

**Vance County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2016-2019**

**Approved by local Board of Education on:** 13-JUN-16

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

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

***For 2016-2019, Vance County Schools local AIG plan is as follows:***

**Vance County Schools Vision for local AIG program:** The Vance County Schools operate on the belief that we must develop the maximum potential in all of our students. The Gifted Education Program is part of a continuum of services that promotes and supports the academic achievement of all students and that provides appropriate educational opportunities for the academically and/or intellectually gifted child. Every effort is made to match appropriate opportunities for challenge with the needs of students. There is the expectation of excellence, equity, and focus on learning and teaching. Differentiated instruction will provide challenging opportunities for optimal student growth.

**Sources of funding for local AIG program (as of 2016)**

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$333041.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## Standard 1: Student Identification

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

### Practice A

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

**District Response:** Screening includes all activities designed to review the general population of students to see which students may need further assessment and/or eventual placement in the differentiated service continuum of gifted education. Screening procedures should be comprehensive and easy to accomplish. The information sought at the screening level should be readily available for all students. Particular attention during screening should be given to potentially gifted students from culturally diverse, economically disadvantaged, or disabled populations, many of whom are included in the nurture program. Vance County Schools will initiate an annual five-step process for identification of potential candidates for differentiated services in gifted education.

1. Programs (workshops and seminars) for parents and other designated caretakers will be held in order to provide information in identifying and nurturing gifted characteristics in children of all ages and cultures.
2. Each school site will develop a local pool of students who demonstrate outstanding academic and/or intellectual potential, including but not limited to nurture students. Teachers will add to the screening list all students in the top 20% of scale scores. They will also add to the screening list the top 20% of minority student based on scale scores. The first quarter will serve as an observation period by the regular education teacher.
3. Each school site will include a listing of students from diverse cultural and economic groups who demonstrate a high interest or performance potential in any academic area.
4. Each school site will review multiple research-based screening instruments, such as the Developmental Reading Assessment (DRA) running record and comprehension assessments (grades K-2), Reading 3-D, Iowa Test of Basic Skills (ITBS), benchmark quarterly assessments in mathematics and reading, teacher observation scales, parent inventories, student interest inventories, or student portfolios. All third grade students will be administered a standardized aptitude test during the

second quarter of the school year. Each school site will review the standardized cognitive and achievement test scores for individuals for grades 3-8.

5. Each high school site will review system wide enrollment guidelines for placement in Honors or AP courses.

6. Each school site will receive referrals for differentiated services after the end of the first quarter from teachers, parents, or others including self-nomination and/or community members with academic knowledge of the student. Information collected at one stage should be useful in decision making for the next level as well. Information collected at screening should lead to a formal referral requesting further assessment, to placement in the nurturing pool, or to a decision that the student does not require referral for evaluation. Students may also be placed on a list so that teachers can continue to observe them and collect additional information to see if further assessment is needed. If the decision is made that referral and further evaluation is needed, parents must be notified. (Coleman, Gallagher, Harrison & Robinson, 1995)

The referral for differentiated services in the gifted education program should be submitted to the Gifted Identification Team (GIT) at the individual school site. Referred students may be eligible for services, and decisions must be made to determine if any specific differentiated services are required. The GIT reviews all available data and uses appropriate communication through the use of Parental Notice for AIG Evaluation ( AIG 2 ) to communicate to parents the team's request for further evaluation. The Parents' Rights Handbook is provided for those students who are formally referred. Decisions for placement should be made using multiple indicators of giftedness free of weighting and cut-off scores to ensure that an accurate appraisal of the student's needs has been reached. A minimum of three appropriate criteria that include both qualitative and quantitative measures with adequate reliability and validity will be considered. No single piece of information should prevent a student from consideration for services which are appropriate (e.g., a student who has outstanding grades in math and high math test scores should not be prevented placement in advanced math based on a lowered IQ score); however, a single piece of information can indicate that differentiated services are warranted (i.e., an IQ score or an individual assessment that is in the superior range of 94% or higher is indicative of outstanding intellectual aptitude, but cannot be a behavior scale or classroom grades).

### **Practice B**

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

**District Response:** Gifted is the manifestation of ability to learn well beyond the expected level of one's age mates. It can be discovered through outstanding student performance, high test scores, or through observation. These abilities are sometimes muted in students by unfavorable environmental circumstances and need to be actively sought. Vance County is committed to identifying those students with limited opportunities to learn. By providing individually appropriate differentiated services, Vance County seeks to address the needs of underserved populations.

- However, within any indicator, a single criterion may review a need for services. However, no single criterion can eliminate a student from consideration.
- Information from any, and all, indicators may be used in matching students with appropriate service options.
- Information used from each indicator should be directly related to the service option considered.
- Information from specific indicators may be given priority for specific service options (e.g., math achievement/performance advanced math).

**OBSERVATION OF STUDENT:** Indicators of a student's needs for differentiation based on his/her observable behavior. This may be shown through the student's abilities in the following areas:

- Communication – Highly expressive and effective use of words, numbers and symbols.
- Motivation – Evidence of desire to learn
- Humor – Conveys and picks up on humor
- Inquiry – Questions, experiments, explores
- Insight – Quickly grasps new concepts and makes connections, senses deeper meaning
- Interests – Intense (sometimes unusual) interests
- Problem-Solving – Effective, often inventive, strategies for recognizing and solving problems
- Memory – Large storehouse of information on school or non-school topics
- Reasoning – Logical approaches to figuring out solutions
- Imagination/Creativity – Produces many ideas, highly original (Frasier, 1995)

**STUDENT PERFORMANCE:** Indicators of a student's demonstrated mastery.

This may be shown through work samples, portfolios, grades or other authentic assessment strategies. In some cases, performance may be demonstrated outside the school arena.

**STUDENT ACHIEVEMENT:** Indicator of a student's knowledge.

This may be shown through a standardized test score (85th percentile or above) or an End of Grade/End of Course test score (of 85th percentile or higher). Achievement may also be reflected on criterion-referenced tests designed by teachers.

**STUDENT APTITUDE:** Indicator of a student's capacity for learning.

This involves reasoning, problem solving, memory, etc. Aptitude may be shown through an IQ score or demonstrated ability.

