

Overview: Mission/Vision Statement and Funding

Tyrrell County Schools (890) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

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Tyrrell 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 Tyrrell County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Tyrrell County Schools Vision for local AIG program:

- To create a learning environment that values and nurtures the development of intellectual ability, creativity, problem solving and decision making and encourages all students to develop to their fullest potential.
- To provide an identification process that uses multiple criteria to appraise student need for differentiated services.
- To provide a variety of program options through the Service Delivery Plan (K-12) which supports the individual development of academic skills, interests, talents, and social/emotional needs of gifted students.
- To provide flexible pacing procedures that allow students demonstrating mastery to move through the curriculum at their own pace.
- To utilize school and community resources to meet the diverse needs and interests of identified students.
- To provide highly qualified personnel to help students become more independent, self-directed learners.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 35,189.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Tyrrell County Schools (890) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

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

Student referrals, at any grade level, may be made by completing a referral form and turned in to the school's School Counselor. Referrals may be made by school personnel, and parents/guardians with documentation of high achievement potential. Referral forms are available through each schools' School Counselor, AIG Case Managers, District AIG Coordinator, and online.

Parents of referred students will receive a notification of the screening referral and informed of the nurture and AIG identification process. Students in grades K-12 may be referred once per year. They may be re-tested after a calendar year has elapsed. If a student does not meet AIG eligibility they will be considered for nurture services.

The AIG committees will review students in grades K-12 who may be eligible for services of AIG or nurture prior to evaluation and placement. The screening process will look at report card grades, benchmark scores, and EOC/EOG scores of 85% or higher for all students K-12 for potential referrals. Screening data will include classroom information provided by the general education teacher which supports the student's strengths and weaknesses in academics, motivation, social emotional, behavioral, current achievement and available aptitude tests, student work samples, and other applicable information. The Building Level AIG representative will obtain parent permission in order to collect any additional data that is required to determine eligibility as well as present the data to the eligibility determination committee.

The AIG committee will consist of: Principal and/or designee, School Counselor or data administrator, at least one

regular teacher representative of the school, building level AIG Rep. and referring person, which could be the parent. Each school's Screening/Referral committee will include as many AIG licensed members as possible.

The AIG committee will meet at least two times per school year (Fall and Spring). The committee will monitor the students who are being nurtured and determine which students will be recommended for AIG evaluation for eligibility. The students may also be assigned to the Nurture program based on the committee recommendation. Students in grades K-2 who consistently score proficient on benchmarks assessments will be referred for nurture services.

All 3rd graders will participate in the nurture program activities during the year and be evaluated for AIG services in the Spring of their 3rd grade year to see if they are eligible for Nurture or AIG Services. At the end of 5th and 9th grade students who are part of the Nurture Program will be reassessed to see if they qualify for AIG. In addition, all 7th graders who are not identified AIG will go through the screening process and be evaluated for AIG services in the Spring to see if they are eligible for Nurture or AIG Services. This will include giving them the CoGAT and looking at the other required documentation.

*** 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.

Tyrrell County defines Academically Gifted in K-12 as a student who performs at substantially higher levels of accomplishment when compared with others of their age, experience or environment in the academic areas of reading and math. Tyrrell County defines Academically and Intellectually Gifted in K-12 as a student who performs at substantially higher levels of accomplishment when compared with others of their age, experience, or environment in the academic areas of reading and math, along with their cognitive abilities markedly more advanced than those of their peers. Tyrrell County defines Intellectually Gifted in K-12 as a child whose cognitive abilities are markedly more advanced than those of his or her peers.

Each school will have an AIG committee composed of as many AIG licensed members as possible. After the Screening Committee recommendation has been received and the data has been collected, this team reviews the data to determine if the student can be identified as one of the following: AG, AG-Math, AG-Reading, AI or IG and is in need of differentiated services. Tyrrell County Schools will use a variety of non-traditional and traditional standardized measures for the determination of eligibility.

In case of AIG students K-12 transferring into Tyrrell County Schools with an AIG designation in PowerSchool, the student's documentation will be reviewed to determine if the criteria is met to maintain the designation. Written documentation from the previous school will be considered. If documentation does not exist, the student will be evaluated during the next round of evaluation for the AIG program.

The AIG committee will consist of: Principal and/or designee, School Counselor or data manager, at least one regular teacher representative from the grade spans (K-2, 3-5, 6-8, 9-12), student's regular education teacher, and parent/guardian. The parent/guardian will be invited by providing reasonable notice of the meeting. In case of parent absence, the parent will receive copies of the meeting documentation. Students in grades K-2 who consistently score proficient on benchmark assessments will be referred for nurture services.

Consideration for eligibility will be determined by a review of data in accordance with the following criteria. No one criteria will exclude a student from an AIG identification, and if any single criteria is superior (95% or higher), as it may indicate a need for gifted identification and services.

Differentiated Education Plan (DEP): Once the student has been determined eligible for the AIG program a Differentiated Education Plan (DEP) will be created. The DEP will be reviewed with the parent and school staff at least annually. The school staff will collect student work samples throughout the year to build a student portfolio that is reviewed at the annual review of the DEP. A copy of the DEP should be provided to the parent and all teachers who teach the student throughout the school year. The DEP will be updated as needed in order to maintain appropriateness of strategies for the student. A DEP Progress Note will also be completed each nine weeks by the student's math and/or ELA teacher to provide the parent with a written progress report on student performance.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted

K-2	<p>* -Aptitude (85 percentile or higher in Verbal) - Achievement (85% or higher on levels or higher on benchmarks) - Performance (85%-100% on Report Card) - Documentation of observations of student (teacher and parent input) - Interest (student portfolio) - Motivation (Inventory of student activities in and outside of school)</p>	<p>* -Aptitude (96 percentile or higher in Math - Cogat) - Achievement (96% or higher on benchmarks) -Performance (A or 96%-100% on Report Card) 6 - Documentation of observations of student (teacher and parent input) - Interest (student portfolio) - Motivation (Inventory of student activities in and outside of school)</p>	<p>* -Aptitude (85 percentile or higher) - Achievement (85% or higher on benchmarks) -Performance (85%-100% on Report Card) - Documentation of observations of student (teacher and parent input) - Interest (student portfolio) - Motivation (Inventory of student activities in and outside of school)</p>	<p>* -Aptitude (90 percentile or higher - Cogat) - Documentation of observations of student skill performance according to teacher and/or parent input - Interest (student performance portfolio) - Motivation of (inventory of student activities within and outside of school)</p>	<p>* -Aptitude (90% percentile or higher) - Achievement (90% or higher on benchmarks) - Performance (A or 90%-100% on Report Card) - Documentation of observations of student (teacher and parent input)</p>						
3-5											

	<p>* -Aptitude (85 percentile or higher in Verbal) 5 -Achievement (Level 4 or 5 on state assessments or district benchmarks) - Performance (85%-100% on Report Card - Reading/English) -Documentation of observations of student (teacher and parent input) - Interest (student portfolio) - Motivation (Inventory of student activities in and outside of school)</p>	<p>* -Aptitude (85 percentile or higher in Math) - Achievement (Level 4 or 5 on state assessments or district benchmarks) - Performance (85%-100% on Report Card) - Documentation of observations of student (teacher and parent input) - Interest (student portfolio) - Motivation (Inventory of student activities in and outside of school)</p>	<p>* -Aptitude (85 percentile or higher) - Achievement (Level 4 or 5 higher on state assessments or district benchmarks) - Performance (85%-100% on Report Card) - Documentation of observations of student (teacher and parent input) - Interest (student portfolio) - Motivation (Inventory of student activities within and outside of school)</p>	<p>* -Aptitude (90 percentile or higher) - Documentation of observations of student skill performance according to teacher and/or parent input - Interest (student performance portfolio) - Motivation (inventory of student activities within and outside of school)</p>	<p>* -Aptitude (90 percentile or higher in Verbal and/or Math) - Achievement (Level 5/90% or higher on state assessments or district benchmarks) - Performance (90%-100% on Report Card - Reading/English and/or Math) - Documentation of observations of student (teacher and parent input) - Interest (student portfolio) - Motivation (Inventory of student activities in and outside of school)</p>
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6-8	<p>* -Aptitude (85 percentile or higher in Verbal) 5</p> <p>-Achievement (Level 4 or 5 on state assessments or district benchmarks) - Performance (85%-100% on Report Card - Reading/English)</p> <p>-Documentation of observations of student (teacher and parent input) - Interest (student portfolio) - Motivation (Inventory of student activities in and outside of school)</p>	<p>* -Aptitude (85 percentile or higher in Math) - Achievement (Level 4 or 5 on state assessments or district benchmarks) - Performance (85%-100% on Report Card) - Documentation of observations of student (teacher and parent input) - Interest (student portfolio) - Motivation (Inventory of student activities in and outside of school)</p>	<p>* -Aptitude (85 percentile or higher) - Achievement (Level 4 or 5 higher on state assessments or district benchmarks) - Performance (85%-100% on Report Card) - Documentation of observations of student (teacher and parent input) - Interest (student portfolio) - Motivation (Inventory of student activities in and outside of school)</p>	<p>* -Aptitude (90 percentile or higher) - Documentation of observations of student skill performance according to teacher and/or parent input - Interest (student performance portfolio) - Motivation (inventory of student activities within and outside of school)</p>	<p>* -Aptitude (90 percentile or higher in Verbal and/or Math) - Achievement (Level 5/90% or higher on state assessments or district benchmarks) - Performance (90%-100% on Report Card - Reading/English and/or Math) - Documentation of observations of student (teacher and parent input) - Interest (student portfolio) - Motivation (Inventory of student activities in and outside of school)</p>
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9-12	<p>* -Aptitude (85 percentile or higher in Verbal)</p> <p>-Achievement (Level 4 or 5 on state assessments or district benchmarks) - Performance (85%-100% on Report Card - Reading/English)</p> <p>-Documentation of observations of student (teacher and parent input) - Interest (student portfolio) - Motivation (Inventory of student activities in and outside of school)</p>	<p>* -Aptitude (85 percentile or higher) - Achievement (Level 4 or 5 higher on state assessments or district benchmarks) - Performance (85%-100% on Report Card) - Documentation of observations of student (teacher and parent input) - Interest (student portfolio) - Motivation (Inventory of student activities in and outside of school)</p>	<p>* -Aptitude (90 percentile or higher) - Documentation of observations of student skill performance according to teacher and/or parent input - Interest (student performance portfolio) - Motivation (inventory of student activities within and outside of school)</p>	<p>* -Aptitude (90 percentile or higher in Verbal and/or Math) - Achievement (Level 5/90% or higher on state assessments or district benchmarks) - Performance (90%-100% on Report Card - Reading/English and/or Math) - Documentation of observations of student (teacher and parent input) - Interest (student portfolio) - Motivation (Inventory of student activities in and outside of school)</p>
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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.

