AIG specialists are also equipped with a handbook for processes and procedures.

A parent informational packet exists to provide parents with information about the AIG program and how they can refer their child for services. In the informational packet, information is provided on characteristics of gifted learners, multiple criteria explanations and services offered within the district.

The district professional development plan provides all teachers content sessions in K – 12 ELA, K – 12 math, 6-8 social studies, and 5–8 science. These professional development sessions focus on meeting the needs of learners in classrooms. Each session provides instructional expectations and models how to differentiate for AIG students. Standard Three in the NC Academically or Intellectually Gifted Program Standards are provided to teachers to explain what gifted learners need and how the district expects our AIG students to be supported.

**\* Practice F**

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

**District Response:** The needs of our gifted learners are best met when there is a consistent dialogue among stakeholders. Smooth transitions of records, rosters of identified students and annual review decisions should be in place before the end of the academic year.

The AIG Specialists work closely with general education teachers, as well as EL and EC teachers to share information about gifted students. This support informs teachers of the services each child is receiving and strategies to support the students in the classroom. The annual review of the DEP provides time for us to communicate with teachers and parents to improve instruction for our gifted students.

At the beginning of each school year, the Director of Accountability provides schools with a historical data file containing student's EOG scores. AIG Specialists, administration and teachers get a copy of this information and create data graphs based on previous achievement. As students take common assessments, iReady, and NC Check-Ins, data is tracked on these graphs. The AIG Specialists and classroom teachers hold conferences with students and discuss outcomes of these assessments. This communication ensures that AIG students are growing. If the data reflects gaps, the AIG Specialist and classroom teacher develop a strategic plan to increase achievement.

As students transition between schools, the AIG Specialists communicate pertinent information regarding the student population to ensure student success.

A major part of the transition from middle school to high school is the creation of a four-year high school graduation plan and parent information session. It is our intent for parents to understand all high school requirements. These sessions may involve the AIG Coordinator, AIG Specialists, counselor and school administration.

Discussion occurs on the following topics:

- GPA
- weighted and unweighted grades
- Advanced Placement options
- exams
- community college connections and coursework expectations
- required graduation coursework
- College Foundation of North Carolina
- SAT and collaboration with Khan Academy
- High school scheduling options

These sessions inform parents about the many options at the high- school level.

The AIG Specialists will collaborate with data managers when students transfer from private schools, charter schools and schools from another state or outside our school district. The specialists will determine what service the student needs based on data received from the previous school.

**\* Practice G**

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

**District Response:** Through policies and procedures, acceleration options are currently determined by appropriate evidence that indicate whether a student needs accelerated instruction/accelerated placement.

We realize that some gifted students have documented needs for acceleration through differentiation of curriculum and instruction. Parents are given the opportunity to discuss all plans for placement and services with the AIG Specialists. If acceleration is an option for a student, an Individualized Differentiated Education Plan will be developed that outlines the coursework and expectations. The acceleration placement will be closely monitored to ensure that the placements and services are appropriate.

***Math Curriculum Compacting:***

In an effort to provide students with rigorous math experiences, middle school math courses are compacted, which allows students to take Math I as an eighth grader. This math acceleration enables students to take a high level fourth math course in high school.

A school team examines data and determines students that will have successful experiences in compacted math in grades 6 and 7. This compacting teaches the math Standard Course of Study from grades 6 – 8, so that students have the skills necessary to be successful in

Math I.

To meet the needs of our level 5 math students, modules will be developed each summer that align to the standards and provide rigorous, real-world, complex problem-solving opportunities. Mindset Math materials and STEM activities

will provide students acceleration and depth of math concepts.

***Early Admission to Kindergarten:***

In accordance with state law, early admission to kindergarten is considered for students who score at the 98th or 99th percentile on both achievement and aptitude tests.

Principals and other personnel conduct a screening interview with the student and parents to determine the maturity, motivation and developmental levels of the student. Parents are responsible for obtaining and presenting supplemental information to the principal.

The District AIG Coordinator may be contacted for additional information and will work with the principal to make the best possible decision for the student.

***Grade/Subject Acceleration Process:***

Parents or teacher(s) must present the request for acceleration to the AIG Specialist in writing. The AIG Specialist will notify the principal and the District AIG Coordinator.

The AIG Specialist will gather a team that consists of principal or designee, District AIG Coordinator, classroom teachers and guidance counselor or Academic Coach. The team will examine data, prior testing results and work samples that demonstrate 2-3 years above grade level. The student will also have the opportunity to share projects showing above grade level skills. The team will decide if they are going to pursue the request using data and information provided.

The AIG Specialist and administrator or designee will meet with the parents and explain the decision of the team. If it is decided that acceleration services need to be explored, the AIG Specialist will explain the Iowa Acceleration Scale.

Once parents have signed the permission to test form, both the AIG Specialist and the District AIG Coordinator will complete the required tests.

If acceleration is recommended, an Individualized Differentiated Education Plan will be developed to best meet the needs of the student. This plan will outline the transition process and a timeline for review of performance.

***Credit by Demonstrated Mastery:***

Parents may make a written request to the school if they think their 6–12 grade child has an understanding of the content.

Richmond County Schools will follow the procedures outlined in the DPI Implementation Guidelines for Credit by Demonstrated Mastery.

***Process for Credit by Demonstrated Mastery (CDM):***

Step 1: Parent or student request in writing that they are requesting credit by demonstrating mastery for a specific course.

Step 2: Parent completes an application for Credit by Demonstrated Mastery.

Step 3: The School CDM meets and discusses the application and begins the process.

Step 4: Work with the testing coordinator to determine when testing can be completed for EOC or NC Final assessment.

Step 5: Provide the assessment in a secure location.

Step 6: If the student scores between a 97 – 99% on the assessment, the student will continue to Phase II: Artifact Development.

Step 7: The student will be provided a deadline for submitting the artifact. The artifact must demonstrate a deep understanding of the content and skills. The artifact must include writing, research and analysis of documents related to the content. The student will be required to have an oral presentation. This presentation will be presented to the school Needs Determination Team and teachers from the content being mastered. The student will entertain questions about topics during this presentation.

Step 8: The school CDM team will examine the artifacts utilizing a rubric.

Step 9: The school CDM team will determine if the student has demonstrated mastery for the course.

Step 10: The parent(s) and student will be notified of the team's decision in writing within two weeks of the artifact submission.

If credit is awarded, the Needs Determination Team will follow the Powerschool guidelines to award credit. If the credit is not awarded, the student will be enrolled in the course.

### ***North Carolina Virtual Public Schools:***

NCVPS will be utilized in our middle schools for our advanced students. This will allow our AIG students to be advanced in a subject and earn high school credit while in middle school. The Parent Packet explains options and the process for acceleration.

### ***Dual Enrollment:***

The Career and College Promise initiative offers high school students the opportunity to participate in college level courses while attending high school. Our enrollment in these courses continues to increase each semester. High school counselors, the high school AIG Specialist, and the Richmond Community College Director of K-12 Partnerships collaborate each semester to work with students to communicate this information and advise them appropriately.

Dual Enrollment is another acceleration opportunity for ninth and tenth grade students identified as AG (reading and math) or AI (Academically Intellectually Gifted). AIG Specialists and the District Coordinator, along with a representative from the community college, host parent information sessions to explain criteria for the program, which is delineated from the NC Department of Public Instruction and The Community College Board. To support this endeavor, the AIG Program Specialists administer the Pre-ACT to eligible students, which is one of the criteria for participation in Dual Enrollment.

Not only have we increased our enrollment of community college classes, we have also increased our AP offerings through North Carolina Virtual Public High School. This acceleration provides students with rigorous course work and skills in how to navigate an online environment and is overseen by the AIG Specialist.

To ensure that the AIG students are successful, an IDEP (Individualized Differentiated Education Plan) will be developed that outlines the acceleration and the support the student will receive. Periodic conferences will occur to discuss the AIG student's progress. The parents, student, school administrator and teacher should be present at these conferences. The AIG Specialist will develop and monitor the IDEP.

### ***Richmond Early College High School:***

We are fortunate to house an early college experience for students on the campus of Richmond Community College. During their eighth grade year, students are presented with the option of applying to the early college program. Accepted students must meet rigorous academic standards, as they will be charged with completing their high school diploma and an Associate's degree in four years. Many of our advanced learners apply and are accepted to this program each year.

**\* Practice H**

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

**District Response:** Richmond County Schools has a very diverse population. Due to our diversity, we have a strong awareness and commitment to the needs of typically under-represented populations in gifted programs. Current data reflects that the AIG program is serving 28% nonwhite students when the total enrollment population is 56% nonwhite students.

Over the past year, AIG Specialists have participated in a book study for teaching critical thinking skills to underrepresented and low-income communities, utilizing Colin Seale's "Thinking Like a Lawyer." This training has assisted with developing understanding about the students we teach and the promotion of equitable learning. Our K – 8 schools range from 77% to 90% poverty status from our most recent Title I assessment.

In order to better identify our under-served populations, we highlight gifted behaviors in PLCs and annual gifted education presentations. This training underscores the importance of identifying the nuances of gifted behaviors in our underrepresented and economically disadvantaged students.

We also offer K – 3 talent development classes to support and develop our under-represented groups. K-3 AIG Specialists push into the whole class setting and work with all students using the PETS Curriculum Program. In addition to PETS, specialists also incorporate STEM activities in their lessons. During these lessons, classroom

teachers are provided with scales to support their recognition of gifted traits through observation. During grade level PLCs, AIG Specialists discuss behaviors observed with classroom teachers. The specialists are able to explain the significance of such behaviors and provide support to teachers through recommendations for instruction for specific students.

Fourth and fifth grade students who are in the screening pool for their school are also provided small group pull-out sessions for talent development. During these sessions, students are engaged in project-based learning, STEM challenges, practice with analogies, opportunities to explore their creative side, and book club discussions.

In middle schools we have talent development groups. Administrators group high performing students from under-represented populations with AIG clusters. When the AIG teacher works with these classes, all students are exposed to differentiated curriculum and the AIG Specialists work with students in small group instruction. This provides talent development opportunities for students who are not yet identified.

Under-served populations have gained access to Honors and AP courses since all prerequisites, like grades, have been removed. This removal has increased the diversity in our Honors and AP courses. It also has increased our under-served representation with NC Governor's School.

Additionally, to better understand strategies to identify under-represented populations, increased communication between the EL and EC departments has occurred. This communication has assisted us with identifying twice exceptional students, as well as EL students who are making accelerated progress in their EL program.

The District AIG Coordinator requires submission of semester screening rosters. These will be reviewed during monthly AIG meetings to monitor referrals and identification in our under-served populations. We also monitor AIG headcounts twice a year and report the trends identified in our under-served populations.

Despite our intense efforts to expand eligibility options for gifted services, the Covid 19 pandemic has diminished the amount of qualifying scores for screening and identification purposes. We realize that we need to continue to focus and research a variety of intentional procedures to overcome this shortcoming.

**\* Practice I**

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

**District Response:** Richmond County Schools encourages student participation in extracurricular programs that develop the needs and interests of our gifted learners. Many of our schools provide opportunities for students in academic endeavors that extend the NC Standard Course of Study.

Many schools offer extra-curricular academic and creative opportunities including a variety of academic competitions and contests such as Science Olympiad, Battle of the Books, Beta Club, writing contests, visual/performing arts opportunities and summer enrichment. We also highly encourage participation in outside opportunities such as Summer Accelerator, online and residential courses, offered through the NC School of Science and Math in Durham, NC and the College of William and Mary.

Another locally supported extra-curricular activity is our Richmond Community College TechyKids Summer Camp offering summer classes to explore a variety of STEM topics. RCC is a partner with our school system and provides summer STEM classes for our students at a minimal cost. For parents who cannot afford the program, the fee is waived so any student who wants to attend these camps is eligible. Some courses offered this summer are Coding I and II, 3D I, GIS, Art of the Polygon, Introduction to Drones, etc. This partnership provides exciting, engaging and challenging experiences for our students.

All of the elementary schools have projects that allow students to explore their interests. A variety of projects occur throughout the year to ensure that students develop interests in many areas. From drama clubs, running clubs, robotics, and book clubs to cross-grade level tutoring, students have many activities in which to participate during and outside the school day.