**STUDENT INTEREST:** Indicators of a student's focus areas and/or curiosity.

This may be shown through a formal interest inventory/survey, an informal interview, or documentation of a student's particular passion. Interest may also be demonstrated through student's participation in extracurricular activities.

**STUDENT MOTIVATION TO LEARN:** Indicators of a student's commitment to pursue learning experiences.

This may be shown through school and/or outside of school activities. With some students, this area may be muted by unfavorable environment or experimental circumstances. For these students who have often been called, "underachievers", an individual case study may be important to reflect the student's specific areas of need. Students will be identified in one of the following areas:

**Academically Gifted in Reading (AR)-** This is a student whose achievement and/or aptitude scores meet or exceed criteria in Reading.

**Academically Gifted in Math (AM)-** This is a student whose achievement and/or aptitude scores meet or exceed criteria in Math.

**Academically Gifted (AG)-** This is a student whose achievement and/or aptitude scores meet or exceed criteria in Reading and Math.

**Intellectually Gifted (IG)-** This is a student who traditionally demonstrates weaknesses in achievement in Reading and/or Math but whose composite score on any given aptitude test is a 98% or higher.

**Academically and Intellectually Gifted (AI)-** This is a student whose achievement and composite aptitude scores meet or exceed criteria to be Academically and Intellectually identified.

After the GIT reviews the Summary of Evaluation Results, it makes a recommendation to the system- wide Compliance Review Team (CRT) which serves as an inter-rater reliability process to assure that a student screened and identified as gifted in School A will also be screened and identified as gifted in School B. The CRT makes the final decision as follows:

1. Differentiated services are recommended in math and/or reading, depending upon AR, AM or AG identification.
2. Differentiated services are recommended depending upon IG or AI identification.

3. Nurture Services provided both in or out of the regular classroom depending upon GIT and CRT recommendations.

Option one and two require a decision of the most appropriate service option match for the student.

Option three requires that the student will be nurtured by the regular education teacher or the AIG Specialist. The student's profile will be reviewed later during the current year or during the next school year.

Following the CRT review, parents are invited to attend a conference with the AIG Specialist to review the Summary of Evaluation Results and the GIT/CRT recommendation.

AIG COMPARISON TO LEA

TOTAL # OF AIG STUDENTS =572

RACE/GENDER	#OF AIG STUDENTS	#OF STUDENTS IN SCHOOL SYSTEM
	572	6721

Females- 280

Males- 292

American Indian Females-0

American Indian Males- 0

Asian Females-3

Asian Males- 6

Black Females-135

Black Males- 123

Hispanic Females-38

Hispanic Males- 48

Multiracial Females-9  
Multiracial Males- 14

White Females-95  
White Males- 101

### **Practice C**

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

**District Response:** \*Vance County's NETS program provides opportunities for K-3 students to demonstrate gifted behaviors.

- \*Nomination by any school personnel, parents, and stakeholders is used to increase the screening pool.
- \*Opportunities in the regular classroom that meet individual and cultural learning need to demonstrate gifted behaviors
- \*Use of Gifted Rating Scales for additional evidence for underrepresented populations
- \*Portfolios of work samples, projects, videos, higher order thinking, and problem solving
- \*Interventions to support unique learning styles, multiple intelligences, and differentiated content and instruction
- \*Alternative norm referenced assessments
- \*Use of Individual Differentiated Education Plans (IDEPs) to provide an alternate identification pathway for students who may qualify for IG or AIG
- \*Professional development is provided for AIG Specialist and other teachers to support the learning

characteristics and gifted behaviors of students from underrepresented populations.

- \*Collaboration with school counselors in identifying academic offerings aligned with student interest and motivation
- \*AIG Program essential documents available in Spanish
- \*Encouragement of parent participation in annual course selection
- \*Continuous monitoring and review of nominations and referrals for AIG services
- \*Links between content and real-world applications in core instruction

The AIG Program uses individual assessment instruments (standardized tests) for referral and identification of underrepresented populations which may include non-verbal intelligence tests. Professional personnel are available to provide assessments in the language in which the student is most fluent. Individual aptitude and achievement assessments are administered to identify high potential students from special populations. Circumstances under which individually administered tests are appropriate may include:

- \*The student has a documented medical condition or disability that may interfere with his/her ability to perform optimally in a group situation (i.e. ADD, ADHD, chronic asthma, etc.)
- \*The student has cultural differences, which may interfere with language usage (i.e. LEP, ESL, etc.).
- \*The student is from a culturally, linguistically, and/or ethnically diverse background.
- \*The existing group data (current within twelve months) on the student does not provide sufficient information to make the decision about the need for services.

ALTERNATIVE PATHWAYS for Identification of Students from Underrepresented Populations:

One score at 85% or above in either aptitude OR achievement may be paired with the following additional indicators to qualify for AIG identification:

Gifted Rating Scales

### Performance/portfolio work samples

An Individual Differentiated Education Plan (IDEP) will be written for any student from underrepresented populations identified through this alternative pathway.

The GIT/CRT is responsible for verifying that:

- \*Students with an Individual Education Plan (IEP) will be provided with appropriate accommodations and modifications as directed by the IEP, in accordance with Programs for Exceptional Children.
- \*Students with a 504 Plan are tested as directed by the 504 Plan with appropriate accommodations and modifications in accordance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act.
- \*An Individual Differentiated Education Plan (IDEP) provides an alternate identification pathway using multiple criteria for identification for underrepresented populations.
- \*The GIT/CRT and the IEP team meet to determine appropriate services for the twice-exceptional student. Twice exceptional students are identified as academically intellectually gifted and meet criteria for exceptional children services such as autism, learning disabled, visually impaired and other health impaired (attention deficit hyperactivity disorder, etc).
- \*The GIT/CRT, school personnel, and Central Office staff collaborate to determine appropriate services for highly gifted students.

### **Practice D**

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

### **District Response: SCREENING**

Screening includes all activities designed to review the general population of students to see which students may need further assessment and/or eventual placement in the differentiated service continuum of gifted education. Screening procedures should be comprehensive and easy to accomplish. The information sought at the screening level should be readily available for all students. Particular attention during screening should be given to potentially gifted students from culturally diverse,

economically disadvantaged, or disabled populations, many of whom are included in the nurture program.