Tyrrell County Schools has high standards and expectations for all students. Tyrrell County Schools will analyze demographic data to compare the AIG program demographics to the district's demographics to identify discrepancies and prescribe strategies to address these discrepancies. This data analysis will occur annually and post to the district website. The AIG Coordinator will meet with the stakeholders to review the results of this analysis. In addition, each school will implement nurture services to students who may be under-represented in grades K-12. The nurture program will create a strong pool of candidates for the purpose of evaluating and serving all populations.

The AIG committee at each school will use multiple tests and criteria in the review process which may include but is not limited to information from WIDA, EC evaluations, and other nontraditional measures.

*** Practice D**

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

A pool of students requiring differentiated instruction will be identified at various grade levels using multiple screening instruments. Referred students (grades K-12) will be screened utilizing the appropriate grade level assessment to decide if the child will participate in the nurture program or proceed with formal AIG Testing. Referred students in grades K-2 could be recommended for services in the school based Nurture program. Referring and screening is an on-going process. Opportunities are available for administrators, teachers, counselors, and/or parents to refer students at grades K-12 throughout the 8 school year. Referral Forms will be available and can be retrieved through the district AIG webpage or from the school counselor or principal. In addition, checklists and rating scales will be available to help identify under-achieving, under-served, and/or culturally diverse students who may require differentiated instruction.

All referred EC/504 students with a reading disability or potential reading struggles, non-English speaking and English as a second language students will be screened using a non-verbal ability test. For non-English speaking students, all forms, letters, and test directions will be given in their native language, whenever possible. During the screening process, each student w

Identification: Each school within the Tyrrell County LEA will have a committee to serve as an AIG committee.

The AIG Committee will review aptitude data gathered from screenings, achievement and performance data and regular teacher input with the committee who will look for indicators that show a need for nurture/ AIG services.

For grades 3-12, the AIG committee will determine if the criteria for placement has been met to receive AG/IG services

according to the data presented. Under the TCS Plan, the student may be designated as ineligible for AG/IG services but qualify for nurture services. The student may be designated as ineligible to receive AG/IG services until further review and consideration for program eligibility after receiving services in the Nurture program. In some cases, the committee may request additional information. The eligibility for determination will be made after the additional information has been received and reviewed.

The AIG committee will make decisions based on the demonstrated educational needs of the student. In general, the committee looks for scores at or above 85th percentile in aptitude and achievement performance. A student with lower scores in any of the above areas may still be considered for AG/IG services. Different screening options will be appropriate for different students depending on the level of need. At any time, the parent may request to exit their child from the AIG program. The decision will be documented with signatures and placed in the student record.

Placement: Upon determining AG/IG eligibility, the team will prepare a Differentiated Education Plan (DEP) outlining the program service option(s) appropriate for that student at specific grade configurations (primary, upper elementary, middle school and high school). The DEP components include the learning environment, content modifications and special programs available to the student during the school day. The AIG Program is an inclusive program with regular education teachers providing the majority of services. Some service options may be provided by support personnel during and after school hours. Students who clearly demonstrate intellectual gifts, but do not meet the eligibility criteria for AG/IG may be served within the Nurture program.

The District AIG Coordinator will provide professional development at the beginning of each school year to each school's AIG Committee on the district's screening, referral, and identification procedures. During this meeting, a comparison of the demographics of the school population will be discussed to address equity of referrals, screenings and identification. In addition, the District AIG Coordinator will attend at least one AIG School Committee meeting each semester that is either addressing the screening, referral, and/or identification of students. Each semester the District AIG Coordinator will audit AIG records at each school checking for consistency of procedures. All of these actions will ensure that there is consistency in the screening, referral, and identification processes of AIG students across the district.

*** Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/

families, students, and the community-at-large

Tyrrell County Schools has written detailed procedures for screening, referring and identifying gifted students. This information will be accessible to parents/family, community, and school personnel by:

Posting on the websites for Tyrrell County Schools, Tyrrell Elementary, Columbia Middle, and Columbia High School under the AIG services and Parent links AIG information pamphlet/brochure available at all schools (translated in native languages as available). Principals review the school AIG plan and other relevant AIG information during their faculty meeting early Fall. Teachers/staff share student progress utilizing the student performance portfolio and DEP Progress reports. Provide AIG information in the student handbook in English and other native languages. Send messages home using the school messaging system in English and other native languages. Advertise AIG Parent Nights (district/school) in English and other native languages. Publish events in newsletters and on social media sites. Present AIG highlights at the Board of Education meetings.

*** Practice F**

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

The AIG committee will consist of Principal and/or designee, School Counselor or data manager, at least one regular teacher representative from the grade spans (K-2, 3-5, 6-8, 9-12), student's regular education teacher, and parent/guardian. The parent/guardian will be invited by providing reasonable notice of the meeting. In case of parent absence, the parent will receive copies of the meeting documentation.

The AIG committee will review the evidence collected by the classroom teacher of student work and other data for decision making. The determination will be made for eligibility based on a consensus of the group. Once the student has been deemed eligible for the AIG program, the AIG case manager with teacher and parent input will create a Differentiated Education Plan (DEP) for the student to address the identified need(s). The DEP will be reviewed with the parent and school staff at least annually and monitored by the school-based AIG Case Manager.

The identified student's classroom teacher(s) will collect student work samples throughout the year. The work samples will be reviewed at the fall or spring AIG building meeting to ensure the DEP is being followed and to make adjustments to the DEP s needed(student needs are being met, student is reaching potential, correctness in rigor level). A copy of the DEP should be provided to the parent and all teachers with the student throughout the school year. The DEP will be amended by the school staff in order to maintain appropriateness of strategies/adaptation as needed. The DEP

progress review will also be completed by the teachers at least each nine weeks to provide the parent with a written progress report. A nurture portfolio will be maintained by the AIG case manager for students receiving nurture services.

*** Ideas for Strengthening the Standard**

Develop a Question and Answer document in English and Spanish on AIG and Nurture Identification to be placed within the schools and on the webpage. -Identify the school level teams at the beginning of each school year to provide training for each team on screening, identification, and roles. -Develop and distribute a calendar of events and timeline for the AIG program to include screening periods, testing windows, school and district level meetings, etc.

Planned Sources of Evidence

* Stakeholder Needs assessment document to be distributed annually -School and district pre and post evaluation of the AIG program and services conducted annually -Student engagement survey distributed

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

Standard 2: Comprehensive Programming within a Total School Community

Tyrrell County Schools (890) 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.

Tyrrell County Schools has developed a plan that will coordinate, implement a comprehensive AIG program that is student centered. This program will provide services to address the need of gifted learners in all grade levels and learning environments, which are aligned to AIG identification. Identified potential students in grades K-2 receive differentiated instruction in the regular education classrooms in reading and/or math. Early Kindergarten entry and grade advancement are opportunities provided to our youngest students who have been evaluated to indicate a high level of giftedness. Students in grades K-2 are clustered in general education classes and receive differentiated instruction in reading and/or math.