Sociable Art is another extra-curricular activity provided to our students. Twice a year the AIG Specialists organize a sociable art event. This allows our students art experiences and provides a social time for students to work together and collaborate in a fun atmosphere.

AIG Specialists encourage participation in the residential NC Governor's School program. All high school juniors and nominated sophomores in visual arts are screened for eligibility. Richmond County has a longstanding tradition of participation in this endeavor in respective locations throughout the state.

A representative from the NC School of Science and Math meets during the first semester with prospective sophomores and parents to highlight the benefits of acceptance into this prestigious school. Students work closely with the high school AIG Specialist and respective counselors throughout this process. The Gifted Education program will continue to support the process for nomination and selection for high school students.

In collaboration with other curriculum and instruction leaders, the District Coordinator and the High School AIG Specialist will continue to seek and equip gifted students with high-level, research-based learning opportunities that align with Common Core standards and district curriculum. To augment the mathematics curriculum for our gifted students, the District Coordinator and High School AIG specialist attended a webinar hosted by the North Carolina School of Science and Math (NCSSM) promoting Connect Distance Ed Courses for NC public high school students. These courses offer tuition-free, honors-level, and AP NCSSM courses via interactive video conferencing, making it possible for students to take advanced courses on STEM and humanities subjects to supplement the curriculum at their home schools. Our district response to this meeting is an ongoing initiative.

**\* Ideas for Strengthening the Standard**

- Increase opportunities for high school students through ACT and SAT prep workshops and writing workshops
- More opportunities for students to focus on SEL

**Planned Sources of Evidence**

\* DEPs/IDEPs

\* Program Descriptions

\* Explanation of Services

\* AIG Comprehensive Profile

\* AIG Student Folders

- \* K-2 Enrichment Seminar Referrals
- \* Course Guides
- \* District and school newsletters
- \* Advanced Placement Syllabus
- \* Schedules of Professional Development and AIG Specialists meetings

**Documents**

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

Standard 3: Differentiated Curriculum and Instruction

**Richmond County Schools (770) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

**District Response:** Richmond County Schools addresses differentiation through alignment to the NCSCOS. AIG Specialists design differentiated instruction that enriches and extends North Carolina Standard Course of Study and Essential Standards to ensure they are relevant and accommodate all gifted learners.

The AIG Specialists collaborate within the whole school to design quality instruction based on the NCSCOS. This is evident through teacher training and support provided by the AIG Specialists within the learning community setting.

AIG Specialists use the collaborative coaching model to work with classroom teachers on differentiated strategies. The coaching model allows specialists to provide instructional support for teachers that assist them with meeting the needs of our gifted learners more sufficiently. This support can be in the form of co-teaching a lesson to model differentiated strategies, observation of a lesson done by the classroom teacher with follow-up to discuss how to strengthen the strategies utilized, or modeling a lesson in the teachers' classroom to allow the teacher to observe the strategies implemented.

The AIG Specialists assist classroom teachers with unit plans that infuse differentiated strategies. The specialists provide rigorous complex resources in all content areas that the classroom teacher can use to provide challenging learning opportunities. In middle school, all content teachers implement some reading instruction through Actively

Learn. Actively Learn provides teachers with rigorous text that is assigned to students. The assignment embeds higher order questions that students answer as they read the article. Additionally, iReady is used as a differentiation tool to meet the diagnostic and personalized instruction goals for students.

### **Formats for Differentiation:**

The K-5 grade span utilizes a variety of formats for differentiation to meet the diverse needs of the learners we serve. Small group pull-out sessions allow time for AIG student groups to meet with the specialist on a weekly or bi-weekly basis. Conceptual units that integrate NC standards across content areas are used to increase engagement and curiosity, while providing rigorous and challenging content. During these sessions, students have opportunities to participate in STEM challenges, project based learning, close reading of complex text, research, and learning labs. The consultative model is also utilized to monitor in some elementary schools when students' academic needs are met in the regular classroom. Some schools choose to have AIG Specialists co-teach in the general education setting. During this time, specialists work alongside the classroom teacher to provide standards based lessons at differentiated levels. This format allows AIG students to stay in their classroom and work with their varied ability peers, while continuing to be challenged with the content.

The middle school setting addresses differentiation through the consultative model which includes individual conferences, collaboration with classroom teachers, co-teaching and periodic pull-outs. Small group instruction is provided in classrooms by the AIG Specialists. The small group instruction ensures that AIG students receive rigorous materials that are challenging. When the AIG Specialists are co-teaching in the classrooms providing small group instruction, they extend the NC Standard Course of Study by adding complex text, writing and research, or compacting information.

In high school, we offer differentiation through Honors, Advanced Placement and Community College classes. Increasing our Honors options has been a focus in our high school and currently we have many arts and CTE courses that have added differentiated units to create an Honors option for students. Not only are advanced courses offered, but curriculum materials are delivered in a one-to-one environment. Teachers differentiate by utilizing Canvas for their courses. Modules are developed and assigned based on the needs of the learners in the class. High school students also have opportunities for consultation with the high school specialist. Their grades, course schedules, attendance, and behavior are all monitored and addressed as needed. They also have options for essay support, ACT/SAT prep, and outside enrichment activities through the specialist.

K-8 conceptual units for all RCS math and language arts classes are created in the summer by teachers who work with academic coaches and AIG Specialists. These conceptual units include pacing, anchor and supplemental text options,

instructional resources and strategies, unpacking curriculum documents, station activities, and STEM connections. The units are currently stored and accessible through Canvas. As teachers create and revise these units, they pay close attention to adding materials that assist with differentiation. For example, a variety of texts across Lexile bands, differentiated station activities for all learners, project based activities, and open ended writing assignments are all integrated into the units.

To ensure math course rigor in 6 – 8, the math NCSCOS is compacted to teach sixth, seventh, and eighth grade math in grades 6 and 7. This allows all level 5 students and other high achievers to take Math 1 in the eighth grade.

In high school, the partnership with Richmond Community College allows our math students to have high level math and receive college credit. We expect our high level math students to complete Math III as a 10th grader. These students will later take CCP Math 171, 172, 271 at Richmond Community College.

**\* 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:** Richmond County Schools is conscientious of meeting the needs of our diverse gifted learners. We utilize multiple inventories that incorporate interests, multiple intelligences, Habits of Mind and learning styles to develop profiles of our gifted learners. AIG Specialists attend to the needs of the gifted learners and advocate for them to receive differentiated, rigorous tasks in classes. The AIG Specialists are aware and encourage their diverse learning modalities with our curriculum units. Through these endeavors, we are able to better understand the diverse needs of our students and we will utilize instructional practices that augment their interest in learning styles and abilities.

The AIG program uses a variety of research-based instructional practices to meet the needs of our diverse gifted learners. We align all instruction to the NCSCOS and ensure that differentiated experiences occur in our gifted and regular classrooms. We design instruction for our gifted learners through conceptually based units. In these units, we also use a variety of instructional practices that meet the needs of our learners such as; tasks that utilize multiple intelligences, problem-based and project based learning. Unit design allows for real-world experiences and provides

choices with projects. The AIG Specialists facilitate the learning opportunities gifted students are provided in the AIG classroom.

### ***Elementary***

AIG Specialists facilitate real-world learning experiences through units such as The Stock Market Game, Genius Hour, The Economy, Financial Literacy activities and The Million Dollar Project. In addition to rigorous conceptual units, the elementary schools collaborate with Discovery Place for

Kids and Camp Millstone 4-H Camp to provide hands-on, learning experiences. STEM activities are also utilized to ensure future-ready students.

### ***Middle***

AIG Specialists provide a variety of opportunities to enrich student interests and readiness levels. For example, Independent Studies, Code.org, The Stock Market Game, and InvestWrite are infused into the middle school curriculum.

To support our students with a strong mathematical intelligence, math in the middle school is compacted to allow students the opportunity to take Math I in the eighth grade.

In the ELA classes, anchor texts are differentiated for AIG students to teach the NCSCOS; therefore, texts for advanced learners are at the high end of the appropriate Lexile band. Students also have opportunities to self-select books for independent reading in order to build stamina and increase reading engagement. Students are asked to reflect on their reading and address differentiated prompts that are aligned to the standards throughout the week.

### ***High School***

High School teams including the AIG Specialist, counselors and high school administrators, etc will collaborate to support student transition from middle school to high school. Supports can include a transition plan, graduation plan, quarterly seminars that target executive functioning skills, recruiting efforts for honors and AP courses for students and parents in collaboration with our district beliefs.

## **Summer Enrichment Opportunities**

Our elementary and middle school students also have summer enrichment camps. A range of activities are offered and students select based on their interests.

Courses may include:

1. Green Screens, Website Creation, QR Codes, OH MY!
2. Coding with Techno Magicians, Princess Coders, and Code Warriors
3. The Wonders of Water
4. Forensic Investigator
5. "If you Give a Kid a Spatula...."

In addition to our LEA Summer Enrichment Opportunities, we partner with Richmond Community College to offer STEM courses throughout the summer. These courses occur on the community college campus. Students can learn to fly drones, robotics, Advanced Electrical Engineering, Energy Explorers, etc.

High School teams including the AIG Specialist, counselors and high school administrators, etc will collaborate to support student transition from middle school to high school. Scaffolds can include a transition plan, graduation plan, quarterly seminars that target executive functioning skills, recruiting efforts for honors and AP courses for students and parents in collaboration with our district beliefs.

### **\* Practice C**

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

**District Response:** Richmond County Schools believes that using evidence-based resources ensures that our AIG Program continues to provide rigor and relevance to our gifted learners. A conscientious effort has been made to

guarantee that evidence-based materials are aligned to the standards, ensuring that this maintained practice is being implemented in all schools, so that we support the instruction for our gifted learners.

Discovery Education provides our educators with resources to support curriculum and instruction in both science and social studies. All elementary classes have access to Imagine Language and Literacy and iReady for both reading and math. Both of these programs are adaptive in nature and support student progress and growth. Students also have opportunities to participate in Accelerated Reader. In middle school classrooms, we utilize the differentiation platforms iReady and Actively Learn. These supplemental resources provide blended learning experiences and strengthen instruction.

On Canvas, all content areas have units of study that provide resources for teachers. Each nine weeks has an explicit weekly curriculum map that provides detailed information of the unit and resources to use aligned to NCSCOS. The units are revised each summer by teachers based on the data from the End-of-Grade assessment. Teachers also reflect on the units and provide feedback that drives changes. New materials are added based on the feedback and student interests and needs. Materials are provided for whole and small group instruction. These documents allow our AIG Specialists to assist and collaborate with teachers on resources to meet the needs of the gifted learners. When teachers come for their facilitated planning sessions, AIG Specialists also attend. This allows the AIG Specialist to plan for small group instruction with the classroom teacher.

The district expects teachers to have lesson plans that contain the following: "I can..." statements, activators, collaborative pairs / numbered heads, assessment prompts, summarizers, etc. Lesson plans also include data-driven small group instruction that promotes differentiation. AIG Specialists have access to the lesson plans through Google docs and make suggestions in PLCs to ensure that gifted learners have rigorous instruction.

**\* Practice D**

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

**District Response:** Richmond County Schools will continue to focus on Future-Ready content and skills. We currently have professional development sessions on integrating these skills into lessons. At this time real-world applications, critical thinking, creative thinking and problem solving are incorporated into the conceptual curriculum units.

In addition to professional development, we expect these skills to be evident in lesson plans. AIG Specialists work in PLCs to design work for our gifted learners that integrate Future-Ready skills with complex content.

The AIG Specialists infuse Future-Ready content and skills at an advanced level in unit and lesson plans. A variety of complex resources are utilized to allow students opportunities to develop Future Ready skills.

To ensure that high school teachers are using critical thinking skills, summer advanced placement training is provided for teachers. These training sessions provide them with content and instructional practices that incorporate Future-Ready skills.

Students in ninth grade also get an experience to learn about Future-Ready skills by participating in the Chamber Career Fair. The Richmond County Chamber of Commerce organizes a career fair. The students then have seminars with individuals who have a particular career. They attend two seminars that expose them to the skills necessary to be successful in that career. For example, this year a real estate broker discussed with the students about selling and listing homes. She discussed how this career required her to have excellent people skills and be motivated and explained to the students that she had to be a good listener and communicate well in both speaking and writing. Experiences like this allow students to understand the relevance of Future-Ready skills.