## REFERRAL

The following steps indicate the structure used when determining if a student is demonstrating a need for differentiated services within the gifted education program. The referring teacher should be present during the completion of this form. This allows the team to receive input from the person who knows the child best in a school setting.

### STEP 1:

#### Work Samples

The GIT requests student work samples with evaluation rubrics from the teacher. These samples should indicate the level of need for the particular student. Work samples may include the following:

School generated work only

Individual student work

Student's ability to support arguments/results

Advanced content skills

Effective problem solving strategies

Clear understanding of concepts

Application of concepts learned

Creativity

Insight

Outstanding work beyond teacher expectations Work samples should have the following:

Attached teacher assignment sheet for showing concepts addressed

Attached teacher rubric used for grading

Final grade or evaluation

Work samples should not be the following:

A text generated test

A spelling test

Worksheets

### STEP 2:

#### Review of Available Scores

The GIT examines available standardized assessments of achievement and aptitude to determine the level of need for the student. Assessment instruments reflect sensitivity to economic conditions, gender, developmental differences, learning

differences, and diversity of students so that equal opportunity for consideration is provided for all students. The Cognitive Abilities Test, Naglieri Nonverbal Ability Test 2, Henmon Nelson Test of Mental Ability, the Kaufman Brief Intelligence Test 2, Otis Lennon Ability Test, Iowa Test of Basic Skills, Woodcock-Johnson III, or any other standardized test results less than one year old, are examined. When appropriate, individual assessments designated to assess strength-based areas of gifted students are administered by professional personnel. Assessments in the language in which the student is most fluent may be administered. At this point, a decision for differentiated services may be possible. The team may decide which academic areas (reading and/or math) should be considered for differentiation.

**STEP 3:**

Review of Student's Performance

GIT reviews student's performance within the classroom. Averages within the curricula areas of mathematics and reading are examined along with any other indicators of need. Again, at this point, a decision for differentiated services is possible.

**STEP 4:**

Student Observation

A classroom teacher observes the student for characteristics indicative of potential ability. Using the Gifted Behavior Scale, the teacher rates each student referred. Once this is completed, the teacher returns this observation to the GIT. The team should decide who will conduct this observation and then schedule with the teacher an appropriate time for the observation to occur.

The team totals the ratings in order to convert this scale to an indicator of need for differentiation.

The following conversion chart should be used for grades K-12:

Very Strong/Outstanding 94% or above

Strong /High 85-93%

Moderate/ Average 80-84%

**STEP 5:**

Student Interest and/or Student Motivation to Learn

The GIT may feel that student input is necessary in order to best determine the student's focus areas and curiosity. This may be shown through an interest inventory, an informal interview, or participation in extracurricular activities.

Placement

After the GIT reviews the Summary of Evaluation Results, one of the following decision will be made:

Differentiated services are recommended in math and/or reading (AR, AM, & AG),

Differentiated services are recommended for intellectually gifted (IG),  
Differentiated services are recommended for academically and intellectually gifted (AI), or  
Nurture services recommended in math and/or reading.

GIT will make its recommendation to the system-wide Compliance Review Team (CRT) which serves as an inter-rater reliability process to assure that a student screened and identified as gifted in School A will also be screened and identified as gifted in School B.

The CRT support or deny the following decision as follows:

Differentiated services are recommended in math and/or reading (AR, AM, & AG),  
Differentiated services are recommended for intellectually gifted (IG),  
Differentiated services are recommended for academically and intellectually gifted (AI),  
Nurture services recommended in math and/or reading, or  
More information is needed.

Option one, two, and three requires a decision of the most appropriate service option match for the student. Option four requires that the student will be nurtured by the regular education teacher or the AIG Specialist. The student's profile will be reviewed later during the current year or during the next school year. Option five asks for more information and/or data to make a final decision.

Following the CRT review, parents are invited to attend a conference with the AIG Specialist to review the Summary of Evaluation Results and the GIT/CRT recommendation.

Process of Placing a Transfer Student:

Students identified in gifted programs outside of Vance County Schools will be considered for local eligibility based on individual needs and local options available. These students will be temporarily located in the Gifted Services Program until appropriate paperwork is received from previous school. Once the paperwork is obtained, the gifted identification team reviews all information and completes the "Individual Student Eligibility for Services Record" to determine if differentiated services are appropriate. This process should be completed in a timely manner.

Step 1: PowerSchool operator informs the AIG Specialist or GIT Chairperson that an identified gifted student has enrolled.

Step 2: PowerSchool operator or guidance office requests records from previous school.

Step 3: Upon receipt of records, the Gifted Identification Team reviews the records and determines

appropriate services.

Step 4: The page "Summary of Student Eligibility and Placement Record" is completed.

Step 5: The Gifted Identification Team forwards the following forms (or comparable forms from other counties or states) to the Compliance Review Team. These forms may be different across the state. It is best to copy anything dealing with gifted services and forward the following to the Compliance Review Team:

Copies from Initial Placement

AIG 2 Permission to Evaluate/Re-evaluate

AIG 4 Summary of Student Eligibility and Placement Record

AIG 5 Invitation to Conference

Differentiated Education Plan

New Paperwork (Completed by Gifted Identification Team at School) Summary of Eligibility and Placement Record

Differentiated Education Plan

Step 6: Compliance Review Team signs and returns to AIG Specialist or GIT Chairperson to be placed in student's record.

### **Practice E**

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

**District Response:** The following initiatives will be implemented and/or continued under the supervision of the Gifted Coordinator at the district level:

Partners for the Advancement of Gifted Education (PAGE) Board

Partners for the Advancement of Gifted Education (PAGE) is an organization of parents, teachers, and all others who are vitally interested in the growth and education of academically and/or intellectually gifted students. The PAGE Board is seeking to establish corporate sponsorships with businesses in the area. The major objectives of PAGE are to provide strong advocacy for investing in the future of our gifted students and to provide information to parents about Vance County's Gifted Education Program. PAGE offers scholarships to 5th grade AIG students for summer enrichment, two scholarships to two 8th grade AIG students, two 500.00 dollar college scholarships to AIG seniors and one 600.00 Gerald Murdock scholarship to a senior. These awards are presented at the yearly PAGE banquet in the spring. A PAGE Board has been established to meet these objectives. The PAGE Board will consist of the Gifted Coordinator and parents or community members who are representative of various school attendance districts. This board meets monthly. Student enrichment activities are also offered by PAGE.