AIG services to students are designed to emphasize higher order, critical, and creative thinking skills in all core curricular areas. Advanced skills in applied literacy and mathematics in the context of science and social studies instruction is also a district practice. AIG services may include multidisciplinary units, integrated projects, and interest based learning. Services are provided to students in grades 3-8 on a daily basis in classrooms that contain AIG students and with small clusters of students who have the potential to be formally identified through high performing and/or interest. Clustering our gifted learners across all classrooms provides ongoing opportunities for meeting the social and emotional needs of the students. Cluster grouping for instruction AIG students will be assigned to regular

education classrooms in clusters of four or more for the majority of gifted education services. Students are assigned to clusters based on similar needs and on their identification in reading and/or mathematics. Differentiated curriculum and instruction is provided in the clusters to AIG students. The classroom teachers and the AIG teacher will work together to align appropriate instruction for AIG students. Cluster grouping is an instructional strategy that is documented on the Differentiated Education Plans (DEP) for AIG identified students.

When possible, the school administrator will cluster group AG/IG students to deliver AIG services. When possible, teachers who have an AIG certification will provide instruction to the cluster groups. AIG certified teachers are identified at each school. In cases where students are being served by non-AIG licensed teachers, the teacher will work collaboratively with AIG certified teachers to develop lessons that meet the needs of the students in their class.

Services within the AIG Program build on the Standard Course of Study by incorporating 21st Century Skills to modify and supplement the academic knowledge attained at all grade levels. The DEP details the rigorous and challenging service delivery options offered annually. While differentiation for the AIG students occurs daily through inclusion in the regular classroom, service options may be offered during or outside of the regular school day. Staff and parents collaborate annually to determine the appropriate service delivery to meet the student's needs. Service delivery options are contingent upon student need, interest, availability of adult sponsors, and funding. Tyrrell County Schools expects that the DEP is reviewed and amended at least annually to update and offer challenging service delivery options within the total instructional program. In addition, print and digital resources will be used to offer a variety of experiences that will enhance and enrich the student learning.



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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.

Tyrrell County Schools recognizes the importance of meeting the social and emotional needs of gifted students. The district employs the use of several social and emotional programs and activities that are designed to address specific needs of students. The district staff is involved in several professional development opportunities to allow teachers to improve their knowledge for addressing the social and emotional needs of students. In addition, resources to address these needs can be found on the AIG webpage.

The Regular education teacher and school counseling personnel will collaborate to discuss specific social and emotional needs of AIG students. When appropriate the regular education teacher and school counselor will meet with the parent/family of the AIG student to develop a plan to meet the social/emotional needs of the student. The school counselor will provide individual/and or group sessions to AIG students as needs are identified. Schools will provide cluster grouping and group enrichment activities to address social and emotional needs for AIG students, when possible. School counselors will be part of the building level AIG team in order to contribute to the discussion of strategies.

*** Practice C**

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

The AIG District Coordinator will communicate with all district instructional departments (CTE, EC, EL, MTSS, ect.) to ensure that AIG services are integrated and connected with all district instructional priorities. The AIG District Coordinator will work with school and district leadership to review all school and district-wide practices/policies that relate to AIG to ensure these are effective and based on current best practice and make recommendations at the school and district level for new policy as needed.

*** Practice D**

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

Each school will create an AIG plan to identify the services for the school year. Within the plan, the principal will identify the procedures that will be used to design flexible grouping practices. The Plan will be submitted within the first school month to the district AIG Coordinator for approval.

Identified AIG students (Grades 3-12) are grouped with an AIG certified teacher when possible. In cases where the cluster groups are not assigned to an AIG teacher on a daily basis, the principal will identify when and how the group will receive instruction from an AIG certified teacher. Teachers will use flexible grouping within the classroom based on a variety of factors, such as readiness, interest, and learner profiles. Readiness may be determined by, but not limited to, data analysis through pre-assessment, progress monitoring, and post- assessments and inventories. Student interest groups may be determined by class surveys, teacher observation, and student/parent inquiry. In addition, students in grades 9-12 will have the opportunity to participate in Honors courses, AP courses, or college courses.

*** 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.

All building level AIG differentiated services and instruction will be aligned with the district level AIG plan.

School administrators will receive an AIG Headcount from Powerschool at the beginning and end of the school year in order to identify the student count and to aid in defining the plan for flexible or cluster groups. The high school principal and counselor will receive an AIG Headcount at the end of November if there are any changes from the beginning of the school year to help with scheduling for the 2nd semester. The AIG Case manager will provide written notification of the eligible AIG students to the teachers and support staff at the beginning of the school year or within 14 days of a student transferring into the district. Principal and/or AIG building level coordinators will collaborate with teachers and support staff to write a building level AIG plan that will discuss differentiated services in the DEP and the process for the performance review of the AIG students and will be aligned with district AIG plan.

AIG building level representatives will be on the AIG Stakeholder Committee and will disseminate information about the regulations related to gifted education, local AIG program practices, and the school based plan with building level staff.

*** Practice F**

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

To ensure that all teachers are aware of the AIG students in their classroom and/or subject area taught Tyrrell County Schools:

The district AIG Coordinator will verify the AIG headcount at each school each nine weeks with the school administrator and the building level AIG Representative. The Building level AIG Rep. will notify the teachers in writing of the AIG students within their classrooms within the first 14 days of each school year or semester for high school students. The teacher will sign a document to acknowledge that they have received the notification. The AIG Rep. will also transfer the AIG student records to the feeder school as the student transitions from elementary to middle to high school and maintain documentation of the transfer.

The teachers will have access to the student's AIG information within Powerschool to assist with transitions. The principals can also create an AIG report to monitor and track students' progress from grade to grade and access historical data.

*** 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.

Tyrrell County Schools has developed policies and procedures for a variety of educational opportunities available to students based on their needs. The board policies will be referenced below and can be found at <https://boardpolicyonline.com/?b=tyrrell>. Board of Education Policy 3101 Dual Enrollment and 3460 Graduation Requirements describe the policy that seeks to offer a rigorous expanded curriculum for the students.

ACCELERATION: The AIG continuum of services contain a variety of opportunities for acceleration. Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Concurrent Enrollment). The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate.

If permitted by state law and State Board policy, credit toward high school graduation may be awarded for advancement or placement out of a high school course. The superintendent shall provide any additional criteria necessary to make a determination of whether credit may be awarded.

The AIG Teacher or school counselor will individualize services for students requiring a higher intensity level. Highly gifted children and adolescents need specific intervention (IQ of 145(+/-2) or greater or 99 percentile or above on an aptitude composite test). This small percentage (1-2%) of students may require radical acceleration, dual enrollment, early entrance, specialized counseling, or long-term mentoring experiences for gifted students.

The AIG Teacher and school counselor will guide student course selection to best meet the needs of each individual student. Students may earn Credit by Demonstrated Mastery(CDM) in a course through an assessment and performance based tasks. Classroom teachers are responsible for differentiating the curriculum within the Honors and Advanced Placement courses to meet the needs of gifted learners.

Tyrrell County Board policy 3420, Section I) recognizes and supports students who need accelerated instruction to be sufficiently challenged. In accordance with board policy, the principal, after consulting with the professional staff and the student's parents, will determine if grade acceleration is appropriate in accordance with the process outlined below

for students in grades Kindergarten through grade 8. The professional staff will use information gathered from an evidence based assessment with normative scores and other documented reports to determine that adequate information is gathered and objective decisions are made. The professional staff will look at information in the following five categories: 1. Academic Ability, Aptitude, and Achievement 2. School and Academic Factors 3. Developmental Factors 4. Interpersonal Skills 5. Attitude and Support.

Credit by Demonstrated Mastery-CDM (TCS Board Policy 3420, Section G) The superintendent shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn CDM credit for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment in accordance with standards established by the State Board of Education and established by the superintendent.

The principal, after consulting with the professional staff and the student's parents will determine if credit mastery is appropriate in accordance with the process outlined below for students in grades 6-12. CDM timelines and TCS current procedures can be found on the AIG district website. The District Evaluation Team meets annually to review policy and make changes when appropriate.

The procedure to determine eligibility for CDM is a two phase process that includes: Phase One: * Student Application * State or LEA designed test (The student must meet the score determined by the state board policy to qualify for phase II) Phase Two: * Student artifact to demonstrate deep understanding of the content.

Credit by Demonstrated Mastery is the process by which LEAs shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge.

Students shall demonstrate mastery through a multi-phase assessment, consisting of: (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. The superintendent may require additional requirements, such as performance tasks.