Middle schools also hold career fairs. Community members host sessions about careers that exist, degrees needed for these careers, and what types of activities are done in this career. Students obtain exposure to careers from journalism to chicken farming.

Our high school students have a wealth of opportunities to explore and deepen their knowledge of possible careers through our Career and Technical Education Department. CTE invites guest speakers from a variety of career fields to talk with students about all aspects of their profession. For students who would like to deepen their knowledge of a specific career, there are pre-apprenticeships, apprenticeships, and job shadowing opportunities available. Richmond County Schools has partnerships with approximately 35 businesses locally and in surrounding counties to provide these opportunities for our students. Those students who have decided to pursue a specific career can participate in a semester-long internship with one of our business partners. During the 2021-2022 school year, 20% of students choosing internships were identified as AIG. Our gifted program collaborates with the CTE department on a bi-monthly basis to increase interest and review data of AIG students who participate in career opportunities.

Our students who are in a CTE pathway also have the opportunity to become a member of the National Technical Honor Society. These students must maintain a 3.5 unweighted GPA and have a teacher recommendation. Currently, nearly half of the students in the NTHS are identified as AIG.

**\* Practice E**

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

**District Response:** Richmond County Schools will continue to use formative and summative assessments as a means to differentiate instruction for all gifted learners.

A district initiative is using distributed summarizing. This method of formative assessments allows teachers to constantly check for understanding in order to guide instruction and modify assignments as needed. Lesson plans must show distributed summarizing through collaborative pairs and assessment prompts. Teachers chunk their instruction to allow for this summarizing which occurs in many ways.

Some strategies that are used are:

- Think – Pair – Share
- Summary Point Writing
- Exit Tickets
- • Reciprocal Teaching
- GIST
- The important thing is...

Teachers are expected to use all formative assessment data to inform instructional decisions. Data drives flexible grouping, differentiated assignments, topics of focus for interventions and enrichment opportunities, etc. During data PLCs, grade level teams and specialists discuss their student data and use a team approach to making the best decisions relative to meeting the needs of each student.

The district also expects teachers at all levels to use a variety of instructional methods. We utilize the four primary methods of instruction to differentiate. The methods are small group instruction, work stations, whole group instruction and cooperative groups. In professional development sessions, teachers receive training on how to utilize formative and summative data to group students using these methods.

To ensure that these district initiatives are being used in classrooms, district walk-throughs occur in the fall and spring. District administrative staff visit each school and examine classrooms for implementation of the district initiatives. After the walk-throughs, observations are shared with the administration at the school. Feedback and recommendations are given in order to improve the implementation of all initiatives. The school administration also completes a rubric that explains how pervasively and consistently they observe the district initiatives in their school.

Recently adopted formative assessments include the following: Google Forms, Actively Learn, ReadTheory, ReadingPlus and CommonLit. Schoolnet and MasteryConnect are also used to create common assessments to measure the mastery of standards.

Interim assessment data is a pivotal assessment tool to delineate differentiation and small group instruction. Academic coaches at the schools submit data reports to the curriculum directors. These reports require coaches to examine the data and determine which students are not proficient in the standards and how they are going to revise instruction to ensure that the students gain understanding in the areas where they are struggling.

AIG Specialists will work with classroom teachers to analyze academic skills of our gifted learners. The data analysis informs curriculum decisions. By working with the classroom teachers, AIG Specialists will provide support for gifted learners by determining their needs and suggesting acceleration opportunities.

**\* Practice F**

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

**District Response:** To support the social and emotional needs of our gifted learners, we must understand what these needs are and how to develop strategies to support them. The AIG Specialists utilize units of study on social and emotional issues that often confront our gifted learners. One method utilized is bibliotherapy through the lens of literature circles to intentionally support the social/emotional development of AIG students. Sample titles include but are not limited to the following: The One and Only Ivan, Crenshaw, The View from Saturday and A Wrinkle in Time.

AIG Specialists will also work closely with guidance counselors to support our gifted learners. AIG Specialists will continue our resiliency training by reading, *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom* and focus on teaching rapid reset techniques that build resilient learners. The specialists will work with counselors and teachers on how to better meet the needs of gifted students.

In conjunction with the guidance department and classroom teachers, AIG Specialists will offer learning opportunities that promote self-awareness, positive peer relationships and intellectual experiences, leadership and talent development. Professional resources include the AIG Booster Shot Series to support the gifted learners' social and emotional development. Specialists and counselors also support students with small group intensive Second Step lessons aligned to the core program used in all classrooms.

During the school year, AIG Specialists work with the gifted students during the Intervention/Enrichment block. The units allow the AIG students to work with similar ability students and explore topics that promote their social and emotional well-being.

Grade level MTSS teams meet monthly to discuss the academic and social and emotional needs of students. All stakeholders participate in these meetings. At this time, DESSA screener results, counselor behavior scales, and classroom observations of student behaviors are all considered when determining the level of support our gifted students need in order to be successful. The team then collaborates to problem solve and make recommendations.

### **Summer Opportunities for Gifted Students**

Middle school students will have several career exploration opportunities through our RCS Career Development Camp. This camp will be held at Richmond Senior High School in several of the CTE classrooms. Students will select career paths they would like to explore and have the opportunity to learn more about the work and the preparation needed for it. The fee will be minimal and will be waived for qualifying students.

Another locally supported extra-curricular activity is our Richmond Community College STEM Camp offering summer classes to explore a variety of STEM topics. Richmond Community College is a partner with our school system and provides summer STEM classes for our students at a minimal cost. For parents who cannot afford the program, the fee is waived so any student who wants to attend these camps is eligible. Some courses offered this summer are Coding I and II, 3D I, GIS, Art of the Polygon, Introduction to Drones, etc. This partnership provides exciting, engaging and challenging experiences for our students.

Richmond County Schools is also offering a Summer Bridge Academy this year to support students who are transitioning to kindergarten, middle school, Math 1, and high school. Students will have the opportunity to attend their new environment for 8 days of orientation prior to the beginning of school. Grade level content will be front-loaded. Math 1 students will also have STEM challenge options and club participation. The enrollment roster for Math 1 students is predominantly AIG students, who can avail themselves of these summer opportunities.

These summer opportunities allow our gifted students unique experiences that are not costly. Many of our gifted students continue to explore topics beyond the camp experiences. An example of this is two gifted students continuing with courses to receive their licenses to fly a drone.

**\* Practice G**

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

**District Response:** Richmond County Schools strives to enrich the potential of K-3 students with purposeful and intentional strategies to create Future Ready learners. We currently develop potential in our K-3 learners in a variety of ways.

K - 3 utilizes enrichment seminars to develop talents through enhancing the students' strengths, critical thinking and problem solving skills. These enrichment seminars provide students with complex problems and conceptual lessons. This pullout experience allows the AIG Specialists to develop potential with our high achieving learners. The selection to attend a session is based on formative assessments by the classroom teacher, the AIG specialist's observations from the whole class talent development and data that reflects an above grade reading or math need.

Another structure is whole class talent development lessons. The AIG Specialists push into all classrooms in grades kindergarten through third. STEM activities, critical thinking, problem solving and evidenced-based programming with the PETS curriculum is utilized to foster talent development in K-3. Our goal is to provide students with purposeful, intentional and differentiated instruction. Complex texts are used along with the Read Aloud Project developed by Achieve the Core to build concepts and vocabulary, as well as to encourage and facilitate critical thinking. The K-3 learners will experience a variety of resources and opportunities to guide their ambitions and develop their potential.

Classroom teachers also benefit from these whole class talent development lessons. They are provided opportunities to observe research-based practices utilized by the AIG Specialists. In addition to observing research-based practices, the classroom teachers are able to have discussions with the AIG specialist on potential giftedness of students as observed during lessons. The whole class structure is a great way to develop collaboration with the classroom teacher and to share differentiated strategies.

In addition to talent development opportunities, we also screen our K–3 students for gifted services using mCLASS, i-Ready math diagnostic, and K-2 math assessment data to determine the students that need to be screened. Working with the classroom teachers, the screening list is discussed to determine students that may need to be assessed. Screening lists are housed virtually in a Google doc, so that all AIG specialists are able to view each school's screening roster. Students who move within the district are added to their new schools screening list allowing for continuation of screening and monitoring.

**\* Practice H**

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

District Response: Richmond County Schools' AIG Program believes in interaction among AIG Specialists, general education teachers and all professional support staff to meet the needs of the gifted population. Gifted learners benefit from collaboration among all personnel related to AIG students when the partnership is intentional and the responsibility is shared. In keeping with Richmond County Schools' strong commitment to PLC collaboration, AIG Specialists consistently communicate with teachers and administrators.

The Curriculum and Instruction Department schedules consistent and timely PLC meetings to plan instruction and analyze data. During this time, rigorous and differentiated curriculum units are created and shared across the district. These units incorporate complex, diverse text. The needs of AIG students are met through the participation of AIG specialists. When schedules permit, the AIG Specialists attend the grade or content PLCs at their respective schools. This attendance provides consistent communication to better plan instruction for our gifted learners and promote reflection on differentiation.

Shared decision making between the classroom teachers and the AIG Specialists about the development and implementation of differentiated curriculum and instruction is essential. Co-teaching allows the AIG Specialists and classroom teachers to plan and provide differentiated rigorous instruction that meets the needs of our gifted learners.

The AIG Specialists conduct periodic meetings to collaborate about gifted students. The Gifted Needs Determination Team engages in shared decision-making. This team will consist of the AIG Specialist as the Chair, an administrator, school counselor and a teacher from each grade level. Additional people will be invited as deemed necessary to make decisions and provide insights that are in the best interests of our gifted learners.

The AIG Coordinator often attends data PLC meetings at schools. These data meetings track students' performance on the NC Check-Ins. We discuss the AIG students and curriculum support needed to ensure academic growth. AIG Specialists attend these sessions when their schedules allow.

The district professional development plan provides up to four facilitated planning sessions with the Director of ELA/ SS/ Arts / Gifted. These sessions allow schools to develop the curriculum units by adding differentiated materials. The AIG Specialists attend these meetings. Small group instruction is part of these planning sessions so the AIG teacher can deepen the standards taught.

The Director of ELA/ SS/ Arts / Gifted is included in all administrative meetings. The opportunity to discuss with the Director of EC and ESL Coordinator occurs in our weekly PLC meetings. The psychologist provides the AIG Coordinator with data from testing when the student shows strengths in an area. Data is then shared with the Needs Determination Team for screening and identification.

**\* Practice I**

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

**District Response:** Richmond County Schools is focused on ensuring that parents/families are aware of how their child is being served and in what services they are receiving. Our goal is to provide K-12 services that are reviewed

annually. The services that a gifted learner is accessing should be documented in a Differentiated Education Plan (DEP) or the Individualized Differentiated Education Plan (IDEP).

The DEP and IDEP outline the services that are available to gifted students.

*A student that is identified for AIG Consultative services will:*

- receive individualized conferences
- benefit from AIG Specialists collaboration with classroom teachers to promote differentiated assignments
- receive periodic pull-outs based on the assessment data

*A student that is identified for AIG Resource services will:*

- receive weekly pull-outs

*A student that is identified for AIG Magnet services will:*

- receive individualized projects and units of study based on interests
- have opportunities for online courses

*A student that is identified for AIG Acceleration services will:*

- receive subject or grade acceleration
- receive an IDEP to ensure roles and responsibilities for support are clearly articulated

Any gifted student can have an IDEP. An IDEP can be initiated at any time facilitated either by the AIG Specialists, classroom teacher, administrator, parent or student. The IDEP specifically outlines the needs the gifted student has and what supports are going to be put in place to ensure success. The roles of each team member and what they are responsible to monitor will be clearly defined. Once an IDEP is developed, the Gifted Needs Determination Team will begin with weekly meetings on the student. At each meeting, a new timeline will be developed for support once team members have shared both formal and summative data they have collected. Meetings may continue weekly or be adjusted to better meet the gifted learner's needs.

The annual reviews will occur in the spring. These reviews will allow parents to meet with the AIG Specialist and classroom teacher. The purpose of this meeting is to review the services and determine if the services are meeting the gifted learner's needs. In addition to the annual review, a progress report will be provided each nine weeks to parents articulating academic progression.