#### Gifted Newsletter

Communication through this bi-annual publication (November & May) will inform parents and the community of the county policy, county events, and state events. This newsletter may also provide publication of articles submitted by students. The newsletter is published as an internet link on the Vance County Schools homepage ([vcs.k12.nc.us](http://vcs.k12.nc.us)). Parents who do not have internet access may request hard copies of the newsletter.

#### Gifted Brochure

A brochure has been developed in order to provide written, accurate information about the gifted program for parents and community. This will be available to other interested persons. A Nurturing Elementary Thinking Skills (NETS) brochure has been developed in order to provide written information about identification and instruction criteria for students in kindergarten through third grade nurturing program.

#### Gifted Education Progress Reports

A progress report will be sent to parents of AIG elementary students at the end of each nine weeks. Parents are invited to review student portfolios during Parent-Teacher conferences. In middle school and high school, progress reports are sent to parents during mid-quarter as a part of regular classroom procedures.

#### Vance County Schools Website

The 2016-2019 AIG Plan will be published on the Vance County Schools website ([vcs.k12.nc.us](http://vcs.k12.nc.us)).

#### Parent Involvement in Gifted Identification Team Referral/Eligibility Process

Appropriate communication through the use of Prior Notice and Parent/Guardian Consent for Evaluation, Summary of Evaluation Results, and Differentiated Education Plan forms will communicate to parents their child's eligibility. Parents are invited to attend the conference during which their child's eligibility is explained. The Parents' Rights Handbook is provided for those students who are formally referred. Parents are provided copies of all documents. All communication is provided in Spanish as well as English.

#### Parent Involvement in the Development of the Annual DEP/IDEP

Parents of identified children will be invited to attend a group meeting each year to develop a DEP/IDEP. Parents are provided a copy of the DEP/IDEP.

#### The Vance County School of Excellence

The Vance County School of Excellence is a week-long program for rising AIG or high-achieving tenth graders in Vance

County Schools. This program is conducted cooperatively with the Chamber of Commerce, Vance Granville Community College and the school district. Students work on team building skills, tour local businesses and industries, and tour local points of interest. This opportunity further enhances reciprocal relationships between gifted education and community organizations.

**Ideas to Strengthen the Standard:** Vance County would like to strengthen this standard by continuing to explore alternative assessment for underrepresented populations, such as our ESL and twice exceptional students. We would to learn more about using portfolios when students fail to meet minimum testing requirements but show potential.

Our LEA is also in the process of updating testing materials (CogAt, ITBS, KBIT).

**Sources of Evidence:** AIG Meeting Agendas

AIG Headcount

AIG Headcount for K-3 NETS Program

AIG Headcount for 4th & 5th Grade Nurture Students

Increased numbers of students identified from under-represented populations

- Individual Student Profiles
- Results from Gifted Rating Scales
- NETS program roster
- Nonverbal and alternative assessment measures
- IDEP identifications

Grades for Males participating in NETS Program

Minutes from GIT Meetings

Minutes from CRT Meetings

Parent Written Requests

Conference Minutes

Decision(s) in Writing

Summary of Student Eligibility and Placement Record form

PAGE Minutes

Gifted Newsletters  
Gifted Brochure  
VCS Website  
School of Excellence Schedule

## **Standard 2: Differentiated Curriculum and Instruction**

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

### **Practice A**

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

**District Response:** As a minimum standard, a K-12 differentiated education program should be provided in the areas of reading, writing, and mathematics to align with North Carolina's accountability program in measuring students' achievement and growth. This differentiated educational approach that involves extended thinking, applied thinking and conceptual thinking builds upon and extends beyond the North Carolina Standard Course of Study. Since resources are limited in programs for gifted education, general education has an integral responsibility to differentiate appropriately the curriculum for gifted students." (Spring 2004 Guidelines for Governing Local Plans for Gifted Students, NC Department of Public Instruction)

The curriculum and instruction of the gifted education program must meet the programming criterion of the National Association for Gifted Children Pre-K – Grade 12 Gifted Program Standards (1998).

Vance County Schools' district curriculum and curriculum models for gifted education are aligned with the program's mission statement as stated at the beginning of the Local Plan for Gifted Education.

District curriculum, curriculum models, and resources are receptive and representative of various cultural groups. They may include, but are not limited to, the following:

Grades K-3

Primary Education Thinking Skills, by Nichols, Thomson, Wolfe, Merritt

Building Thinking Skills-Book 1, by Sandra Parks

Thinking Skills, Grades 3-4, by Sandra Parks

STEM (Science Technology Engineering Mathematics) Elementary Schools

## Jacob's Ladder Units

Grades 4-12

Gardner's Multiple Intelligences

Jacob's Ladder Units

Marzano's Classroom Instruction that Works

Paideia Teaching and Seminars

Renzulli's Enrichment Triad Model

Taba's Teaching Strategies

Creative Problem Solving

Empowering Writers

Junior Great Books

The College of William and Mary Center for Gifted Education Program's Literary Reflections Units and Problem Based Science Curriculum

Reading Across the Curriculum

The Revised Bloom's Taxonomy

Writing Across the Curriculum

Project-based learning

STEM (Science Technology Engineering Mathematics) Elementary Schools

Traits of a high quality curriculum include content, assessment, introduction, grouping strategies, teaching activities, learning activities, products, resources, extensions, and differentiation. (Designing Program and Services for High Ability Learners, Purcell and Ekert, 2006)

### **Practice B**

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

### **District Response:** Service Delivery Options

Reading/Math Incentive Programs

Reading incentive programs, such as Accelerated Reader and Book Adventures are innovative, classroom-proven programs that combine children's literature with software that tests comprehension. The software is also capable of managing student records and tracking reading

performance. Math incentive programs, such as Accelerated Math and Math Facts in a Flash can be used to accelerate and individualized math instruction.