Using this multi-phase assessment process will allow the district committee to determine if the student has a deep

understanding of the standards for the course or subject area, as defined by the North Carolina Standard Course of Study, thereby earning credit for the course without experiencing it in the school setting. TCS will adhere to the DPI developed guidelines for this policy implementation. The following courses are excluded from Credit by Demonstrated Mastery: -Career and Technical Education (CTE) work-based learning courses (co-op, internship, apprenticeship) . CTE courses that have a clinical setting as a requirement of the course, such as Early Childhood Education I/II and Nursing Fundamentals . CTE Advanced Studies courses -English Language Learner (ELL) courses -Healthful Living required courses

*** 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.

AIG program provides services to all students in grades 3-12 who show the need for differentiation. To ensure that all populations have the same opportunities for identification and service options across the county the following procedures are in place:

1. All 3rd graders will participate in the nurture program activities during the year and be evaluated for AIG services in the April of their 3rd grade year to see if they are eligible for Nurture or AIG Services. In addition, all 7th graders who are not identified AIG will go through the screening process and be evaluated for AIG services in the Spring to see if they are eligible for Nurture or AIG Services.
2. School staff and parents/guardians can provide nominations of students from all populations.
3. Provide professional development to teachers and staff in delivering rigorous instruction in all classrooms (grades K-12).
4. Train K-12 classroom teachers in the process for observing gifted characteristics being demonstrated by students from all populations, constructing and implementing DEPs, and conducting effective performance reviews.
5. Collaborate with exceptional children teachers, EL teachers, and other specialists to identify and provide support for success of under-represented populations.
6. Seek additional resources for supporting traditionally under-represented AIG populations
7. Cluster or Flexible grouping of students for differ

*** Practice I**

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

Building level AIG Committees will submit a plan that addresses extra-curricular programs at each school. Students can choose the events based on their needs and interests. Extra-curricular programs and events at each school may include, but are not limited to, the following: Summer enrichment opportunities, including AIG camps facilitated or

sponsored by gifted specialists, programs, and supporters, a variety of academic and intellectual extra-curricular opportunities, both during the school day and after school hours, services opportunities unique to each school opportunities for students to demonstrate and explore interests during the school year (i.e. Science Olympiad, Math Competition, Beta Club, Governor's School, College Campus visits, etc.). *Students and parents are informed of all summer enrichment opportunities that are available.

*** Ideas for Strengthening the Standard**

Develop and distribute information to reflect current state and local program policies and regulations related to gifted education annually with teachers, school administrators, support staff at the beginning of each year

Post relevant policy information regarding the AIG program within the district AIG Question and Answer document on the district and school webpage.

Planned Sources of Evidence

* District and school web pages that show current and relevant information.

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

Standard 3: Differentiated Curriculum and Instruction

Tyrrell County Schools (890) 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.

Teachers currently serve their AIG students in the regular classroom with additional enrichment and extension support from staff members. It is the district's expectation that teachers adapt the NC Standard Course of Study to meet the needs of the gifted student.

Enrichment and extension learning activities of the NC Standard Course of Study are achieved as classroom teachers use pre- and on-going assessments of students to determine the direction of their instruction. An extension activity is an activity that extends the learning of the lesson. Extension activities can be done in small groups or by a single student. These extension activities are leveled to accommodate student learning needs. In many circumstances within the elementary and middle school classroom, high achieving students use time gained through compacting to participate in independent study, centers, and flexible grouping opportunities that enhance units of study. In this manner, classroom teachers are able to adapt the traditional curriculum to differentiate units of study that meet state standards of learning.

High School teachers use alternative and flexible grouping within their classes to allow for greater depth, breadth, and complexity of course objectives (honors and AP classes). When academic need is greater than can be offered within the regular classroom setting, multiple opportunities exist for students such as dual enrollment in college classes, access to NC Virtual Public School, and grade or course acceleration.

The following differentiated activities provided by the regular education teachers may include but are not limited to the following:

- flexible grouping- An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest. -curriculum compacting
- An instructional technique that allows teachers to adjust curriculum for students by determining which students already have mastered most or all of the learning outcomes and providing replacement instruction or activities that enable a more challenging and productive use of the student's time -content replacement
- These activities are performed during the same time that the other students in the class are working in that subject area. Depending on student needs, replacement content can be used for short time periods throughout the school year to take the place of occasional chapters or units of study that have already been mastered or the strategy can be used to replace an entire year's curriculum
- curriculum replacement- Replacement curriculum is generally for students who are already working at least 2 to 3 years above grade level in a particular subject or have already mastered most or all of the grade level curriculum that can be offered in their regular school program. The teachers and parents can seek principal approval for consideration of the replacement curriculum strategy if a student can show, through pretesting, that student has already mastered the grade level curriculum in the subject that is being studied. If so, the student is allowed to independently work on the outside curriculum, either in the classroom or in another part of the school, during the time that the rest of the class is working in the same curriculum area. The outside curriculum replaces the school curriculum. While the classroom teacher may (or may not) offer occasional support to the student, the teacher is not responsible for teaching the replacement curriculum. The regular classroom teacher is responsible for making sure the student has already mastered the grade level curriculum being taught.
- scaffolding
- targeted questioning (Blooms Revised Taxonomy)
- independent studies/projects
- Accelerated/advanced math
- centers -special interest pull-outs/projects
- AP/Honors/College courses in the high school
- leveled instruction for math and reading
- Credit By Demonstrated Mastery
- High school courses offered in middle school

Enrichment activities add or go beyond the existing curriculum. They may occur in the classroom or in a separate setting such as a pull-out program. Enrichment activities are determined and provided by teachers and support staff on

an annual basis. They may include but are not limited to the following:

- School news program
- Curriculum Related Enrichment Trips
- Curriculum Related Competitions
- AIG Focus Groups/ Clubs
- Competitive Academic Events (Math Competitions, Beta Competitions, Science Olympiad, Battle of the Books)
- Summer Enrichment Experiences

*** 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.

Tyrrell County Schools understand that students learn differently and the importance of providing instruction linked to learning styles, grade placement and skill performance. Gifted learners, specifically, have their own learning needs, and these are addressed through our current program practices. These practices may vary according to grade level and student need. The practices may also be modified based on the range of learning needs of students within grades K-12. AIG Certified Teachers will help provide support to classroom teachers during grade-level/subject-area Professional Learning Community Meetings in employing diverse and effective instructional practices.

Curriculum differentiated instructional practices implemented to address the diverse learning needs of gifted students in Tyrrell County Schools may include, but are not limited to the following:

- Sheltered Instruction Observation Protocol (SIOP)
- Product Based Learning (PBL)
- Cooperative Learning
- Literature Circles
- Thinking Maps
- Curriculum Compacting
- Learning Centers/Contracts
- Incorporation of Revised Bloom's Taxonomy in activity development and questioning techniques
- DoK (Depth of Knowledge)
- Howard Garner's Multiple Intelligences
- Primary Education Thinking Skills for K-3 nurtured students
- Interest Centers
- Independent Study

- Tiered Assignments
- Enrichment classes based on student interest
- Digital/Virtual experiences and instruction

*** Practice C**

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

Tyrrell County Schools provide a variety of research-based resources for regular education teachers to use in the classroom with AG/IG/nurture students. Teachers at all grade levels have access to supplemental materials such as:

Elementary School Teacher Resources: Methods and Materials for Teaching the Gifted More Units of Instruction for Gifted Learners Private Eye School: More One-Hour Mysteries Strategies for the Tech-Savvy Classroom Hands on Physical Science: 75 Real Life Activities for Kids Helping Gifted Children Soar: A practical Guide for Parents and Teachers

K-2 Accelerated Reader (upper level reading material) P.E.T.S and Pieces of Learning, Math Rules! Programs accessed through the use of Ipads and Chromebooks; Project Based Learning (PBL) activities, Leveled reading book room activities based on student performance

3-5 TES News activity and experiences, Science and Math Jeopardy Activities completed with digital resources, such as flip cameras, Ipads, and Chromebooks Project Based Learning (PBL)activities, Leveled reading book room activities, Battle of the Books

6-8 Student competitions within the classroom using evidence based resources Activities completed with digital resources, such as iPads and Chromebooks, Pieces of Learning activities, CMS News activity and experiences, Battle of the Books, Science Olympiad

9-12 Activities completed with digital resources, such as flip cameras, Ipads and Chromebooks, virtual classes, content specific resources and opportunities to participate in coursework after the completion of high school required courses (Grade 13)

All of the above support our AIG students' learning as they work on independent special interest activities and projects. Additionally, in all grade levels, our classroom teachers implement the following research based methods of instruction

as needed, but are not limited to:

- Use of Revised Blooms Taxonomy
- Thinking Maps
- Marzano's High Yield Instructional Strategies
- Sheltered Instruction Observation Protocol (SIOP) Strategies

*** Practice D**

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

Tyrrell County Schools realize the importance of preparing our gifted students for the 21st century. To help prepare students, regular education teachers have received training in 21st century content and skills. Teachers have started implementing these skills with AIG/IG/nurture students.

Teachers in all schools have been trained on 21st century content and teaching strategies to meet the needs of diverse learners in the classroom.

All schools use a variety of advanced technologies. They also involve their students in a variety of academic competitions that involve critical thinking and problem solving, high level of communication and collaboration and global awareness, civic and economic literacy, and health awareness, when available. The students attend enrichment programs that foster leadership skills.