The high school annual review will occur at high school registration. The AIG Coordinator will review four-year plans with gifted learners and determine courses needed to graduate. All options with community college, Advanced Placement and Honors will be explored at this meeting. These meetings allow the students to receive guidance on courses based on their interests and career choice.

**\* Ideas for Strengthening the Standard**

- Examine more programs for talent development
- Continue the implementation of complex, rigorous units
- Improve differentiated small group instruction
- Increase small group instruction opportunities for gifted learners

**Planned Sources of Evidence**

\* Lesson planning aligned to the NCSCOS

\* Units of Study

\* Summer Enrichment

\* Powerpoints

\* Observations

\* AIG Specialists Training Certificates

\* PLC Minutes

\* DEPs IDEPs

\* Professional Development Calendar AIG Specialists Schedules Handbook for teachers

**Documents**

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

**Richmond County Schools (770) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 4: Personnel and Professional Development**

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

**\* Practice A**

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

**District Response:** Richmond County Schools employs an AIG-licensed coordinator to ensure success of the AIG program. The coordinator implements and revises the local plan.

The AIG program is directed by an AIG-licensed educator. The lead coordinator has the role of collaborating with AIG Specialists, stakeholders, and central office staff to revise and monitor the program. The coordinator of the program is an advocate for AIG students and strives to ensure that all of their academic, intellectual, social and emotional needs are met.

The coordinator for the gifted program has many responsibilities. The coordinator must monitor all areas of the plan to ensure that implementation is consistently followed by the AIG Specialists. Monthly AIG PLCs allow for discussions regarding implementation. There is often time set aside for specialists to revisit standards and to evaluate how we are addressing the standard at the elementary, middle, and high school levels. Specialists share ideas and strategies for implementation. There are also times spent reviewing student data to determine the populations we are reaching as well as time spent reviewing student data to determine what populations we are not reaching. Specialists then use this information to determine what measures we may need to take or revise in order to reach students across all populations. A monitoring checklist is used to determine how well the plan is being implemented.

The coordinator will do internal audits on the student folders to determine if documentation is being correctly completed and reviewed annually. This audit will occur prior to the submission of the AIG headcount.

The AIG Specialists are expected to provide updates and guarantee consistency with respect to identification processes. If questions arise regarding identification of a student, specialists reach out to one another and the AIG Coordinator prior to making a decision. Once a decision has been made, information regarding the question is discussed with all specialists in order to clarify and build consistency among the group.

Professional development will be required for the AIG Specialists. The AIG Coordinator and Specialists will attend training provided by the North Carolina Department of Public Instruction and conferences that provide instruction on gifted learners. Specialists often participate in book studies facilitated by the AIG Coordinator in order to stay abreast of current topics and trends in gifted education. In addition to the professional development provided for the specialists, professional development will be planned for all personnel to allow them to strengthen their knowledge of gifted learners. The coordinator will also support all district initiatives and ensure that the AIG Specialists are involved.

Collaboration between the district coordinator and all stakeholders is critical. The coordinator must communicate information and serve as an advocate for gifted learners. Consequently, the coordinator serves on a variety of district committees including the strategic planning committee, the MTSS district team, the curriculum and instruction team, comprehensive needs team, etc. In all of the groups, there is representation for our gifted students. The coordinator also participates in the regional and statewide meetings for coordinators to stay informed about information pertinent to support gifted education.

The AIG Coordinator leads the program by developing partnerships with families and the broader community. The district website includes information about our AIG program. Families and community members have the opportunity to access information regarding identification, available services, and our talent development program. A pamphlet containing similar information is available in digital form or hard copy at each school. The AIG Coordinator monitors a Canvas course created by the high school specialist for all high school AIG students and their families. This course informs students of both local opportunities for gifted learners, as well as those across the state.

**\* Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs

of K-12 gifted learners.

**District Response:** Richmond County Schools' AIG Specialists currently engage in tasks that support the academic and intellectual needs of gifted learners. Focus groups recognized many accomplishments for our work in the academic and intellectual areas.

AIG Specialists are required to implement the AIG program standards based on our plan. The expectation is to create rigorous, engaging learning experiences for our gifted population. With this role, the focus must be on program and classroom responsibilities, while gathering evidence that the AIG plan is being implemented to fidelity.

### **Program Responsibilities for AIG Specialists**

Richmond County Schools employs five full-time AIG specialists and two part-time specialists. Two of the full-time specialists are strictly for K-2 talent development in all seven elementary schools, one full-time and two part-time specialists serve identified students in grades 3-5 in all seven schools. They also pull talent development groups from the current screening pools. One full time specialist serves our two largest middle schools, while one serves the two smaller middle schools and our three high schools. ESSER funds allowed us to add an additional full-time and part-time position.

All AIG Specialists have the responsibility to maintain accurate records of all AIG students. This requires the specialists to collect evidence during the screening and identification process. AIG Specialists are often expected to score ability and achievement tests and accurately review the testing data with parents / guardians. All records on AIG students should have annual current Differentiated Education Plans (DEPs) on file.

Not only must AIG Specialists maintain accurate records, but at all levels they must screen students for gifted services. They must examine any data that exists on a student and determine through collaboration with other stakeholders if additional information or testing is needed. To help with the screening process, each AIG Specialist will chair a Needs Determination Team at each of their schools to assist with determining the needs of students.

AIG Specialists will also accept referrals for students. They will collaborate with stakeholders to gather pertinent information once a referral has been made to determine the best outcome for the student.

The AIG headcount is a responsibility that will require collaboration with the data managers. AIG headcounts will be submitted biannually to the North Carolina Department of Public Instruction. Each AIG Specialist must guarantee that the headcount is accurate and reflects AIG students that receive services.

AIG Specialists will advocate for the gifted students and the program. This advocacy requires collaboration with administrators, teachers, parents and community members about the AIG program. Developing and delivering appropriate professional development within their schools, while also providing and promoting gifted resources to our learning community, requires the Specialists to provide resources to teachers and parents that support social, emotional and academic needs of our gifted learners. All specialists participate in grade level PLCs consistently. During PLCs, they are able to support teachers and advocate for gifted students. They are also able to participate in data PLCs, where the focus is on student work and creating opportunities for intervention and enrichment.

Another responsibility requires AIG Specialists to work with the AIG Coordinator by attending PLC sessions that focus on implementation of the AIG plan. In addition, strong curriculum units are developed district-wide that promote differentiated units K-12. These units ensure social and emotional areas are addressed by utilizing literature and real-world situations. Not only do these units support whole class instruction, but unit resources are extended by the AIG Specialists in small group instruction.

### ***Classroom Responsibilities for Elementary School AIG Specialists***

The AIG Specialists design the program services with the school administration team each year. This allows the program to be differentiated and meet the needs of our various communities while ensuring that we are providing quality services for our AIG students at each school.

AIG Specialists are responsible for quality conceptual units that encourage academic and intellectual growth. AIG Specialists provide pull-out classes as a means to serve students. In these classes, we utilize research-based units that focus on critical and analytical thinking. In creating Future Ready learners, students are given opportunities to use technology in creative ways. AIG fosters an appealing environment that allows students to thrive while engaging in challenging content.

In addition to pull-out services, we also utilize co-teaching that allows the AIG Specialists to work within the classroom. This permits the teacher and the AIG Specialist to support small group instruction and ensure differentiated learning experiences.

AIG Specialists also provide a strong talent development program for kindergarten through third grade students. This consists of both pull-out and whole-group lessons. We utilize a variety of instructional supports in these classes. Talent development classes use the P.E.T.S. curriculum to develop critical and creative thinking. Habits of Mind is utilized to develop social and emotional thinking processes and to support critical thinking skills.

### ***Classroom Responsibilities for Middle School AIG Specialists***

Middle school AIG Specialists provide varied instructional support for gifted learners. These specialists follow the Resource Consultation Model based on the work of Mary Landrum. This model supports team teaching in classrooms with AIG clusters, as well as complementary teaching and pull out instruction.

Our middle school AIG Specialists work to extend and refine instructional standards. Through multiple service options, the AIG Specialists provide extensive writing and research as well as complex reading. They work in classrooms with gifted clusters to provide small group instruction.

A strength of the middle school AIG Specialists is the co-teaching support. Co-teaching allows students to receive rigorous activities in differentiated stations. An example of this is Actively Learn Text, an online literacy platform, assigned to students and monitored by the AIG Specialists and classroom teachers. In addition, complex texts are provided and utilized to support vocabulary development and critical thinking.

The middle school AIG Specialists also collaborate with students and families to provide social and emotional support. Middle school is a stressful time with many changes. Emotional support is provided through lunch groups and after school activities. In addition, guidance counselors are working with groups to provide emotional support in many areas.

### ***Responsibilities for High School AIG Specialists***

The high school specialist works with gifted learners to complete and monitor four-year plans. Meetings are held with the parent and student to outline a plan for the four years of high school. This plan informs parents and students of all opportunities that are available for gifted learners.

In addition to the four-year plan, the high school AIG specialist works with the Advanced Placement Program to support students. The specialist will provide teachers with instructional materials that ensure rigor in the AP classes. Assistance is provided to the school AP Coordinator with testing and proctoring.

The high school specialist monitors course registration and grades for all high school AIG students. When necessary, the specialist confers with individual or small groups of students to discuss their choices and to encourage them to put forth their best effort. They also offer support for college application and scholarship essays. Students often make appointments with the high school AIG specialist before and after school to receive feedback on their essays. Opportunities for gifted high school students are posted on the Canvas page for AIG students. For example,

information for NC Governor's School and programs offered by the NC School of Science and Math are posted there. The high school specialist also communicates the opportunities with parents.

Additional support is provided to school counselors to assist with social and emotional issues of our gifted learners. The specialists and counselors work together to prevent gifted students from dropping out. Through a seminar time in the high school schedule the students work through modules that address many social and emotional issues ranging from how to apply for college to etiquette issues to promote Future Ready students.

Professional development opportunities are provided for our AIG Specialists. Our partnership with the North Carolina Advanced Placement Partnership (NCAPP) provides our middle school and high school teachers, guidance counselors, administrators and AIG Specialists with fall and spring professional development on a variety of initiatives and resources for our advanced learners. Additional professional development opportunities that promote STEM and social and emotional learning are attended by AIG Specialists. Resiliency training is provided K - 12 to assist with the emotional support of learners.

**\* Practice C**

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

**District Response:** Richmond County Schools' AIG Program relies on specific and appropriate professional development requirements for AIG Specialists, general education teachers, instructional specialists, and all professional support staff as a means to work toward the common goal of meeting the needs of its gifted population. Focusing on collaboration among all personnel related to AIG students is to the gifted learner's advantage when the partnership is intentional and the responsibility is shared.

Currently, all AIG Specialists have licensure in Gifted Education. We realize that we are limited in the number of teachers with AIG certification in our system. Each year, to increase the number of teachers with AIG licensure, the district selects one teacher to pursue licensure and covers all expenses for coursework and materials.

We also realize the need to provide professional development for all teachers, instructional specialists, and support personnel regarding our gifted program and differentiation. Each year, specialists present general information regarding our program during a faculty meeting. They include protocols for identification, service, talent development, and MTSS regarding gifted students. They also use the Call to Action as a source for professional development throughout the year on the importance of equity and excellence in identifying and serving gifted students in the district. The district has two content professional development training sessions each year. These content professional development days allow the curriculum directors and AIG Specialists to work with all teachers in the district. Utilizing varied instructional methods, training is provided on research-based practices that support gifted learners. Differentiated and multiple instructional methods are promoted. These trainings include special education teachers, EL teachers and support personnel. The focus of these sessions is determined by the data from NC Interim assessments, iReady, mClass, and End-of-Grade assessments. To ensure information presented in these professional development sessions is implemented, administrators and academic coaches, as well as AIG Specialists, work in classrooms to monitor the alignment. New strategies or practices are also the topic of many PLC discussions.

All personnel are regularly engaged in specific and appropriate professional development in an effort to cultivate and implement differentiated units. Richmond County Schools has professional development annually to revise and strengthen our differentiated units in all grade levels. The units stress NCSCoS, content and instructional practices that support gifted learners.

In addition to the two professional development sessions with directors, AIG Specialists and classroom teachers have three or four staff development days. These days allow the AIG Specialists to work with classroom teachers in PLCs to support gifted learners or to meet as an AIG team to design instructional support and activities for classrooms.