#### Computer-Based Instruction

Computer-based instruction can be used both to enrich the curriculum and remediate specific skills deficits. This is particularly appropriate for gifted students having specific skill gaps (gifted underachievers, learning disabled, culturally diverse). Care must be taken that software is selected for enrichment that challenges thinking, problem-solving, and decision-making. Many appropriate programs and services are also available through Internet, a global network that links thousands of computers enabling them to share services to communicate.

#### Curriculum Compacting

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills. Curriculum compacting can be implemented at any grade level and with minimum additional funding. Teachers must have training and support during implementation. During compacted time, students may pursue activities in their classroom, media center or special resource center.

#### Socratic Seminar

A Socratic Seminar is a teaching strategy in which all students read a challenging piece of literature. Then is a discussion forum, students engage in critical thinking, listening, communicating, and wonder. This creates an atmosphere of intellectual engagement, cooperation, and conversation during which the goal is not to answer questions, but to generate more questions.

#### Differentiated Units/Projects

One of the most effective ways to deliver differentiated curriculum to gifted students is through designing differentiated units that incorporate individual learning abilities and levels of content and skill. This has proven to be an effective planning tool to accomplish this and is appropriate for gifted students in regular classrooms, part-time classes, resource settings, and full-time placements.

#### Independent Contracts / Studies

Independent contracts are agreements made between teacher and student that allow students to work independently on either accelerated or enriched materials related to a unit of study. To be effective, contract goals must be realistic and teachers must meet with students on a regular basis and review their progress.

#### Thematic or Integrated Units

Thematic units deal with information from various disciplines that is integrated under a broad-based theme such as conflict, power, patterns, etc. Because these units provide opportunities to deal with content at a highly abstract level of sophistication, they are an appropriate way to modify curriculum for gifted students (Kaplan, 1986).

#### Learning Centers

Students would be given an opportunity to delve into different interests and academic activities throughout the day in the regular classroom.

#### Student-led Conferences

Student-led conferencing is having students conduct formal conferences with their parents or guests to display their schoolwork as well as discuss their learning, educational goals, and strategies for meeting those goals. Such conferences are a continuation of the classroom conversations about learning that take place between the teacher and the students through the development of a portfolio. They offer the authentic outside audience that is necessary for portfolios to be serious, real-world tasks, and they bring parents into the assessment process.

#### Tiered Assignments

This option follows general class instruction and involves varying (tiering) the assignments given to students after instruction. The assignment may be for in-class guided practice, independent practice, and/or short or long term projects. Assignments are made based on student abilities and interests and relate to class instruction that all students receive. The teacher does not change teaching strategies; what the student does changes.

#### Cooperative Learning

Either as a whole class or by ability levels, students work together to learn material within structures that assure positive interdependence, equal participation, individual accountability, and simultaneous interaction.

#### Research Paper

Self-selected topics based on a concept or theme are researched by the student independently under the guidance of the teacher. The student will follow MLA or APA research format.

#### Service Options

##### Cluster Grouping of Gifted Students Across Teams

Each team identifies students performing at an advanced skills level in communication skills and/or mathematics. Such students are pulled together during an instructional period and taught by a teacher who is certified in gifted education.

#### Acceleration by Subject (in regular classroom)

Based on assessment, students are allowed to test out and bypass specific subjects or skill levels. They might receive instruction at a higher level with another group of students and yet remain with their peer group for most of their instruction. This works best in subjects that have a clearly developed sequence of skills, such as mathematics. Care must be taken that once begun, such acceleration opportunities continued to be made available to the students.

#### Honors Courses

Honor courses are advanced courses that cover traditional content, but also focus on issues, programs and themes related to topics. They are designed to help students develop a knowledge base in that specific discipline and learn to apply that knowledge at an advanced level. Although these courses are not usually limited to gifted students, they need clearly defined prerequisites and entry and exit guidelines in order to be effective.

#### Advanced Placement Courses

The advanced placement program consists of college level courses and examinations for high school students. The courses may be designated as AP courses or Honors courses. AP course descriptions are carefully followed and are usually taught by teachers who have received training. Courses and examinations are available in several dozen areas of the curriculum.

#### Dual Enrollment (IDEP Required)

This option allows students to be enrolled in two levels of school at the same time. Students may remain at one level and attend another level for a specific course or period of time. This option works best with content that is highly sequential, such as mathematics, foreign language, etc. This is also an appropriate option for secondary students that might be enrolled in courses at postsecondary institutions. Through dual enrollment, students may receive college credit for courses taken while still in high school.

#### Early Graduation

Students will be allowed to accelerate their high school schedule to enable them to complete graduation in less than four years.

#### Flexible Grouping within the regular classroom

Students will be grouped within a regular education classroom as needed based on ability and/or interest.

#### Consultative Services

The AIG Specialist works with the cluster and/or regular education teacher to plan lessons/ assignments appropriate for the student.

#### Whole Class Instruction

The AIG Specialist will instruct an entire class, using higher order thinking skills such as the Primary Education Thinking Skills. The regular classroom teacher will assist, observe, and document students who demonstrate outstanding potential for performing at high levels when compared with their peers.

#### Enrichment Grouping

Enrichment grouping is provided to cluster teachers and/or students through the services of an AIG Specialist who helps design differentiated activities. Team/collaborative teaching may occur with the regular teacher.

#### Cluster Grouping of Gifted Students

A cluster group (5 to 10) of gifted students is assigned to a regular heterogeneous class. The cluster teacher works closely with the AIG Specialist to design appropriate differentiated curricula for this group. If a school has fewer than 5 identified gifted students in a specific grade, then these students should be clustered in one classroom.

#### Resource (Pull Out)

Students leave their regular classroom for a specified period of time for instruction from an AIG Specialist. Activities may extend the regular curriculum and may focus on specific process skills such as critical and creative thinking, research skills, and independent and small group investigation. The success of any resource program depends on the cooperation and planning between regular teachers and the gifted resource teacher.