Students at the middle and high school levels are given the opportunity to participate in Science Olympiad, Battle of the Books, and math and history competitions. In addition, high school students are able to take honors courses in English and Math, and college courses through our partnership with Beaufort County Community College. Opportunities are provided for students to participate in higher level classes including high school AP and Honors classes as well as high school classes offered to middle school students.

*** Practice E**

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

Tyrrell County teachers use both formal and informal assessments in the classroom to provide data for classroom differentiation. General Education Teachers will use one or more of the following to differentiate classroom instruction

and activities: EOG/EOC/NC Check-Ins results - Teachers can dis-aggregate data to determine their effectiveness in meeting the needs of their high achieving students by analyzing growth. Pre-and Post tests - Using the results of these assessments, teachers are able to identify students for compacting opportunities. Report cards - Teachers review report cards to identify students that may not be performing up to expectations. K-3 Literacy Assessment (DIBELS) - This data is used to benchmark growth and assist in the identification of high functioning students. K-2 Math Assessment - This data is used to benchmark growth and assist in the identification of high functioning students. These reports are used to determine appropriate reading levels and to track student progress. Nine Week benchmark data analysis - This data is used to help identify students for flexible and cluster grouping. EVAAS - EVAAS data is used to analyze teacher effectiveness in meeting the needs of all students. Benchmark and classroom assessments- These data points are used for flexible and cluster grouping.

*** Practice F**

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

Tyrrell County schools provide social and emotional support to AIG students through lesson plans, grouping, field trips, and student services support personnel. Some strategies used to address the social and emotional needs of AIG students include, but are not limited to:

- Create and implement lessons that address the social and emotional needs of AIG learners within the classroom and in social groups
- Interest based curriculum and projects to develop strengths and self-efficacy
- Development of self-advocacy and strategies for coping with challenges
- Opportunity to learn with others with similar interests, abilities and motivation
- Appropriate level of rigor and challenge in the regular classroom environment
- Cluster grouping of AIG students in a grade level classroom based on the students' identified area of need and grade level population. The school administrator will facilitate the process for cluster grouping. It is recommended that if a grade level has less than 5 students then they will be enrolled in the same classroom.
- Flexible grouping will provide opportunities for all AIG students to work together (academically and socially). In addition, opportunities for students served through the nurture program will participate in projects with AIG students.
- The school counselor is available to provide emotional support to AIG students when referred for support
- Use of media forms such as websites and community meetings to provide information on the social and emotional needs of gifted students to all stakeholders .
- Introduce ways to respond to social and emotional needs of these learners through designing differentiated units and lessons.
- Build awareness of these needs among staff through planned professional development sessions

- Provide parent informational sessions on the Social and Emotional Needs of Gifted and Highly Capable Students
- Provide culturally responsive professional development sessions that include, but are not limited to, social and emotional needs of gifted students.

*** Practice G**

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

Tyrrell Elementary School has developed a school wide identification and service model for nurtured students in grades K-3. Students need additional support, educational experiences, and enrichment to cultivate and develop their potential. The goal of the Nurturing Program is to:

- Establish increased rigor for all students with an emphasis on broadening academic experiences for under-served populations
- Nurture gifted behaviors in children who may come from environments where opportunities for developing knowledge, skills and experience are limited.

EARLY ENTRANCE TO KINDERGARTEN: The 1997 General Assembly passed legislation allowing a child who has reached his/her fourth birthday by April 16th to enter kindergarten if he or she demonstrates an extraordinary level of academic ability and maturity. The parents/guardians present information to the principal to support that the child has extraordinary academic ability and is appropriately mature to justify early admission. In determining eligibility, the principal shall convene a committee of educational professionals who will assist him/her in making decisions about each individual child. Guidelines are approved by the North Carolina State Board of Education, updated November 1998. The North Carolina general statute 115C-364 provides that a child, who on or before April 16, has passed the fourth anniversary of his/her birth, to enter kindergarten. This may occur if the child is presented for enrollment no later than the end of the first month of the school year and if the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and that the child has the maturity to justify admission to the school. Specific guidelines for early entrance will be used to make this decision. The AIG Director will review the files of students admitted to school according to these guidelines.

Teachers in Grades Kindergarten through 3rd grade will use the following criteria for identifying students to be nurtured in small groups:

Student must meet 2 of the 4 criteria below:

1. DIBELS (must score 8 months above age appropriate peers)
2. State recognized Math Assessment (must score 8 months above age appropriate peers)

3. Report card grades (indicating above average performance on grade level work)
4. Evidence-based assessment or checklist that indicates the developmental performance of the student and shows performance significantly higher than same age peers in the majority of the items on the checklist

The teachers will use the above criteria to identify students during the first 9 weeks of the student's attendance in school. Parents will be informed of the outcome during the nine week parent conference. If applicable, the description of the nurturing services will be shared with the parent for the current school year. Teachers will send a list of identified students to the school level AIG Representative who will compile the list and send it to the Principal and AIG Director.

The K-3 program recognizes and nurtures children who demonstrate the potential for exceptional academic performance. Activities include, but are not limited to:

1. Flexible grouping based upon ability and demonstrated need
2. Curriculum Compacting and Acceleration
3. PETS program (Primary Education Thinking Skills)
4. Math Rules!
5. Math and Reading enrichment and extension using web based programs
6. Reading extension and enrichment using books electronic devices
7. Independent study on topics of interest to the student

*** 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.

Educators who collaborate are better able to realize and address the needs of gifted learners. Staff collaborate to develop and implement differentiated curriculum and instruction to efficiently create effective learning experiences. Exceptional Children Teachers are part of the team when identifying, creating service delivery on the DEP, and serving students who are determined to be twice exceptional. A school based AIG plan is developed annually matching the strengths and needs of the AG/IG students with the appropriate service options provided by school personnel.

All relevant staff, including the exceptional children's teacher and student services personnel, will collaborate with the principal/designee to help develop and implement appropriate Differentiated Education Plans for students. Other collaboration opportunities may be:

-AIG teachers will be invited to attend IEP or 504 meetings for students identified as twice exceptional or serviced with an accommodation plan.

-The classroom teacher, in collaboration with the AIG and EC teacher, will prescribe appropriate strategies and targeted interventions to address individual needs and foster increased success.

- AIG staff will participate in various district level groups/teams with a focus on the following including, but not limited to, Multi-tiered system of supports (MTSS), Literacy and Academics.
- AIG teachers collaborate with other staff members to assist them with development of appropriate differentiated curriculum and instruction. They may also conduct demonstration lessons with principal approval.
- AIG teachers may develop, implement, and provide appropriate professional development for the school staff, as needed -AIG teachers may develop and share AIG lessons to distribute to all teachers upon request.
- Central Services collaborates with various departments, including but not limited to Special Education, English as a Second Language, Elementary, Middle School, High School, and Instructional Technology to develop and refine the annual district AIG Plan that is distributed to all stakeholders.

*** Practice I**

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

The AIG Case manager will meet with parents/guardians annually to develop a Differentiated Education Plan for the AG/IG student. Teachers and parents/guardians collaborate to address appropriate program options for the student. The DEP will be used for students, regardless of eligibility category AG/IG.

The AIG school based committee consists of principal/designee, regular education teacher(s), AIG teacher, counselor, and other relevant staff who will collaborate to develop the DEP. The AIG teacher will collect the input necessary to develop the DEP from teachers, parents, and service providers of the student. The DEP will be reviewed annually to outline the program service option(s) appropriate for that student at specific grade configurations (primary, upper elementary, and middle school). At the high school level, the Differentiated Education Plan (DEP) will address the specific needs based on the courses enrolled. The Differentiated Education Plan (DEP) addresses the learning environment, content modifications and special programs available to the student. Students who clearly demonstrate outstanding intellectual gifts will be serviced with a DEP developed to meet their needs.

1. DEPs are reviewed with parents within 30 calendar days of the students first day of enrollment for the school year. All teachers of the student, school counselors, and administrators will have access to AIG student records. The AIG records are stored in a secure location.

2. DEPs may be modified by the classroom teacher(s) at any time with parent participation and input. If modifications are needed in program instruction for any reason, the AIG case manager documents the need for change and any modifications made in the DEP.

3. Providers of the various program service options will document individual student progress at the end of each nine weeks. Copies of the progress notes will be provided to parents and included in the student's AIG folder.

*** Ideas for Strengthening the Standard**

Develop an AIG Procedural Manual for school administrators to outline effective practices
 Revise the DEP document to include the implementation, description and definition of strategies
 AIG teacher will increase awareness and support the social and emotional needs of the AIG student by creating and/or sharing effective curricular and instructional practices with classroom teachers and other school personnel.

Planned Sources of Evidence

* Revised district DEP Plan and procedures document
 School based PLC meeting documentations outlining professional development sessions
 Documentation showing collaboration between student services and i

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Documents		
Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development

Tyrrell County Schools (890) 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.

The AIG staff work to develop and monitor the implementation of the AIG Plan with ongoing feedback from the AIG Stakeholder committee, administrators, teachers, students, and parents.