Another professional development opportunity for classroom teachers and AIG Specialists is facilitated planning with a curriculum director. These facilitated planning sessions provide teachers with opportunities to differentiate with an AIG emphasis. Teachers leave these sessions with pacing, materials and resources to ensure complex rigorous instruction occurs in the classroom. AIG Specialists attend these sessions to gain information on how they can extend the NCSCoS for gifted students and to share materials and strategies for our differentiated stations.

The high school specialist works with school counselors to support gifted learners. The coordinator provides professional development on high school planning, preparing for AP course work, special programs for gifted learners, improving SAT and ACT scores, etc. Professional development also occurs on social and emotional needs. We are currently working on helping students become more resilient and to overcome some of the adverse childhood experiences including the impact of Covid.

Each year our federal comprehensive needs assessment on professional development is done in a spring K–12 principal meeting. The principals discuss what is going well and changes that they think should occur to our district professional development plan. In May, our teachers receive a survey that allows them to provide feedback and make suggestions on how to approve our professional development plan. Once the data is collected, the curriculum team discusses changes that need to occur and make revisions to our district professional development plan. These changes are then shared with principals and teachers.

**\* 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:** Richmond County Schools recognizes the importance of placing AIG students in general education classrooms with teachers holding an AIG licensure. The AIG Specialists work with administrators to cluster AIG students with teachers that have AIG certification, when possible.

Since many of our schools have limited personnel with AIG certification, EVAAS data is reviewed to determine teachers that exceed expected growth with gifted learners. The growth of teachers is examined to determine the placement of AIG students.

AIG clusters are considered 4-6 identified students and/or students in talent development. The students are placed with the teacher that has exceeded or met expected growth. We examine the teachers' growth based on where they have performed over a period of time.

We also realize that the limited number of AIG-licensed personnel impacts how we plan to implement cluster grouping. This creates the need for a strong professional development plan that will assist teachers who have clustered groups with support and training. We provide after school professional development as well as support through PLC meetings that target teachers with AIG clusters. Data trackers assist schools with monitoring how well our gifted students are performing based on NC Interims and benchmark data. In PLCs, we discuss how to meet the AIG student needs and if their data reflects the performance and growth expected. If it does not, we use a team approach to determine modifications needed.

Our high school Advanced Placement courses are taught by teachers who have received a week long summer training. This ensures the teachers understand the course content and rigorous expectations of the AP program. We review the AP data each summer and make scheduling changes as needed.

We recognize teachers who receive AIG-licensure and Advanced Placement certification in our quarterly Spotlight publication.

**\* Practice E**

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

**District Response:** Richmond County Schools' Gifted Education program works closely with building administrators and district Human Resources to recruit and retain AIG- licensed professionals. In an effort to have our teachers reflect our schools' populations, we are working to attract those of diverse backgrounds with AIG licensure.

Richmond County Schools is very fortunate to have an IHE in relatively close proximity to our district. We partner closely with UNC Pembroke for recruitment, training, new teacher support, licensure, etc. Currently, UNCP offers the four courses needed to obtain AIG licensure in an online format. This makes attendance and completion more accessible for teachers working full time. Beginning this summer, they will offer one class over eight weeks in Summer Session I and an additional class over eight weeks for Summer Session II. The remaining two classes will be offered in the fall semester. This will support teachers with earning the license in a short period of time.

Each year, our gifted department pays for tuition and textbooks for one teacher to earn the add-on license. These teachers are often nominated by their principals to receive the scholarship. Principals select teachers based on their current needs. For example, if a teacher will be serving the cluster of students who are identified as AIG, the principal would nominate the teacher to be considered. The teacher will often have proven success with achieving growth with high performing students and a willingness to seek further training in best practices for teaching gifted students. Principals and the AIG Coordinator gather data from EVAAS and teacher observations to determine if a teacher would be a candidate. The teacher must also agree to continue teaching in the district for at least 3 years following completion of the coursework. Currently, all of our seven AIG Specialists are white females. In this plan cycle,

principals will be encouraged to support our equity and excellence initiative by nominating teachers from varying backgrounds for scholarship consideration.

As an alternate path to achieve the AIG add-on license, our Human Resources department will reimburse teachers for coursework leading to licensure if they complete each class with a B or better. They also reimburse fees associated with the Praxis exam upon successful completion. HR communicates these opportunities to all teachers each year at the beginning of school.

During teacher recruitment each year, our HR department utilizes Handshake, Ziprecruiter, and LinkedIn to locate the best candidates for vacant teaching positions. They also travel to university job fairs throughout the Eastern United States. As a district, we are working to attract teachers of diverse backgrounds, as we currently have 75% of our teachers who are white, while only 40% of our students are white. Our HR staff uses filters provided in the recruitment tools to search for teachers from varying backgrounds and with multiple licenses.

In order to retain our gifted education specialists, the coordinator strives to provide an environment that is always focused on making decisions in the best interest of the students we serve. Specialists have monthly PLCs where they share, problem solve issues, reflect on our implementation of the plan, and support one another. Decisions are always made by the entire team, rather than by the coordinator. There is always an invitation to text, call, email, or have a face to face meeting with district leadership to discuss any questions or concerns. They feel appreciated and valued by leadership. We have found that this is the most important factor in teacher retention.

**\* Practice F**

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

**District Response:** Richmond County Schools' Gifted Education program strives to provide focused, relevant professional development opportunities to support all stakeholders in realizing the importance of equity and excellence in gifted education practices. Using a district professional development survey and the teacher working conditions survey, teachers will provide feedback regarding their reflections on current district and school level staff development opportunities and how they

align to their professional needs. After identifying the school and district needs, plans are made to provide teachers with opportunities that align to their goals for professional growth.

Grade level PLC discussions with specialists regarding gifted students reveals the need for a shift in the mindsets of many teachers and administrators in order to realize equity and excellence in gifted education. There are many misconceptions about the policies and practices underlying a quality gifted program.

In response to the needs identified, the AIG Coordinator will collaborate with the Director of Professional Development to design district level professional development for administrators, general education teachers, support staff, and EC and EL teachers. Mini sessions will be provided throughout the school year in each school as a station during faculty meetings.

Sessions will be planned collaboratively during AIG specialist PLCs with the AIG Coordinator and the Director of Professional Development. The Call to Action Guidebook will be used as the foundation for planning sessions. All specialists will begin at the first faculty meeting of the year by presenting the information in the introduction and the What is Equity and Excellence in Gifted Education? What is it not? Subsequent sessions will focus on the critical actions.

Talent development specialists will continue to support the professional development of K-2 teachers through modeling P.E.T.S. and STEM lessons in all classrooms. Teachers use the gifted observation scales provided by the AIG specialists to build a growing awareness of gifted traits among all students. It supplies teachers with a tool to make objective observations which leads to more equitable identification.

**\* Practice G**

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

**District Response:** The AIG Program of Richmond County Schools is focused on aligning professional development with other district initiatives. It is critical that we provide professional development on differentiated core instruction with input and collaboration from the curriculum, AIG, EC, and EL departments. The district strategic plan establishes that

all teachers will receive two half-day content professional development days, required staff development days and three to four facilitated planning days. AIG, EC, and EL Specialists attend the content professional development, as well as facilitate planning sessions with classroom teachers to collaborate and advocate for differentiation for advanced learners, exceptional learners, and English as a second language learners. Specialists also attend school level professional learning communities on a monthly basis with each grade level they serve.

Our current professional development plan is focused on standards and increasing instructional strategies in all subject areas. In November and February, after NC Interim data is shared, all teachers in the district receive a half-day content professional development with the curriculum directors to analyze and plan instruction accordingly. Each group receives explicit professional

development in math, English/language arts, social studies and science. Teachers receive instructional support for differentiated practices. These classes also focus on our district initiatives of vocabulary, distributed summarizing, writing to learn, small group instruction and utilizing multiple instructional methods. The multiple group instructional methods are a focus for meeting the needs of gifted learners. In this session we discuss standards based on grade level whole group instruction, cooperative groups, small group instruction and differentiated workstations. This requires teachers to think about the varied levels in their classrooms and determine how to plan instruction that meets the needs of all learners, including gifted students. These planning sessions ensure that AIG students are receiving rigorous and engaging instruction every day.

In addition to the half-day content professional development, teachers receive required staff development days throughout the year. These days allow the AIG Specialists to work together on instructional units or work with PLCs in their school. The agenda for these days is created by the AIG Specialists.

Professional development will continue in PLCs. Working in PLCs, we focus on individual students in our classes. Teachers create instructional plans outlining how to meet the needs of students. Utilizing common assessments, NC Interim and benchmark data, flexible groups are created for class instruction as well as intervention and enrichment blocks. These formative assessments ensure classroom teachers and AIG Specialists know how gifted students are consistently performing. A data notebook and strategic plan is created and monitored. AIG Specialists are critical to the data discussion and supporting implementation of the strategic plan.

AIG Specialists conduct a beginning of the year training with all staff members to inform them of the requirements for AIG identification, characteristics of AIG learners, social and emotional support strategies as well as how services will be provided in the school. In addition, AIG Specialists will introduce "Booster Shots" provided to districts by NCDPI, during PLCs or after school small group instruction rotations.

AIG Specialists attend a variety of professional development experiences in order to collaborate with others across the state and region. The district strongly promotes STEM, literacy, and Advanced Placement professional development to ensure the needs of our AIG students are being addressed. Specialists also offer opportunities for in-class coaching for teachers to support their professional growth in the areas of differentiation and critical thinking. Classroom teachers can request a coaching or co-teaching session by emailing the specialist who serves their school.

**\* Ideas for Strengthening the Standard**

Continue to increase AIG certified teachers in the district

Provide more professional development on differentiation methods

**Planned Sources of Evidence**

\* Local AIG Plan Steering Committee Meetings

\* Focus Group Meetings Staff Development for AIG Specialists Monitoring Checklist Monthly PLC minutes  
Screening Rosters Folder Reviews Test Data PLC Minutes and Agendas

\* Professional Development Rosters Headcount Verification forms Parent Meetings Conceptual Units Seminar Schedules

\* Research and discussion on Social and Emotional needs of gifted learners AIG Presentation at Board of Education meeting AIG Presentation at Principal's meeting AIG School Presentations

\* Professional Development Sign-ins Professional Development monthly calendar and summer booklet Plan with university Increased licensure of AIG teachers

## Documents

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

**Richmond County Schools (770) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

**District Response** Richmond County Schools understands that building strong partnerships among all AIG stakeholders is paramount in improving the success of the gifted framework. As advocates for gifted students, we are working to expand the current relationships among the community, the parents and families, the Board of Education, and school personnel and staff. Each stakeholder must be aware and informed of our current AIG programs goals and initiatives. Our AIG District Coordinator and AIG Specialists are taking a deep look at how we have disseminated information in the past and are working towards selecting a variety of platforms that are current and relevant avenues for disseminating information to all stakeholders.

To increase community partnerships and ensure that the needs of our AIG learners are met, AIG Specialists will maintain a presence throughout the academic year including, but not limited to, the following endeavors:

- Open House
- Title 1 Parent Night

- High school planning informational sessions
- NC Governor's School Parent Information Sessions
- Big Pine Leadership Retreat
- Information sessions for prospective students for the North Carolina School of Science and Math
- Positive Behavior Interventions and Supports (PBIS) for social and emotional needs
- Resiliency Training Adverse Childhood Experiences (ACEs)
- Multi-Tiered System of Support (MTSS)
- Career and College Promise(CCP) Parent Information Session
- Gifted Conference Attendance North Carolina Association for the Gifted & Talented (NCAGT)
- Summer Bridge, A Career Exploration Camp
- Fall/Spring Parent Teacher Conference attendance
- Yearly surveys (Parents, teachers, students)
- School- based PLC meetings
- District AIG PLC meetings (monthly)
- Class Dojo (Elementary and Middle Schools)
- Mental Health Training initiatives
- Richmond Early College High School (REaCH)
- NC Foundation for Public School Children Teacher Cadet Program

- 4-H Positive Youth Development and Mentoring Organization

- Discovery Place Children's Museum

- Richmond County Schools' Arts Alive Festival

- Promotion of college awareness and planning opportunities through mentorships and community partnerships for secondary students.