#### Cross Grade Level Instruction/Subject Acceleration (IDEP Required)

Based on assessment, students are allowed to test out or bypass specific subject or skill levels. They might receive instruction at a higher level with another group of students and yet remain with their peer group most of their instruction. This works best in subjects that have clearly developed sequence of skills (reading, math, etc.) It is appropriate at any grade level. Care must be taken that once begun, such acceleration opportunities continue to be made available to students.

#### Grade Skipping (IDEP Required)

Students are moved ahead a grade or grades. This works well with students who demonstrate a content mastery at three or more years above their current grade level.

#### **Practice C**

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

**District Response:** Description: : Grades K-3

Primary Education Thinking Skills, by Nichols, Thompson, Wolfe, Merritt  
Building Thinking Skills-Book 1, by Sandra Parks  
Jacob's Ladder  
Thinking Skills, Grades 3-4, by Sandra Parks  
STEM (Science Technology Engineering Mathematics) Middle School Grades 4-12  
Gardner's Multiple Intelligences  
Marzano's Classroom Instruction that Works  
Paideia Teaching and Seminars  
Renzulli's Enrichment Triad Model  
Taba's Teaching Strategies  
Creative Problem Solving  
Empowering Writers  
Junior Great Books  
The College of William and Mary Center for Gifted Education Program's Literary Reflections Units and Problem Based Science Curriculum  
Reading Across the Curriculum  
STEM (Science Technology Engineering Mathematics) Elementary School  
The Revised Bloom's Taxonomy  
Writing Across the Curriculum  
Project-based learning  
Storyworks  
DynaMath

**Practice D**

Fosters the development of 21st century content and skills an advanced level.

**District Response:** Vance County Schools had identified the importance of teaching our students 21<sup>st</sup> Century Skills within the classroom. The county is supportive and provides resources to our teachers to ensure this. Most classrooms in all schools (including resource, AIG, etc.) have Smart Boards to use with our students and have access to additional technologies such as Ipods, Ipads, Nooks, Smart Response, Smart Slate, and document cameras. Our schools routinely use technology resources to enhance and enrich the curriculum. High Schools have the one to one initiative.

**Practice E**

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

**District Response:** Teachers of gifted students will effectively use multiple assessment and evaluation tools for monitoring student understanding and achievement. In addition to traditional assessments, additional assessment tools may include the following:

- \*Performance-based assessments which require students to construct a response, create a product, or perform a demonstration
- \*Portfolios
- \*Rubrics
- \*Teacher-developed essay tests
- \*Peer assessment of student-led discussions

Lesson plans should reflect the multiple assessments and evaluation tools used for monitoring gifted students' understanding and achievement.

Student assessments should be matched to learner outcomes, so that all teachers of gifted students may use them for continued curriculum planning. Assessments measure student progress and future needs, and are tools for making evaluations of curriculum effectiveness. (Curriculum Planning and Instructional Design, VanTassel-Baska, 2003)

Based on assessment, students who have demonstrated mastery are allowed to bypass specific subjects or skill levels. They might receive instruction at a higher level with another group of students and yet remain with their peer group for most of their instruction. This subject acceleration works best in subjects that have a clearly developed sequence of skills, such as mathematics. Care must be taken that once acceleration has begun, such opportunities continue to be made available to the students.

### **Practice F**

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

**District Response:** The impetus behind the development and creation of the AIG program has been the growing concern among educators and parents that the needs of the academically and/or intellectually gifted students were sometimes overlooked within the framework of existing curriculums and programs. AIG students are often considered "at risk" in schools today. Research has proven over the years that the commonly accepted idea that "bright students do not really need special or

differentiated treatment, because bright children will get it on their own," is an outmoded and invalid way of thinking. It is a way of thinking that has undoubtedly cost our children and our society an immeasurable amount of undeveloped talent and non-productivity. It has also had its toll on mental health as well as being a factor in the significantly higher suicide rate among gifted and talented youth as compared to the rate among their "average" peers. AIG students are significantly different in many ways from their "age" peers, just as much so as the gifted athlete is from those of us with "average" athletic ability and physical dexterity. AIG students need to have available and accessible highly skilled and specially trained guidance counselors who understand, are motivated, and enjoy working with students whose personalities, intellects, and behaviors are unique, unconventional, and often not "age specific" in their development. Nurturing and meeting the social and emotional needs of these students is just as crucial to their overall well-being and success as meeting and challenging their intellectual acuity and academic needs.

Guidance counselors should serve on the Gifted Identification Team to provide expertise concerning the social and emotional ramifications of acceleration options such as grade skipping, subject acceleration, early entrance to kindergarten, and concurrent enrollment.

The development of a scope and sequence for an effective curriculum will be explored.

In the middle and secondary schools career counseling, which provides families and students with information regarding changing career paradigms, academic planning, and sessions on personal/social awareness should be provided as needed to foster academic and emotional support for gifted students. Assistance in applying for scholarships, internships, and educational enrichment activities should be provided through guidance services to gifted students. Opportunities for participation in mentor-mentee relationships should also be emphasized. The goal of guidance is regards to the academically and intellectually gifted student is to ensure that each identified student fully maximizes his/her potential for academic success and develops as a contributing member of our global economy. Every effort will be made to provide counseling services to our identified students. AIG students who are not performing at a high level of academic success are targeted and academic counseling is employed.

### **Practice G**

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

**District Response:** The process for system-wide screening for potential gifted students in grades kindergarten through third grade is as follows:

AIG Specialist procure a list of top academic students from each K-3 classroom in each elementary school and send to AIG Coordinator by the end of the first nine weeks. AIG Specialist will observe and/or teach in all K-3 classrooms before the end of

the first nine weeks to confirm top academic students and to locate underrepresented groups of students. Elementary AIG Specialist who serves 2 schools will teach K-3 students twice a month for minimum of 30 minutes. Elementary AIG Specialist who serves 1 school will teach K-3 students four times a month for minimum 30 minutes. Principals will approve AIG Specialists' schedules by end of 1st nine weeks. Elementary AIG Specialists and classroom teachers will discuss any K-3 student who was previously identified the prior year and who is not referred to decide if services are required. Elementary AIG Specialists will maintain required documentation of K-3 students.