The Superintendent will designate a district AIG Coordinator to serve as the program manager for the AIG program for Tyrrell County Schools. Specific roles and responsibilities include but are not limited to the following:

The district AIG Coordinator will be employed twelve months to oversee the AIG program including budget and communication. The coordinator's duties include, but are not limited to:

- Collaborate with stakeholders to support the school's instructional plan for gifted learners. The school's program will be monitored by an administrator at each school in collaboration with the district coordinator who understands and is trained in gifted curriculum, which is essential to meeting the needs of the gifted learners
- Serve as an advocate for gifted education and gifted students across the school system
- Offer or facilitate coaching support and the provision of AIG related professional development for instructional staff
- Monitor the screening, referral and identification process to ensure consistency across the school system
- Interpret AIG standards for district personnel -Disseminate AIG information to school personnel and parents/guardians
- Develop program compliance procedures and documentation instruments
- Attend and participate in state and local AIG meetings
- Serve on the District MTSS team in order to effectively represent, provide information about, and advocate for the AIG Program within an MTSS context

-Facilitate District AIG PLC meetings in order to develop capacity and leadership potential among AIG certified teachers and to ensure the needs of gifted learners are being met consistently across the district

The school administrator may identify an AIG-Licensed educator to serve as the school level AIG Representative. Specific roles and responsibilities include but are not limited to the following:

- Assist with developing, planning, monitoring, and coordinating the program for gifted services at the building level
- Facilitates the screening and eligibility process at their school on the AIG School-based Committee -Collaborate with principal/designee to administer assessments for AIG placement
- Follow procedure for identification and service delivery requirements
- Collaborate with school counselor to monitor the performance of identified student -Serve as liaison between AIG program and school staff
- Provide all AIG documents/ information in native language to parents as needed -Meet with regular education teachers and staff to determine needs -Facilitate the development of the school level AIG plan and budget
- Attend the regional and state AIG conference with principal approval when funding is available -Arrange training for small groups/staff as determined by staff needs

School based AIG committee:

- Monitor AIG student performance and growth
- Determine screening, referral, and identification process for students referred to the AIG and nurture programs
- Annually send and disseminate survey data to stakeholders at the school level
- Conduct an annual survey and disseminate the data to the stakeholders
- Develop the annual school based AIG plan and budget

*** Practice B**

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

Each school currently has at least 1 AIG certified teacher on staff. AIG licensed educators understand the needs of gifted learners and ensure that the students' needs are met through effective programs and practices.

Tyrrell County Schools provides professional development for the regular education staff to ensure quality, rigorous, current research-based instruction for all students. AIG Teachers at the elementary, middle and high schools have defined responsibilities and roles at their assigned schools, which include but are not limited to:

Elementary AIG licensed teachers:

- Facilitate the implementation of a student's DEP
- Teach units and lessons to promote higher level thinking skills both in classrooms and through pullouts sessions
- Collaborate with grade level teachers to support differentiation by providing materials, instructional strategies, unit planning and professional development
- Serve as advocates for gifted education
- Assist with counseling AIG students on social/emotional issues
- Facilitate any transitions, as needed

Middle school AIG licensed teachers:

- Facilitate the implementation of a student's DEP
- Collaborate with teachers to support differentiation by providing materials, instructional strategies, unit planning and professional development
- Serve as advocates for gifted education
- Assist with counseling AIG students on social/emotional issues
- Facilitate any transitions, as needed

High school AIG licensed teachers:

- Facilitate the implementation of student's DEP
- Teach honors and/or AP courses, if possible collaborate with teachers to support differentiation by providing materials, instructional
- Strategies and professional development -Serve as advocates for gifted education
- Assist with counseling AIG students on social/emotional issues
- Assist school counselors to help with scholarship opportunities
- Facilitate the student's transition to post-secondary experiences

At the elementary level, AIG teachers provide a direct service per week per area of identification (language arts and/or math) based on student need. At the middle school level, frequency of direct services differs due to the increased ability of students to choose appropriate courses and the caseload of AIG students. At the high school level, students self-select their advanced course of study including Honors, Advanced Placement and Early college courses. AIG licensed professionals are educated in best practices in meeting the needs of gifted and highly capable students. AIG teachers assist in nurturing and identifying students who demonstrate gifted characteristics.

*** 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.

Teachers will participate in professional development in the field of gifted education to provide knowledge and implementation of the current and best practices defined in the field, the characteristics of gifted learners, and their related social and emotional development.

Based on professional development need, staff will be encouraged to attend conferences such as but not limited to: (as budget allows)

1. Regional AIG Meetings
2. NC AIG Conference
3. AIG Certification
4. workshops/ professional development on gifted education

Professional development courses (virtual and direct face to face), including follow-up activities, will be offered to personnel involved with AIG programs and services, including classroom teachers, Special Education and English as a Second Language personnel, counselors, and school administrators.

Gifted certification is recommended and encouraged for teachers of gifted cluster groups and is required of AIG teachers. High school Advanced Placement (AP) teachers will meet College Board requirements.

Through professional development, the following may be provided:

- TCS district staff will design appropriate policies, services, and professional development for AIG teachers and instructional staff.
- School Administrators will assess the AIG program services and assess teacher effectiveness in developing potential of gifted students and differentiation of instruction.
- Administrators will be provided professional support in the coordination and implementation of service models to promote growth for all students.
- AIG and classroom teachers will provide appropriately differentiated learning experiences for gifted and highly capable students.
- AIG Teachers in collaboration with student services personnel will support the social and emotional needs of gifted students
- Provide support for teachers and/or other instructional support personnel to earn an AIG add-on license, at least one

teacher or instructional support personnel per school each year

Possible models for completing PD include:

- In-service workshops, conferences or institutes facilitated by the AIG Program
- Individual and/or PLC follow-ups after district-wide or school-wide professional learning opportunities
- Embedded Professional Development during AIG district or school-based staff development -Webinars, National Association of Gifted Children's Web-based Gifted Education Learning Modules
- PD modules posted in Canvas
- DPI AIG Web-based Gifted Education Learning Modules
- On-line PD opportunities (district and/or commercially created) as available
- Workshops, conferences, or courses offered by universities, DPI, or other recognized educational organizations
- Site visits and observations by classroom and AIG teachers (with administrative approval)
- Collaboration for training with AIG staff, other school-based specialists in PLCs, grade level meetings, or school staff meetings.

*** 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.

Tyrrell County Schools does not have teachers certified in AIG employed at every grade level, however there is at least one AIG certified teacher in each school, some schools have more. Teachers are encouraged to work on AIG certification with financial support from the district when funding is available.

When possible, principals will cluster group AIG identified students with teachers who have AIG licensure. AIG certified teachers are identified at each school. Additional teachers are selected according to grade level/course need to participate in AIG add-on certification programs as funding allows. On occasion, due to the number of AIG identified students at a grade level or in a course, students may be placed with non-AIG certified staff. Whenever this occurs, these teachers work collaboratively with AIG certified teachers to develop instruction that meets the needs of the students in their class.

District-wide PD with AIG teachers will increase overall instructional rigor and the use of best practices that have previously been found primarily in gifted programs. While refreshing and retraining themselves, AIG teachers will participate in and support classroom teachers in this work. With the need for personalized instruction in the regular classroom, our professional development priority must focus on deepening general education teachers' understanding

and use of differentiated instruction in the classroom. Such training will also support our district's MTSS initiative.

In addition, nurturing services within our K-3 classrooms must be a priority as well so that all students are reviewed for possible inclusion within the gifted program. Therefore general education teachers need to be re-introduced to and/or learn strategies for teaching gifted students and nurturing academic potential. Our priority is twofold; every AIG teacher provides support to all teachers of gifted clusters and AIG teachers will refine the delivery of LEA gifted professional development to classroom teachers at their assigned school, prioritizing teachers of cluster groups. The district central services staff and AIG teachers will be responsible for developing a consistent process to train K-3 classroom teachers in nurturing pedagogy to increase awareness of under-represented populations' needs and general misconceptions about gifted students.

The district will support at least one general education teacher per school each year with tuition or other incentives for acquiring AIG licensure. Each teacher that completes their AIG add-on licensure will be recognized at the district level.

*** Practice E**

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

Tyrrell County Schools will partner with other LEAs and the NERESA to help provide local or regional professional development to prepare teachers and other support staff to earn an AIG add-on license through the PRAXIS exam and/or provide coursework for them to earn the AIG add-on license. The District AIG Coordinator will work with the district leadership to provide financial support for teachers to earn an AIG add-on license through either coursework or Praxis. The district will fund at least one teacher at each school each year. The District AIG Coordinator will work with the district's Human Resource Director to help support hiring practice for teachers with an AIG add-on license and look at staff needs at each school in the district to strategize during the hiring process

*** Practice F**

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

The District AIG Coordinator along with other district leadership will work to identify the needs of the district personnel in regards to realizing the equity and excellence in gifted education. They will develop a plan for providing professional development opportunities that will be ongoing and comprehensive to meet the needs of the district. The District AIG Coordinator will utilize the Call to Action Guidebook to support these goals along with other local resources.