The AIG Specialists will hold AIG Focus Committee meetings with parents, teachers, and administrators at their respective schools to discuss the details of the current plan, share concerns, address questions, and make suggestions in order to improve our AIG program. Current information such as results gathered through annual surveys, revised documents, and new policies are all part of the two-way communication and collaboration that take place at focus committee meetings.

In addition to the AIG focus committees, the AIG Coordinator and AIG Specialists partner with a variety of stakeholders including parents, teachers administrators, and community members to form the District AIG Advisory Committee. The District AIG Advisory Committee discusses information about the program, such as the referral process and identification processes, plan revisions and updates, current state and district practices and initiatives in order to better serve the academic, intellectual, social and emotional needs of the gifted population..

We will continue collaborations with NC Advanced Placement Partnership (NCAPP). This partnership has allowed us to improve our current Advanced Placement program and informed decisions on how to enhance our middle school offerings.

- In addition to the NCAPP, we also have partnerships with the following entities to support our gifted learners:
  - Title IV grant that provides funding for STEM and Social and Emotional Learning •Camp Millstone, a 4-H Camp, has a long partnership with our schools. Many experiences are provided such as 4-H Incubation and Embryology Project for second graders and various field trips to the camp to explore nature. These endeavors strengthen curriculum areas for our gifted learners. •Richmond Community College (RCC) is a strong community partner. This partnership has allowed us to increase the college courses that our 11th and 12th graders take as dual enrolled students. Each year the number of students taking these Career and College Promise courses increases. RCC recently received a grant, RCC Guarantee, which allows eligible high school students to attend RCC tuition-free upon graduation, in order to earn an Associate of Arts or Science degree. •Career Day – In

partnering with our community, our middle schools host an annual Career Day. Students explore different career opportunities provided by community members informing them of the variety of career options available to them.

- Bright Idea Education Grants- North Carolina's Electric Cooperatives provide funds for projects to improve classroom instruction and innovative teaching methods. AIG Specialists are consistent recipients of this grant.
- Community and elected officials have been guest speakers on a variety of topics related to units of study. Some examples are a local beekeeper, Sheriff's Department Bloodhound Unit, K-9 Sheriff's Department Handler, Duke Energy Science Night, Performances from a variety of drama companies, StarLab Planetarium, NC BioNetwork Lab, Modern Woodmen of America, Big Pine Retreat, etc.
- A variety of clubs exist to support social and emotional learning of our students. Community members and elected officials support our schools with these clubs. Examples are Real Men Read, Bow Tie Club, Girls in Pearls, Young Lady and Young Men's Club, Beautiful You, etc. All of these efforts support social and emotional growth with strong positive role models.
- College Fair occurs at Richmond Senior High to provide students with college admission criteria. College representatives meet with students and discuss the advantages of the programs offered at their specific college.

Richmond County Schools continues to seek out partnerships with community members and stay abreast of current programs provided through CTE and other divisions to ensure gifted learners are exposed to a variety of experiences.

**\* Practice B**

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

**District Response:** The LEA values relationships in bridging the gap between the students we serve and the larger community by engaging stakeholders in the learning process. AIG specialists are instrumental in infusing

community/state - sponsored activities into the vernacular. In order to develop partnerships and stakeholder understanding, RCO implements the following:

- Science Olympiad
- Junior and Senior Beta Club membership
- Summer Enrichment opportunities by the local LEA
- Summer Ventures in Science and Math offered by the North Carolina School of Science and Math
- NC residential Governor's School
- Richmond Community College
- University of North Carolina at Pembroke (UNC-P)
- Battle of the Books participation
- STEM Initiatives
- Techy Kids Summer Enrichment
- Coding – STEMerald City
- Sponsored 5Ks by students, as well as community-inspired events
- Sociable Art classes
- ARTalypics
- Arts Alive -empowering students through the arts
- Discovery Place Science and Technology Museum Internships
- Camp Millstone 4-H Camp

•The Stock Market Game (SIFMA Foundation)

•Partnership with community public libraries

AIG Specialists pursue funding opportunities with Pee Dee Electric through the Bright Ideas Grant initiative and actively seek out additional sources of revenue.

The AIG specialists and school personnel will identify leaders from business and industry, other community agencies, and parent networks who may be willing to partner with the district in supporting programming options and services for gifted students and whole -school enrichment. RCO will establish a database of local businesses who would provide mentorship, apprenticeships, or internship opportunities.

Collaboration with other stakeholders to explore partnerships with local universities, churches, civic and community organizations to bring in mentors to support our underrepresented populations is paramount in a post-Covid era.

Cross-disciplinary teams will continue to explore ways to support family involvement with community events, curriculum nights and enrichment activities to increase partnerships with families.

The Richmond County school system will nurture the collaboration with the local institution of higher learning, Richmond Community College (RCC). Our gifted students are taking community college courses through the Career and College Promise option and enjoying much success as this opportunity pivots them toward enrollment at universities.

Richmond County Schools continually spotlights our gifted students through board meetings, awards assemblies, and various media outlets. An example of a gifted student demonstrating leadership and community involvement was when one of our middle school students organized a 5K, Elves on the Run, to support purchasing gifts for needy families in our community. Additionally, a high school gifted student collaborated with our local Department of Social Services to organize a drive to provide Easter baskets to all the foster children in Richmond County. Groups of high school students also collaborate with a local homeless shelter to provide supplies and materials through fundraisers such as Rocking for a Reason.

**\* Practice C**

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

**District Response:** Realizing that communication is imperative to the success of our program, AIG Specialists and Coordinator will work with an advisory group to develop, implement, monitor and revise the AIG program and plan.

Currently, the AIG Coordinator is a representative on many advisory groups in the district. The following advisory groups are attended regularly in which periodic updates are given on the gifted education program:

- School Improvement Advisory Group
- School Health Advisory Committee
- Career and Technical Education Advisory Group
- Exceptional Children Advisory Group
- District Strategic Plan Advisory Group
- MTSS District Advisory Group

These advisory groups have committee members representing various stakeholders. School administrators, teachers, community members, business partners, parents and other school personnel attend these advisory groups and assist in providing feedback on development and implementation of the AIG program.

The District AIG Advisory Committee is headed by the AIG Coordinator and comprised of the AIG Specialists, school-level administrators, curriculum directors, federal programs director, student services director, school counselors representing each grade span, parent/guardian per school, student representatives, and community members. The AIG Advisory Group consists of members that mirror the diverse population of RCS. An intentional effort is made to be inclusive of many community stakeholder groups including but not limited to: city/county government, IHE community, service-based organizations, business representatives, etc.,. The district continuously reviews demographics to ensure advisory board representation is balanced.

As a result of the Covid pandemic, in-person meetings have been limited. Moving forward into the new plan writing year, the district will gather data via surveys from students, parents, and staff. This data, coupled with NC AIG Program Standards, drives the beginning development of the local AIG program and plan. The District AIG Team works with the Advisory Group to develop and monitor AIG plan implementation and to promote continuous improvement.

The AIG Advisory Group will meet each semester to collect and review data to identify areas for program improvement in an effort to ensure consistency and fidelity of program vision and to ensure that service delivery is equitable and consistent across schools. These meetings will allow us to revise and monitor the AIG plan, as well as share accomplishments that have occurred throughout the semester. Childcare for group members will be provided by 2 high school Beta Club members who will be able to count the time towards their service hours.

During a plan revision year, the Advisory Group will meet quarterly to update all stakeholders regarding plan creation and implementation.

**\* Practice D**

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

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

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

**District Response:** Realizing that communication is imperative to the success of our program, Richmond County Schools utilizes personnel, the Internet, automated calls, messages, brochures, newsletters, AIG websites, etc. to inform parents/families and community members of opportunities available to AIG students. The district intentionally communicates the goals of the AIG Program and service information with all parents and the community and believes that a concentrated effort must be made to inform all parents/families of opportunities in their native language.

The AIG program communicates information and opportunities through the following:

- Annually collects email and contact information from parents/families to deliver school messenger notifications about events and electronic news.
- Posts the AIG Plan and AIG program services on the district-wide AIG webpage.
- AIG Specialists conduct beginning of the year training sessions on our AIG plan to inform teachers and administrators about how we support gifted learners.
- The school system's collaboration with the Richmond County Daily Journal ensures that the newspaper highlights the wonderful things that occur in our gifted classrooms. Featured stories have included the Beta Club Convention Winners, Governor's School Selections, The Stock Market Game Winners and STEM Integration, as well as chorus and art competitions.
- The District hosts biannual conference days for parents. AIG Specialists are available to meet with parents on those days to inform parents of upcoming opportunities. Information is available regarding our gifted program in the form of an AIG Parent Packet, PowerPoint, web-based apps and videos.
- Richmond County Schools have all school board meetings televised. Annual presentations are made to our local school board that provide updates on our implementation of the program standards and practices, as well as spotlight gifted students for their academic endeavors
  - Annually, AIG Specialists and counselors work with gifted students on class selection and educational opportunities. A major focus with middle school has been on creating four-year high school plans. These plans include information on:
    - Richmond Community College courses in high school
    - North Carolina School of Math and Science – Residential and Virtual
    - North Carolina Virtual Public Schools (NCVPS) – Online classes to offer courses that we currently do not offer face to face or courses offered in fifth periods or summer classes
    - North Carolina Governor's School
    - College Foundation of North Carolina (CFNC)

- The AIG Coordinator, with support from counselors and the Community College, holds parent seminars to inform parents of the various opportunities that are available to their child in high school.
- AIG Specialists support gifted learners by assisting them with scholarship and college applications. Students work with the AIG Specialists to improve their written components on scholarships and applications as well as providing feedback and suggestions.
- Utilizes EL personnel to support the translation of all AIG materials, as well as mediating parent meetings. All messages go out in multiple languages.
- Encourages student leadership, through native language speakers, to present information to parents on AIG opportunities.
- Schedules time for AIG Specialists to collaborate with EL teachers in an effort to identify and place ESL students. On EL Parent Nights, the AIG Specialists inform parents about the program.
- Hosts meetings both in person and virtually to reach as many families as possible.
- Share AIG activities and student accomplishments at Board meetings, on social media, and in the district Spotlight newsletter

**\* Ideas for Strengthening the Standard**

- Continue to explore partnerships to provide enriching experiences for gifted learners
- Focus on professional development for STEM activities
- Explore grants to increase STEM activities in AIG classrooms
- Explore partnerships to support social/emotional needs

**Planned Sources of Evidence**

\* Focus Meeting Agendas and Attendance AIG Steering Committee Agendas and Attendance Minutes from meetings

\* Parent, Teacher, Administrator & Student Survey Seminar Information and attendance roster Copy of home/school communication report Copy of Newsletter

\* Sign in sheet from parent teacher conference day Board Agendas Parent Information Packet PowerPoint from training sessions

### Documents

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

**Richmond County Schools (770) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 6: Program Accountability**

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

**\* Practice A**

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

**District Response:** Richmond County Schools has a comprehensive AIG plan describing the local AIG program in accordance with state legislation (article 9b).

Richmond County Schools' AIG Coordinator and AIG Specialists analyzed data and feedback to guide the development of the new plan. We will implement, monitor and evaluate the AIG plan by collecting data to ensure the academic, intellectual, social and emotional needs of the gifted learners are met effectively and efficiently.

The revision process began during our first AIG PLC of the year. Specialists did the self-assessment to determine the rating of each standard and discussed evidence that supports our assessment rating in each standard. Through monthly PLC meetings and feedback data from surveys, the team worked to complete a plan that is cohesive and comprehensive in serving gifted students. Our planning team closely followed the AIG Plan Revision Calendar recommended by NCDPI. The AIG Coordinator attended the Coordinator's Institutes, regional AIG PLCs, and as many other supporting sessions as possible. Specialists watched the recorded webinars for each standard prior to addressing the standard in writing.

Our AIG plan provides opportunities for various stakeholders (district administrators, EC and EL personnel, as well as student support specialists) to assist in plan development and monitoring. We welcome a variety of perspectives to

ensure a voice for every student is at the table. Evaluation methods will continue through the duration of the plan to assist in continuous improvement and our self-assessments. During monthly PLCs, we select a standard on which to focus our attention and discuss how we are aligning our practices to the plan. As a team, we problem solve and make adjustments and improvements as needed.