Young children grow and develop at different rates cognitively, physically, and effectively. Some children enter school ready for tasks that require concentration and academic skills, while others enter school at a much lower readiness level. It is sometimes difficult to determine those students who are truly gifted academically and/or intellectually in the early years. However, it is possible to recognize those young children who consistently reach the expected academic benchmarks sooner than their peers and who need educational experiences which go beyond those normally offered in primary classrooms. Vance County Schools will nurture or develop the academic and/or intellectual potential of these students in the Nurturing Elementary Thinking Skills (NETS) program.

NETS candidates must meet above grade level academically and/or intellectual benchmarks in reading, writing, and/or mathematics as determined by the following:

- \*exemplary work samples in reading, writing, and/or math that are provided by the classroom teacher,
- \*unassisted work samples provided by the AIG Specialist,
- \*math assessments,
- \*Reading 3D levels,
- \*NETS Checklist,
- \*aptitude or achievement on nationally normed assessments, or
- \*other data provided by the classroom teacher such as Accelerated Reader points, TPRI(Texas Primary Reading Inventory), ITBS (Iowa Test of Basic Skills), STAR reading data.

Informal screening for the NETS program begins during the first quarter of the school year. Classroom teachers begin documentation of students showing outstanding academic and/or intellectual potential on the Gifted Behavior Observation Form. The AIG Specialist works with the classroom teacher on a consultative basis to provide differentiated lessons to these students. The AIG Specialist may present inclusion activities, giving an entire class exposure to higher order thinking skills.

During the second quarter, the AIG Specialist screens students demonstrating outstanding academic and/or intellectual potential by providing them with unassisted work samples in a pull-out or small group setting. The AIG Specialist presents the

data collected from the classroom teacher and from the unassisted work samples to the Gifted Identification Team (GIT), consisting of guidance counselors, classroom teachers, the AIG Specialist, and school administrators for review. The GIT determines if the student demonstrates a need for differentiated services through the NETS program. Parents are notified by a letter from the principal and the AIG Specialist if their child qualifies for the NETS program. Parents must agree in writing for their child to participate. These students are not formally identified as AIG and are not included in the AIG headcount.

NETS students participate in small resource pull-out groups or whole class enrichment taught by the AIG in small resource pull-out groups or whole class enrichment taught by the AIG Specialist at least twice a month. NETS follows the primary curriculum, Primary Education Thinking Skills (PETS), to teach the high level thinking skills, convergent thinking, divergent thinking, evaluative thinking, and visual/spatial perception. Students may solve challenging (2 to 3 step) math word problems, write narrative stories, and participate in activities of challenging, high interest exercises, many of which are hands-on.

Students who are nurtured in the NETS program will continue to receive differentiated services as long as they continue to demonstrate mastery of the NETS instruction. Each student will have a portfolio of the work completed in the NETS program. The GIT will review the portfolio on an annual basis to determine if the student should continue in NETS. It is understood that as time passes and as students mature cognitively and affectively, academic and/or intellectual potential that may have been latent begins to be evident. There will continue to be opportunities during the year for the screening and identification of those students.

Students in the NETS program are candidates for the AIG program. Formal AIG screening, evaluation, and referral takes place after the first quarter of third grade. Parents are notified if their child is referred for AIG evaluation when they receive a Prior Notice and Parent/Guardian Consent for Evaluation.

### **Practice H**

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

**District Response:** Vance County Schools ensures collaboration among AIG personnel and other professional staff to develop and implement differentiated curriculum and instruction. The AIG Specialists service all schools within the district. They work closely with administrators in placing identified students with trained general education and special education teachers as needed. The AIG Specialist then work closely with this assigned teacher to ensure differentiated curriculum and instruction is developed and implemented.

The following forms and items help to ensure this practice:

1. "The AIG Parent Handbook"
2. "Service Delivery Options"
3. "Nurturing Plan"
4. "Differentiated Education Plan Grades K-5 "
5. "Differentiated Education Plan Grades 6-12"

Once a student is determined to be eligible for academically and/or intellectually gifted services, a Differentiated Education Plan (DEP) is developed by the Academically and/or Intellectually Gifted Services Committee. This plan outlines the program service option(s) appropriate for the student. The DEP indicates the appropriate learning environment, content modifications, and special programs available to the student. The Academically and/or Intellectually Gifted Services Committee will address individual needs and best practices in the field of gifted education to determine the learning environment, the content modifications, and special programs. A DEP will be completed for eligible students in partnership with parents annually. This plan is developed in partnerships and should be implemented throughout the school day for AIG students as necessary to meet their unique learning needs. Collaboration among AIG personnel and other professional staff is documented within the DEP. Members who attend the meetings include the AIG School Coordinator, at least one regular education teacher of the student, the parents, the student (as appropriate), an administrative member or designee and any other support staff (counselor, psychologist, nurse, etc.) deemed appropriate.

### **Practice I**

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

**District Response:** All evaluation efforts will be facilitated by the Gifted Coordinator and reviewed by a committee consisting of AIG Specialists, Central Office personnel, parents, and community members representing special populations. Evaluation will be based on a complete review of each program component, philosophy, goals, student identification procedures, service delivery, curriculum, personnel preparation, and parent and community involvement. Each component will be examined to determine its effectiveness based on current district data, student needs, parent and community attitudes, and current best practices and research in the field of gifted education.

The Program Evaluation presents an overview of Vance County's management and expectation objectives which are used as part of the bi-annual formative review of the program. Information specific to program evaluation may include county-wide or school demographic data, student/parent surveys, funding available for program operation, and relevant educational data.

There are two distinct types of objectives that comprise this evaluation effort. These are management objectives and expectation objectives.

**Management Objectives:** This type of objective is designed to allow a program objective to take place. These are very important in education as a necessary first step to achieving a desired goal. **Expectation Objectives:** This is a specific statement of an expected change that will take place as a result of a particular intervention.

Once the management objectives are attained then the program component can take place and its effectiveness can be assessed. There is a need for both types of objectives in an evaluation plan in order to show student growth. Each objective must be linked to be meaningful.

A plan is in place that articulates the process for evaluating the implemented curriculum to determine its impact on student achievement. The gifted coordinator analyzes EOG and EOC data and other achievement data of AIG students.