*** 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.

Staff development days are built into the school calendar on a yearly basis. The district Administrative Team meets to determine needs and develop a professional development plan for the school year based on the district needs assessment. The AIG teachers will receive professional development along with other teachers in how to best meet the needs of students with specific challenges.

Some of these training sessions will address the following AIG goals, but are not limited to:

- Differentiating instruction in the classroom for AG/IG/Nurture students
- Identifying and supporting students with different socioeconomic backgrounds
- Sharing professional development resources and high impact strategies with all district instructional staff
- Progress monitoring and utilization of data for AIG services
- Utilizing formative assessments to better serve the needs of AIG students according to their differentiated educated plans

School Improvement Plan (SIP) teams are strongly encouraged to consider the alignment of AIG and professional development as school plans are created. Professional development for AIG support will be designed considering recommendations from the AIG program audit. AIG teachers in collaboration with school administrators will encourage and lead implementation of best practices for gifted education. In addition, the AIG department will also partner with other departments to provide PD that targets equitable access to the highest appropriate rigor for underrepresented populations.

The AIG Central Services Staff and other educators develop and implement academic programs and rigorous, relevant curricula that equip students with the knowledge, skills, and dispositions needed for success in meeting 21st century challenges.

The district AIG Coordinator will support ongoing professional development for AIG teachers to increase expertise by providing access to sessions on:

- Appropriate differentiated curriculum and instruction for gifted and highly able learners embedded in the NC Standard Course of Study
- Extensions and enrichment curriculum aligned with the NC Standard Course of Study

-Consultation services to all classroom teachers
 -Professional development to school personnel, as requested

Tyrrell County Schools does not employ school based AIG specialists but does employ several AIG teachers at each grade span (K-5, 6-8, and 9-12). Teachers are given planning opportunities to collaborate on instructional practices for AIG students.

K-8 Teachers meet at least once per week by grade level team and in integrated Professional Learning Communities to share strategies, analyze data and discuss how to meet the needs of AIG students. Additionally, all teachers meet in a Professional Learning Community to discuss ways to plan, implement and refine skills obtained from AIG professional development.

9-12 Teachers collaborate across curricula as appropriate. The integrated units and projects designed in this collaboration enhance the depth of understanding for more advanced students. Once every month, teachers meet to share and develop ways to improve lessons and strategies.

*** Ideas for Strengthening the Standard**

Offer opportunities for AIG certified teachers to meet monthly to plan and collaborate Provide PD sessions to assist instructional staff in identifying ways to maximize the class time for the gifted learner

Planned Sources of Evidence

* Professional development session log PD calendars and PLC minutes Administrator observations and notes

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*

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

Standard 5: Partnerships

Tyrrell County Schools (890) 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.

Tyrrell County Schools strongly encourages parents of students requiring differentiated curriculum and instruction to become actively involved in the education of their children. Parents are part of the self-assessment process and are encouraged to regularly communicate with the school.

Parents and members of the community will be encouraged to become volunteers and/or mentors, provide general enrichment experiences, plan and chaperon field trips and other enrichment activities, locate resources, transport students, become enrichment cluster teachers, and assist with contests, competitions, and scholarship activities. With the small number of teachers in Tyrrell County, it is vital that parents and community members take an active part in the program for gifted education.

All correspondence with non-English speaking Hispanic and Vietnamese parents is done in their native language. The Tyrrell County School System is fortunate to have a translator on staff for our most significant population, Hispanic, and contracts with a Vietnamese translator so DEP's can be translated into the native language.

Principal's designee will create a DEP plan within the first 30 calendar days of student's placement in Tyrrell County

Schools or identification in the program. Parents provide input and approve this plan at a face-to-face meeting or a telephone conference call. Progress on the DEP goals is shared with parents each marking period thereafter. In addition, documentation will be provided to explain the difference between AG/G/Nurture in the district and school handbook. Parent's will be provided a handbook from the screening committee prior to the student being screened for support.

*** 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.

Tyrrell County lacks educational resources. There is no industry or institutions of higher learning within the county. The school system does provide many enrichment opportunities for AIG students.

The AIG program provides, but is not limited to, the following opportunities to intentionally involve parents, families, and community:

- Field Trips
- Competitions
- Parent Night to provide information on AIG opportunities
- All Call phone messaging system to inform parents of upcoming events
- Collaborating on initial identification and annual DEP goals -Enrichment activities in their area of expertise
- Annual Survey of families of AIG students
- Translators/Interpreters are available to assist parents during school sponsored events
- The high school partners with Beaufort Community College to offer college courses to their students

*** 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.

Tyrrell County has an AIG stakeholder committee consisting of parents, school staff, building and district level administrators and community members that are involved with the development of the local AIG plan. The school based AIG committee along with Regular Education teachers will be responsible to implement and monitor the AIG plan. The district's interpreter will be at all meetings for parents in order for our Hispanic population to be more informed about the AIG program.

*** 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.

School staff disseminates information to parents, students, and community through a variety of sources such as notes home, county website, AIG Handbook and oral communication. When possible the information is delivered in the parent's native language, when available.

When available, an interpreter will attend parent conferences to explain the opportunities provided to AIG students. In addition, progress notes will be translated in the parents' native language, whenever possible.

Tyrrell County personnel share with stakeholders, including all students' parents/families information, regarding the Tyrrell County Schools' AIG program including the Tyrrell County Schools Academically Intellectually Gifted Education Plan, and other policies relating to gifted education.

Information regarding the local AIG program, the building level plan, and other policies will be shared through a variety of ways, including but not limited to:

- District AIG Parent Night, Open House, and/or Parent conferences are planned once per semester to discuss student progress
- Tyrrell County Board of Education Presentations
- School website -Stakeholder Committee meetings
- Newspaper articles
- Report distributed by the Superintendent which highlights school and district events
- AIG Parent Handbook provides information on philosophy, definitions, program goals, characteristics, parent involvement, identification, grievance, screening
- Student Handbook of each school

*** Ideas for Strengthening the Standard**

Involve parents in Advisory Stakeholder committee meetings Send bi-annual surveys to gain parent input Post a comment section on the district webpage for parent input Develop parent brochure to distribute annually

Planned Sources of Evidence

* Stakeholder committee meeting minutes Survey data

* parent Brochures

*

Documents

Type **Document Template** **Document/Link**

AIG Standard 5 Additional Resources

N/A

Standard 6: Program Accountability

Tyrrell County Schools (890) 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.

The development of the TCS AIG Plan is coordinated by the district AIG Coordinator. The plan reflects the requirements of state legislation and policy. Feedback is solicited from the Stakeholder Committee as part of the needs assessment and program evaluation. Community input to support the development of the plan is collected through the use of surveys. The 2022-2025 AIG plan is presented to the school board for approval prior to submission to the SBE/DPI for review and comment.

*** Practice B**

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

The process for monitoring the implementation is facilitated by the AIG Coordinator along with the AIG Stakeholder team, which includes school staff, parents, and community members. The plan will be reviewed regularly to assess effectiveness in an effort to conduct continuous improvement.

The components of the monitoring process are: AIG Teacher/Case Manager will present classroom lessons, complete the DEP, Progress reports, and conduct the annual review of the DEP during the school year.

Principals and/or designee will observe classroom lessons and serve as LEA Rep in student meetings. They will also

approve and oversee the implementation of the school AIG plan and finances as well as conduct an annual survey of parents and students for program evaluation.

School based AIG committees will monitor the implementation of the school AIG plan, review data and plan for continuous improvement.

The District AIG Coordinator will approve all school level plans and monitor the district AIG budget and expenditures. An AIG Site Monitoring Tool will be used to reflect on the level of implementation for each state standard. To ensure fidelity and consistency in AIG programs, this data will be used at the school level to set improvement targets and at the district level to inform the need for professional development and/or resources. The site visit reviews will be shared with the school, district Curriculum and Instruction Team, and the Superintendent of TCS. The progress of the implementation of the AIG plan will be shared with the school board via the annual curriculum and instruction updates.

*** 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.

Tyrrell County Schools finance department will monitor state funds to ensure that the funds are spent in accordance with state policy. School administrators will annually submit an AIG plan to address the AIG academic and enrichment programs and the funding needed to support them. The plan will be approved by the District AIG Coordinator.

Purchase orders will be approved by the Principal and District AIG Coordinator before submission to the Finance Director for processing. The AIG Coordinator will maintain budget records for certified salaries, student programs, staff development, and teacher resources. Budget decisions about professional development, resources, and equipment will be driven by the AIG needs assessment and district data. Documentation of the budget will be reviewed annually by the district's Finance Director. The district AIG Coordinator will maintain these records for required state audits.