In June 2022 this plan will go to the Richmond County School Board for 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 local program will be monitored to ensure the fidelity of its implementation in accordance with current policies and the NC AIG Standards. The District AIG Coordinator will consistently monitor each school's implementation of the plan. The implementation of the plan throughout the district will be evaluated for effectiveness utilizing various data collected throughout each year. Current data reflects that our implementation of the plan has areas that need to be strengthened. One area that needs strengthening is providing more opportunities for regional and state professional development for AIG Specialists and more consistent meetings of the AIG Advisory Group.

The District AIG Coordinator will continue to work closely with the AIG Specialists to ensure that we are implementing the plan to fidelity. Scheduled AIG PLCs will occur monthly to examine and evaluate the implementation of the local AIG plan. These PLCs will allow AIG Specialists to discuss the services they are providing to our schools and determine whether there is alignment to the current plan.

Data collection is instrumental in assisting with monitoring the local AIG plan. We will annually collect data from our various stakeholders to identify improvement opportunities. We encourage discussion and feedback of the local AIG plan implementation utilizing professional development sessions, principals' meetings, grade level PLCs and School Improvement Team meetings. We will then annually report to our District AIG Advisory Group the strengths and areas to improve in our current plan, as well as gather feedback from members regarding their observations and experiences.

The District AIG Coordinator will review and collect evidence on the implementation of our AIG plan. This documentation will reveal how each school is implementing the local AIG plan as well as state standards.

Each school site will have flexibility for services as they make decisions and plan for their advanced learners, as the district team recognizes the diversity in our county. The AIG PLC meetings will assist us with ensuring consistency in the implementation of our AIG plan.

For 2022 – 2025, the process to monitor the local AIG plan will:

- Required monthly AIG Specialists PLCs
- Collect annual data through surveys and google forms
- Required school monitoring visits each semester
- Gather screening rosters twice a year
- Analyze test data in reading, math and science
- Conduct parent and school personnel surveys
- Required meetings with school needs determination teams and advisory groups

The District AIG Coordinator and AIG Specialists will analyze data collected to monitor the implementation of the plan and ensure that all practices align with current legislation and state policies.

**\* 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:** Richmond County Schools continues to appropriately use and monitor state funds allotted to provide services for our gifted population. A majority of these funds cover AIG Specialists' salaries. Remaining funds are closely monitored through the district's Departments of Finance and Human Resources and the District AIG Coordinator. These funds are utilized to support our gifted program and ensure that the plan is implemented with fidelity.

The District AIG Coordinator is provided with the state AIG allotment. A budget is then developed based on the local AIG plan. During monthly PLCs, the budget is discussed with specialists. Their input is encouraged, especially in regards to materials and professional development needs.

Our first priority is to have K – 8 AIG Specialists in our schools to provide direct services for gifted students. Our current budget allows us to employ five full-time and two part-time positions that have been hired as AIG Specialists. Many service options in our plan require AIG Specialists to provide differentiated experiences for our gifted students in a resource setting. It is critical to allot funds for these positions in order to meet the needs of our students. In addition to these positions, materials are provided to the AIG Specialists that allow them to provide rigorous, challenging instruction to our gifted learners, as well as testing materials to screen and identify students for the program.

Another priority for funding is creating K – 12 differentiated units that are complex and rigorous. We focus on "Standard 2: Differentiated Curriculum and Instruction" and evaluate units annually based on data to ensure that we are meeting the needs of our learners.

Funding is also allotted to develop strong service options at the high schools. We have increased our Advanced Placement offerings and ensure that teachers receive materials and training to provide rigorous instruction in these Advanced Placement courses. We also work closely with the North Carolina AP Partnership. This partnership provides training and support. This funding allows us to send teachers to AP Trainings in the summer. With the support from the AP Partnership, we are able to send more teachers each summer. The state funding and partnership will allow us to continue meeting the needs of our gifted learners and provide them with experiences needed to be College and Career Ready.

Additionally, funds are reserved to send at least two specialists to the NCAGT Conference each year. Specialists who attend share the highlights of what was learned with the group during an AIG PLC. Technology to support specialists is also included in our budget. Updated laptops and printers have been purchased for any specialist who needs them.

**\* Practice D**

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

**District Response:** Monitoring and sharing student performance data on growth to assess individual needs is imperative to the success of the gifted program in Richmond County. Annual disaggregation of data from multiple sources is completed to determine the needs of our students.

RCS has developed a student data tracking system which includes multiple data sources at the school, district, and state level of accountability. Student diagnostics three times each year, common assessments, low-stakes formative assessments, high-stakes summative assessments through the NC Testing program, and growth and achievement indicator data from EVAAS are used to monitor and analyze student achievement and growth.

June data meetings are conducted with all schools. Each principal presents their collection of data to the Superintendent, Associate Superintendent for Curriculum, Executive Directors, and Curriculum Directors. The data presentations include data on identified gifted students. The principals include the EOG / EOC scores of the gifted students and if the AIG student's scale score showed positive or negative growth. During this presentation the principals also express ideas about improving instruction for gifted students based on data.

After each Interim Assessment and district created common or benchmark assessments, the academic coach in each school creates a data presentation that is shared with the Curriculum Directors and AIG Specialists. A major focus is on how individual students and groups of students perform on the assessment. The data is analyzed by examining what the students' EOG / EOC score is, their percentage correct on assessment, as well as their growth compared to previous assessments. This helps to inform instruction and ensures stakeholders that our gifted students are receiving appropriate differentiated instruction in order to show growth. This also determines screening pool candidates.

Data is discussed with the AIG Specialists during our PLCs. They will also work with the classroom teachers to analyze instructional changes that may need to occur to ensure the growth of the AIG students. The 2020-2021 EOG/EOC showed a marked decrease in the scores of many of our AIG students. In past years, our gifted subgroup in all grade levels and subject areas have met expected growth. Last year, however, AIG students in sixth and seventh grades did not meet expected growth in math or reading. All other subgroups met growth in reading and math. We

credit much of the success of our AIG students to the strong collaboration between the AIG Specialist and classroom teacher.

Data from Advanced Placement exams are also analyzed to determine the percentage of students who score a three or better on each test. In the 2021 AP test administration, only 15 of our 162 students tested scored a three or higher on the AP Exam. As we analyze this data, many students are not demonstrating scores on the assessments that are reflected by their semester class grade. This has created conversations about learning loss due to Covid and lack of rigorous content. We have examined courses that are successful with threes or higher. These teachers are sharing ideas and strategies that have made a difference in their classrooms. Working alongside the secondary math and science director, we are also considering opportunities for professional development to improve the level of rigor in the AP math and science courses. We are also planning to send at least six teachers to receive AP training this summer. The AP success rate will continue to be monitored.

The District AIG Coordinator works closely with the Director of Accountability and Testing and the Curriculum and Instruction Team to analyze all data. The coordinator receives data on all state tests and performance indicators reports and subgroup data that determine each school's accountability.

The data from the 2021 school year reflects that 72% of our teachers met or exceeded expected growth. This is down from 88% in 2018. Much of the decline can be attributed to the negative impact of the pandemic. Only a small percentage of our middle and high school students received in-person instruction during the 2020 school year. We have found that our small, rural district took a very hard hit from virtual instruction. Many of our students became disengaged and learned minimally during that time; therefore they continue to suffer from learning gaps. Despite many setbacks, our high school graduation rate was maintained at 84%. The high school administrative team, AIG Specialist, and counselors work closely with the curriculum directors to track students who are in danger of not completing in four years or dropping out. Students receive support from counselors and consistent follow-up meetings. Over the previous two school years, RCS had one high school student identified as AIG dropout. We have also had one transfer to a juvenile detention center. With the great impact of the pandemic on the social and emotional health of our students, the decision was made to place an AIG specialist at the high school level three days per week. This specialist keeps close watch on the gifted students in the three high school settings. She also collaborates regularly with the guidance counselors at each school and offers an additional layer of support for our gifted students. Should a gifted student drop-out, the AIG Specialist will follow up with the student to inquire about reasons for the decision and report to the AIG Coordinator.

In January of each school year, the district invites the top thirty students from the previous graduating class to a luncheon. The students are asked a series of questions about their preparedness for college. Over the last couple of years, the students claim that they are prepared for college but would like to see more writing experiences in their high school classes. They consistently discuss how much writing they are required to do in college. As a result of these meetings, a writing plan has been created that will provide more writing opportunities while in high school. With the additional support of an AIG specialist at the high school level, AIG students also have opportunities to participate in small group or individual sessions to focus specifically on essay writing for college applications and scholarships.

Despite negative effects from Covid, our gifted students continue to strive for high levels of success. During the 2021-22 school year, 20% of students participating in a CTE Internship are identified as AIG. 63% of our high school National Technical Honor Society members are gifted students. Of the 64 National Honor Society Members at the high school level, 43 are AIG. At the close of the 2020-21 school year, more than half of the awards and scholarships presented to seniors were awarded to AIG identified students.

Richmond County Schools has also increased our dual enrollment numbers with our collaboration with Richmond Community College. In the 2020-21 school year, more than 500 students have taken classes at the community college. This included a few ninth and tenth graders who met the requirements to enroll. Through effective four year plans, we work with students on the courses taken so that they receive credit in a variety of university pathways based on their potential program of study. All AIG students take at least one community college class, many earn an associate's degree alongside their high school diploma.

Although achievement for many students has decreased following the pandemic, under-served populations seem to be taking a harder hit; therefore it is an area we are closely monitoring. We have an increasing gap with the identification of students from under-served populations. Current data reflects that the AIG program is serving 28% nonwhite students when the total enrollment population is 56% nonwhite students. This is an area of concern that will require consistent data collection to monitor the trends. The plan will be to look at identification each quarter instead of the two headcount times, fall and spring.

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

**District Response:** Richmond County Schools AIG Coordinator and Specialists examine all data from local assessments, North Carolina K-3 Assessments, as well as EOG/EOC, SAT, ACT score reports to identify strengths of students. This is done continuously as data becomes available.

It is important to continue to explore strategies and alternative identification methods that accurately assess under-represented populations for gifted services. Consistent monitoring is critical to ensure that we are actively seeking and exploring ways to identify and serve our under-represented populations. For example, we communicate with our ESL teachers to identify strengths of our EL learners and how we can develop their talents.

RCS has developed a student data tracking system which includes multiple data sources at the school, district, and state level of accountability. Student diagnostics three times each year, common assessments, low-stakes formative assessments, high-stakes summative assessments through the NC Testing Program, and growth and achievement indicator data from EVAAS are used to monitor and analyze student achievement and growth. The academic coach at each school is charged with inputting all student data into the tracker. During data PLCs, grade level teams, AIG Specialists, EC and EL teachers, support staff, and administrators discuss patterns and trends at the school, class, and student levels. Including all stakeholders at the table allows a variety of perspectives to analyze the data and support teachers with planning for next steps for instruction or support through MTSS interventions, EC, EL, or AIG screening or identification.

Students will be identified through a comprehensive profile process that includes:

- multiple data points from various tests
- giftedness scales
- referrals
- portfolio options

Annual data reports, such as screening rosters and headcount, will reveal diverse populations, identification numbers, growth numbers and services. Screening rosters from the fall semester reflect that we have a diverse pool for identification and that many underserved populations are screened.

Current data reflects that the AIG program is serving 28% nonwhite students when the total enrollment population is 56% nonwhite students. This is not a trend that is observed in all Academically Gifted areas. At our high school, Governor's School is more than 50% nonwhite applicants.

To ensure that we are monitoring these under-served populations, we will:

- Collect and review the number of students from under-represented populations that are identified as Academically Intellectually Gifted at least twice a year based on the headcount
- Collect screening rosters at least twice a year to analyze screening procedures
- Analyze and monitor trends in screening and identification of under-served populations
- Analyze and monitor Advanced Placement representation by diverse students
- Use NC Interim Assessments as a way to identify students for AIG

The AIG Specialists continuously monitor data and advocate, fostering strong relationships with our under-served AIG populations. As we monitor performance, we utilize counseling services and provide targeted supports for academic deficits.

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**Percent Ethnicity Identified as AIG**

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	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	---	<5%	<5%	---	6.22%	---	13.38%
<b>Male</b>	---	<5%	6.62%	---	<5%	---	14.39%
<b>Total</b>	---	<5%	5.29%	8.33%	5.52%	---	13.90%

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

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**\* Practice F**

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

**District Response:** Richmond County Schools currently employs five full time and two part time AIG Specialists, who are under obligation to be licensed in order to serve our gifted population.

Richmond County Schools AIG District Coordinator collaborates with Human Resources to monitor and maintain records of the certification of teachers who serve students identified as AIG. There are currently --- teachers in the district who have earned the AIG licensure. Each year the Coordinator works with principals to ensure that AIG cluster groups are placed with teachers who have received the required coursework to earn their AIG licensure.

Richmond County Schools works to offer opportunities for AIG certification for those teachers who serve AIG students. To encourage teachers who are not AIG certified, Richmond County Schools offers reimbursement funds to one teacher each year to earn this add-on license. They must verify that they have completed the appropriate coursework and have an overall B average or higher in order to receive reimbursement. This opportunity is offered in hopes that we can grow our list of certified AIG teachers in Richmond County Schools.

The AIG Coordinator will also monitor Advanced Placement training for high school teachers. The goal is for all teachers who teach an AP class to receive the week-long summer training prior to teaching the course and then

attend annual training sessions that provide updates to support their knowledge and pedagogy in an AP course. Currently 100% of the teachers teaching and AP course have attended the week long training.

**\* Practice G**

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

**District Response:** Revision and reflection on maintaining a quality program for academically and intellectually gifted learners is ongoing in an effort to provide optimal gifted services. We will utilize the Continuous Improvement Cycle to analyze, evaluate and improve our AIG program.

The Continuous Improvement Cycle is used to review and revise our local AIG program. This ongoing cycle will allow us to collaborate and gather feedback on processes that need to be strengthened. The Continuous Improvement Cycle utilizes multiple sources of data for continuous program improvement. It includes but is not limited to the following:

- Annual program surveys from a variety of stakeholders
- Established and maintained focus group minutes
- AIG District Advisory Group
- Interviews of recent graduates
- PLC discussions regarding student data, AIG programming, MTSS integration
- Principal and Curriculum and Instruction Meetings

Richmond County Schools will gather data to improve methods to best meet the needs of our AIG learners. Annually, we will gather feedback from our graduates in a focus group meeting in January. This feedback has created changes in our courses and implementation of the AIG program in our middle and high school based on the graduates' feedback and suggestions. Consistently, graduates state that they need more writing in high school courses and more rigorous content in AP courses.

In an effort to gather data from parents, administrators, students, and teachers, annual surveys are sent in the spring. The questions ask about the program and the experiences with the AIG program. The self-assessment tool guides the questions asked on each survey. The student survey from this year expressed that students wanted more time with the AIG teachers. Students feel that they are supported by the AIG teacher and that differentiated assignments are provided in classes. After the data is collected from the surveys, the AIG Coordinator and Specialists review the data and make adjustments in programming based on it.

Another format for feedback on the implementation of the AIG plan is provided during PLCs and school level faculty meetings. Specialists facilitate short sessions to provide information regarding identification and services for AIG students. A summary and the high points of each standard are presented to the entire faculty of each school. This same process takes place at the district level with all directors on the Curriculum and Instruction Team. AIG specialists also meet with grade level teams during PLCs to discuss program services and scheduling. Specialists collaborate with teachers to determine the best formats and times for supporting the students identified as gifted. They also lead discussions during data PLCs focused on specific students and groups of students and how they can best be served.

To gather feedback from principals, the AIG Coordinator attends principals' meetings. In these meetings, we share important information about programs. The discussion about programs is what is going well and what are some opportunities for growth. At a recent principals' meeting, we had discussion focused on AP courses. There was concern regarding the number of students who are not able to earn a 3 or higher on AP exams. After much consideration, it was decided that we would evaluate the student interest in AP courses and entertain the possibility of making some changes in the course offerings. We also decided to send six new teachers for AP Summer Training.

Once we collect the data, we examine our vision to determine if this is the direction that we want to go based on the alignment with the Richmond County Schools' vision and mission and the district strategic plan.

After we determine the vision alignment, we put action plans in place to explain what we are going to change or implement. The action plans will be monitored and evaluated by the district coordinator to determine if this action plan is in the best interest of our AIG students. An example of this vision alignment is when Richmond County Schools implemented small group instruction in K – 12 classrooms. The AIG Coordinator met with AIG Specialists to discuss how they would support small group instruction in the classrooms. Now our AIG Specialists are often in classrooms teaching a small group of AIG students rigor skill-based lessons.

The District AIG Coordinator will provide information about the successful implementation of the AIG plan to groups annually.

**\* Practice H**

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

**District Response:** Richmond County Schools consistently utilizes multiple sources of data to ensure AIG programming meets the needs of our AIG learners. Data is gathered from sources such as surveys, focus groups, social media platforms, and parents / community meetings. These sources of data allow us to gather critical information used to revise our AIG plans.

Data from student focus groups help the AIG Coordinator make program improvements. Current focus groups have suggested an emphasis on the need for more rigorous writing and coursework at the high school level. Middle school focus groups want more time with AIG Specialists. They currently spend time in groups utilizing literature circles in small group instruction focusing on reading standards. The elementary focus group indicated that they would benefit from more time with the AIG Specialists. Focus Group data revealed positive feedback regarding curriculum used during AIG instruction. Students have been especially excited about the STEM opportunities this year. These focus groups meet annually to gather data and make changes in the AIG program. We currently have 5 full-time Specialists and 2 part-time Specialists, as a result of these focus group meetings.

Our annual parent, student and educator survey is completed in the spring to assist the district with program evaluation. The data is reviewed during monthly AIG PLCs. The coordinator and specialists examine the positive and negative comments for patterns and trends. The AIG team uses the data collected to make decisions to improve our AIG program. Recently, parents have expressed a desire for more program services for our younger students. As a result, we created two AIG positions that are dedicated specifically to talent development in all of our K-2 classrooms across the district. Following the first semester, students who have shown traits of giftedness during talent development and/or on universal screeners, were also served in focus groups to

Each Fall, the AIG Coordinator examines subgroup data provided in reports from the NCDPI Accountability Division. The coordinator and specialists will share with schools how well the AIG subgroup is performing and what areas have opportunities for growth. We look at if the school met growth with the AIG subgroup. If the subgroup did not meet the EVAAS Growth, we discuss critical changes that must occur in the AIG program. We drill down to determine improvements needed for AIG students since growth in EVAAS goes from positive 2 to negative 2. The coordinator

then works with specialists to discuss how to better serve AIG students and provide more rigorous experiences. Due to Covid, many of our AIG students experienced a deficit in learning. These deficits are a result of a lack of face-to-face learning experiences, limited collaborative opportunities, and the negative effects on the social and emotional well-being of AIG students.

Once we receive the data and analyze the patterns and trends observed, we meet with the AIG District Advisory group and share the data. Then changes are made based on the discussion. This occurs in the spring so that any changes can be implemented in the following school year.

**\* Practice I**

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

**District Response:** Richmond County Schools Board of Education expects transparency with all decisions regarding the students in our schools. All board meetings are videoed and aired live on a local channel. The newspaper is also at all board meetings. We have opportunities to discuss the AIG plan at board meetings and will continue to provide regular updates and information.

The District AIG Coordinator will review all aspects of the AIG program with school administrators, the local school board, families, and community stakeholders.

Our AIG coordinator consistently uses the district's monthly principals meeting as a platform to inform, update, share and open the floor to any questions, ideas, comments, clarifications, etc. regarding our district's AIG program. All principals and district administrators engage in these meetings.

In addition to sharing program evaluation information during school board meetings, AIG Advisory Group meetings, and student advisory group meetings, quantitative and qualitative points of data are shared on the district's website, in parent pamphlets, and on social media outlets.

**\* Practice J**

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

**District Response:** In order to meet the individual needs of our gifted learners; we honor the policies and procedures that safeguard their rights in accordance with Article 9B. The primary goal is to ensure that gifted learners receive the academic services that enable them to maximize their potential.

***The rights of parents/students in AIG identification, placement, and services are as follows:***

- Parents must provide written consent for testing
- Consent forms for testing are sent home through the AIG Specialist to students who are on the screening list for the upcoming testing window.
- Testing results and other data collected for those who qualify for gifted identification and program service(s) are shared with parents and/or students through confidential meetings.
- Testing results for children who do not qualify for gifted identification and program services are sent home to parents/guardians. The AIG specialists call each home to let families know that the results are being sent home with an option of meeting with the AIG specialist to discuss testing results and other criteria that were used in the process of determining identification status.
- For each student who is tested, results are posted to a secure spreadsheet that is managed by the AIG Coordinator.
- Students who are given consent to test for potential gifted identification and who meet the LEA's identification criteria will be given the corresponding gifted designation and entered into PowerSchool by the AIG Coordinator as required by NCDPI.

Parents must provide consent once a student is identified in order to begin services provided through the LEA's gifted program. Article 9B drives the development, improvement, and implementation of the Richmond County gifted program as evidenced by our AIG plan. The Richmond County AIG Program mirrors the state policies and procedures governing the administration of gifted programs and services.

We realize that Due Process rights protect our AIG students and help resolve disagreements.

***AIG Placement Process:***

A student who is screened for AIG and requires additional testing to determine if they meet the criteria will receive a Consent to Test form. Once this form is signed by the parent/guardian, the school has 30 days to complete testing.

Once testing is complete, parents are notified to attend a meeting and receive copies of all assessments and identification materials. Prior to the parent meeting, the Needs Determination Team will meet and decide on identification or the need for additional information. At the parent meeting, services are explained and parents sign the Differentiated Education Plan.

If an identified student transfers to Richmond County Schools from another district, the Needs Determination Team evaluates the identification information and services previously provided for the student. Identified students transferring within the state will maintain their identified status. Services will be determined based on the local context and norms. For identified students transferring from other states, the evaluation data will be reviewed to determine local eligibility and services.

**Student – Parent Rights**

If parents agree with the Differentiation Education Plan, services begin the next day.

If the parents disagree with the Differentiation Education Plan, the parent will follow the Review of Disagreement process.

Richmond County Schools has the following Review of Disagreement process:

***Local Administrative Unit***

If a parent or guardian disagrees with the local school administrative unit when 1) a child is not identified as an academically or intellectually gifted student or 2) concerning the appropriateness of services offered to the academically or intellectually gifted student the parent must submit to the AIG Team, through the principal, a letter stipulating specific areas of concern. The parents may request a conference to discuss the concerns and seek resolution. The members of the AIG Team and the

the principal will review the specific areas of concern and respond to the parent or guardian.

### ***District AIG Coordinator***

If the concerns have not been resolved, the parent may appeal the principal's decision and request that the disagreement be reviewed by the District AIG Coordinator. The Coordinator will review the specific areas of concern regarding identification and/or services. The District AIG Coordinator will respond to the principal and parent.

### ***Associate Superintendent for Curriculum***

If the Coordinator and parent cannot resolve the disagreement, the parent may appeal in writing to the Assistant Superintendent for Curriculum. The Superintendent for Curriculum or her designee shall review the areas of disagreement and a written response shall be made to the parent or guardian and the principal.

### ***Superintendent***

If the disagreement is still not resolved, the parent or guardian may appeal the Superintendent for Curriculum decision to the Superintendent in writing. A panel will review the decision and offer a final written decision.

### ***Contested Case Hearing***

In the event that the procedure developed under G.S. 115C-150.87 (b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of chapter 150B of the General Statutes. The scope of review shall be limited to i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student or ii) whether the local plan developed under G.S. 115C – 150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains finding of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

At any point in the hierarchy of discussions, the school system may consider the possibility of mediation with an impartial facilitator.

  Click here to remove the table and use only the narrative field.

**\* Ideas for Strengthening the Standard**

Strengthen process for plan evaluation  
Continue to attend state and regional level AIG meetings

**Planned Sources of Evidence**

- \* Student rosters Staff development rosters Meeting agendas DEP's Newsletter
- \* Parent/student survey results AIG specialist communication logs Steering Committee
- \* Budget Data reports

**Documents**

Type	Document Template	Document/Link
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AIG Standard 6 Additional Resources	N/A	
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Local Board of Education Approval

**Richmond County Schools (770) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

06/07/2022 

Original Application Submission Date: 06/18/2022

**Documents**

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

AIG Related Documents

**Richmond County Schools (770) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Required Documents**

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">AIGPlan Board Approval</a>

**Optional Documents**

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

**Richmond County Schools (770) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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