*** 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.

The District AIG Coordinator will collect, analyze, and share student achievement, growth data, and drop-out data with district stakeholders. The data will be used to evaluate trends and analyze the effectiveness of any interventions and strategies being used for students within the program. Testing and Accountability will share and assist the District AIG

Coordinator with accessing and analyzing data from the various testing completed in the district. The District AIG Coordinator will analyze AIG student growth and achievement data while paying close attention to the underserved populations as well as disproportionality issues. They will regularly disaggregate data to assist with determining whether or not our AIG students' needs are being met while taking into consideration the holistic needs of gifted students. The AIG Coordinator will develop a plan to monitor data for the purposes of early warning for dropout prevention. Using all data available the AIG Coordinator will evaluate the effectiveness and equity of the AIG Program. Annual updates will be provided to district and school leadership along with MTSS teams on the state of the AIG Program.

*** Practice E**

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

The district AIG Coordinator recognizes the importance of monitoring the representation and retention of underrepresented populations and will work with the Director of Testing and Accountability to have access to data to inform decision-making in regards to increased representation of under-represented populations. Growth data on all subgroups will be disaggregated by the Director of Testing and Accountability and shared with the district AIG Coordinator. The AIG Coordinator will review the district demographic and under-represented population data bi-annually. The data is shared with the AIG District Committee and school based committees to assist in decision making. In addition, the AIG department will increase collaboration with the EL and EC departments to ensure the participation of these subgroups is considered in AIG/IG programming. Students are formally identified for AIG services in third grade. Prior to identification, students are served through a nurture program designed to nurture gifted potential in ALL students.

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Percent Ethnicity Identified as AIG

Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %

Female	---	---	---	---	---	---	---
Male	---	---	---	---	---	---	8.87%
Total	---	---	---	---	---	---	7.77%

Percent of Total AIG Students Identified as Dual Exceptionality

*** 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.

The District AIG Coordinator, along with the Human Resources department, will monitor AIG teacher certification and renewal to maintain current and accurate personnel records at the Tyrrell County Board of Education Office. The District AIG Coordinator will meet with school administrators to discuss the needs of the school's AIG Program, assist with determining the appropriate placement for gifted and advanced learners, help make informed hiring decisions, and support the goals of the AIG Program.

*** Practice G**

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

Tyrrell County Schools will provide both formal and informal opportunities for parents and students to provide feedback regarding quality and effectiveness of the local AIG program. Information will be solicited through meetings, parent conferences, and online/paper surveys. The district AIG Coordinator and stakeholders will review and incorporate ideas acquired through feedback from AIG stakeholders 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.

Regular monitoring of the AIG Program and its implementation will help to ensure that identified students continue to receive appropriate academic services. Data from several sources will be examined and analyzed to aid in program

improvement. The AIG department will gather and evaluate the following data for the purpose of decision-making and planning:

- Survey responses (all stakeholders) -Student growth data from the Director of Testing and Accountability
- Standardized Test Data (K-12) -Student performance portfolio data
- The district AIG Coordinator will attend regional meetings to discuss the various standards and practices with other coordinators and share information and ideas for improvement.
- AG/IG students, parents/guardians, teachers, and administrators will be surveyed annually. Feedback from all stakeholders on a consistent basis will strengthen the AIG program.
- The AIG Stakeholder Committee will meet at least each year to evaluate the effectiveness of the AIG program and plan and determine if changes need to be made to the District AIG Plan based on local, state, or other updates and changes.

*** Practice I**

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

Data from the local AIG program will be shared in the following ways: The AIG Plan will continue to be posted on the district website and on school webpages AIG program evaluation data will be shared on the AIG district website Information and data will be shared at AIG Stakeholder Committee meetings and quarterly district AIG representative meetings, including AIG demographic data and headcount numbers at each school AIG Subgroup Accountability Data is public record and can be accessed on school report cards on the district and state webpage. An annual district AIG newsletter will be published and provided for parents during annual review of the DEP. All information shared will protect confidentiality of all data and adhere to the rules of FERPA when sharing student data with the public

*** 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.

An AIG brochure and parent handbook which outlines AIG identification, services, and procedural safeguards is available to families in their native language, when possible.

Informed Consent: The principal or designee will obtain permission to evaluate from the parent/guardian for any evaluations that will not be generally administered in the regular school program. They will record the information

used in making the decision within the student screening record to be presented to the screening and eligibility committee for consideration.

Upon determination of eligibility, the committee will develop the initial Differentiated Education Plan (DEP) that outlines the program service option(s) appropriate for that student according to student need. A Differentiated Education Plan (DEP) will be monitored by the AIG Case manager and will be reviewed annually for each student. Students who clearly demonstrate outstanding intellectual gifts, but do not meet the criteria for AG, will receive a Differentiated Plan developed to meet their needs. The principal or designee will obtain permission from the parent/guardian as consent for placement and the provision of services. Parents may request to exit their child from the AG/IG program at any time. If the exit is granted, the student can not re-enroll into the program until the next school year and must follow the procedures for initial referral and placement.

Reassessment Procedures: The performance and achievement data for all AG/IG students will be reviewed every three years for continued eligibility and reassessment of services. Students identified AG in one area will be reassessed during that time to determine eligibility in the non-identified area. Students being served in the Nurture Program will be reassessed annually for two consecutive years to determine eligibility for AIG services. If eligibility cannot be determined, the student will be released from the Nurture Program. The student may be referred to the program after additional data has been collected and indicates a need for reassessment.

Transfers from LEAs: Any student who transfers to Tyrrell County Schools with written documentation of participation in a NC program for academically or intellectually gifted students will be honored. The student will be enrolled in the AIG program for the current school year and will be reevaluated for continued placement in the AIG program during the next AIG testing window. If the student performs at or above grade level, the student will be allowed to remain within the program. If the student's performance is below grade level, the school based AIG committee will convene for a parent(s) conference to evaluate for eligibility. A letter is sent home with transfer students in grades K-12 notifying them of this policy.

If there is no match with the former program of services and the Tyrrell County Schools program of service, student needs will be aligned as closely as possible with the Tyrrell County Schools array of options, and student performance will be closely monitored and realigned if necessary.

Due Process Procedures Parents/guardians who disagree with the decision of the school based committee regarding student identification/eligibility have the right to follow certain steps to resolve the disagreement.

These include: Step I: School-based AIG Committee

- A. A parent/guardian may make a written request for a conference with the AIG Committee to discuss concerns within five business days of notification of the AIG Committee's recommendation.
- B. The AIG Committee reviews the student's record and may gather additional information as needed. The Individual Student Profile will be updated as needed.
- C. The AIG Committee grants the conference as soon as possible. If the grievance is not resolved at the AIG Committee conference, proceed to Step II.

Step II: Principal Conference (If the principal attended the AIG Committee conference, proceed to Step III.)

- A. The parent/guardian may make a written request for a conference with the principal within five business days of notification of the school based AIG Committee's decision.
- B. The principal reviews the recommendation with the school based AIG Committee chair.
- C. The principal grants the conference as soon as possible. If the grievance is not resolved at the principal's conference, proceed to Step III.

Step III: Appeal to District AIG Coordinator

- A. The parent/guardian may appeal the principal's decision (or the AIG Committee's response, if appropriate) in writing to the district AIG Coordinator within five business days of notification of the principal's decision (or the AIG committee's response if appropriate).
- B. The district AIG Coordinator reviews the grievance after receiving the appeal.
- C. The district AIG Program Coordinator responds in writing to the parent/guardian and the principal concerning the outcome of the review. If the grievance is not resolved by the appeal to the district AIG Program Specialist, proceed to Step IV.

Step IV: Appeal to Superintendent

- A. The parent/guardian may appeal the decision of the district AIG Coordinator in writing to the Superintendent within five business days of notification of the AIG Coordinator's decision.
- B. The Superintendent reviews the grievance.
- C. The Superintendent responds in writing to the parent/guardian, the principal, and the AIG Coordinator concerning the outcome of the review. If the grievance is not resolved by the appeal to the Superintendent, proceed to Step V.

Step V: Appeal to the Tyrrell County School Board of Education

- A. The parent/guardian may appeal the decision of the Superintendent in writing to the Board of Education within five business days of receiving the Superintendent's response.

B. The Board of Education makes a final decision within thirty calendar days of receipt of the appeal. In the event that the local grievance procedure fails to resolve the disagreement, the state-level grievance procedure is implemented. Proceed to Step VI.

Step VI: State-level Grievance Procedure

- A. The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to two areas: -whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student -whether the local plan has been implemented appropriately in regards to the child
- B. The decision contains findings of facts and conclusions of law. Notwithstanding the provisions of Chapter 1450B 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.

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*** Ideas for Strengthening the Standard**

Prepare an AIG profile report to share with the community at the beginning of the school year Disseminate an AIG program effectiveness to students, parents/families, teachers and other stakeholders at least annually

Planned Sources of Evidence

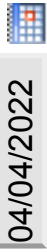
* AIG survey results data results and analysis
*
*

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

Local Board of Education Approval

Tyrrell County Schools (890) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:





Original Application Submission Date: 04/29/2022

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>Tyrrell County Board of Education Approval Signatures</u>

AIG Related Documents

Tyrrell County Schools (890) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Tyrrell County Board of Education Approval Signatures
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Tyrrell County Schools (890) 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.