These program and curriculum evaluations include the collection and analysis of demographic data from the schools, the gifted programs and the community at large to investigate potential inequities in the identification of gifted students. These analyses are crucial in planning for identification procedures, future differentiated instruction, and essential professional development in curricula models and curriculum differentiation strategies. Written formative evaluations of academic performances and programs are reported bi-annually to the Central Office, school administrators, and the community. Summative evaluations occur every three years as required by Article 9B.

**Ideas to Strengthen the Standard:** Since IG has been added as a new component to our plan, Vance County needs to continue its research on services for this area of giftedness since every IG student is different. We would like to explore opportunities where elective classes or extracurricular activities can be offered.

We need to focus on ensuring that student needs are being met after the elementary level. There needs to be more communication with parents.

The AIG Coordinator is working with the Assistant Superintendent to bridge the gap between the elementary and middle school grade levels. While our LEA offers a STEM program, into which most of our AIG students are accepted, there is still a need for more service options in the regular middle schools.

**Sources of Evidence:** Meeting Agendas  
AIG Students' Identification Profiles and Schedules

DEP/IDEP

Students' Report Cards

Schools' Format for Sharing Student Profiles

Student Portfolio

AIG Specialists' Schedules

Quarterly Teacher Instructional Checklist

Classroom observations/Teacher Evaluation Data

Student work products involving 21st century content and skill

Enhanced Technology Use

Classroom Formative Assessments

Lesson Plans

Site Visits by AIG Coordinator

County Benchmark Data for AIG Students

Reading 3D in K-3

GIT minutes

CRT meeting

List of top academic K-3 students

List of 4th and 5th graders for nurture services

List of K-3 former NETS students not receiving services this year

Written Evaluations

County Data Analyses

School Data Analyses

Survey Results

### **Standard 3: Personnel and Professional Development**

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

#### **Practice A**

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

**District Response:** The AIG-licensed coordinator, with the help of the AIG-licensed specialists, guides, plans, develops, implements, revises, and monitors the local AIG program.

Gifted Coordinator-

1. Will coordinate Gifted Program for Vance County part time and teach elementary students part time
2. Oversees actual implementation of program
3. Establishes procedures to provide equitable access for students from diverse cultural and economic backgrounds
4. Coordinates AIG plan revisions as directed by North Carolina Department of Public Instruction and VCS
5. Coordinates/administers testing at various levels
6. Oversees material selection
7. Serves as a consultant to teachers/administrators
8. Models appropriate AIG instructional strategies
9. Develops parent/community communication
10. Evaluates effectiveness and appropriateness of county program
11. Serves on Gifted Identification Teams upon request
12. Directs countywide assessment of students for identification of gifted
13. Coordinates AIG program staff development
14. Serves on PAGE board
15. Coordinates Governor's School application process
16. Manages the AIG budget in conjunction with Executive Director of Instruction
17. Serves on the Compliance Review Team
18. Works with high school administrators and staff to provide appropriate mentorships, internships, or acceleration for selected AIG students
19. Meets monthly with AIG Specialists
20. Attends required regional and state-wide meetings for AIG Coordinators
21. Oversees AIG headcount, in conjunction with Departmental Secretary
22. Knowledge of AIG plan
23. Collaboration with Department of Public Instruction

**Practice B**

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

**District Response:** The AIG Elementary Specialist will:

1. Assist with planning, developing, coordinating and monitoring the school level AIG Program
2. Assess eligibility regarding potential of nominated students
3. Coordinate and administer assessments for AIG placement.
4. Interpret norm referenced test results to administrators, teachers, parents, and guardians.
5. Follow procedures for identification and service requirements.
6. Evaluate the performance of students attending AIG classes.
7. Conduct reviews of DEPs/IDEPs for Annual Performance Review process.
8. Monitor the performance of students identified in regular education classrooms.
9. Participate, and chair the Gifted Identification Team.
10. Serve as a liaison between the AIG Program and school staff.
11. Analyze, interpret, and assist staff in using test data.
12. Communicate AIG curricular and instructional programs and information to school staff, parents, and school community members.
13. Implement the Nurture Program K-5.
14. Teach NETS students through pull out on a regular basis.
15. Teach AIG academic pull-out classes in reading and math.
16. Teach and assist intellectually gifted students in areas of need.
17. Attend regular AIG Specialists meeting.
18. Conference with professional staff and parents/guardians of AIG students as needed.
19. Provide essential AIG identification documents in Spanish as needed.
20. Provide gifted coordinator with appropriate AIG information, including headcount data.
21. Have a working knowledge of the district AIG plan and can answer pertinent questions regarding district AIG plan.
22. Develop DEP/IDEP in consultation with parents and cluster teachers.

**Practice C**

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

**District Response:** Focused AIG Professional Development (PD) is necessary to meet AIG student needs. Currently, AIG PD is recommended but not mandatory for classroom teachers who serve formally identified AIG students. Superintendents, Principals, AIG teachers, counselors, and classroom teachers are responsible for the administration and implementation of the AIG program and differentiation of curriculum and instruction. Gifted licensure is recommended and encouraged for teachers of gifted cluster groups and required of AIG teachers. High school Advanced Placement (AP) and Honors level teachers will meet College Board requirements, and IB teachers will earn either the IB certificate in teaching and learning, or the IB advanced certificate in teaching and learning research.

Possible Models for completing Professional Development include:

1. In service workshops, conferences or institutes facilitated by the AIG Program
2. Individual and/or PLC follow up
3. Workshops & conferences
4. Courses offered by universities, DPI, or other recognized educational organizations
5. Collaboration with AIG specialist

Principals (All Levels) School Level Administration:

1. Review and evaluate appropriate services for gifted students at school on an ongoing basis
2. Evaluate gifted personnel at each school
3. Cluster group gifted students for mathematics and communication skills at appropriate grade levels
4. Participate in program evaluation
5. Serve as LEA representative of GIT
6. Have knowledge of the characteristics of gifted students
7. Have knowledge of Curriculum Differentiation
8. Have knowledge of the AIG plan

Classroom/Cluster Teachers- K-5 cluster teachers/6-8 cluster teachers math/ELA 9-12 honors/AP:

1. Compact curriculum for students
2. Differentiate appropriate curriculum
3. Maintain student portfolio
4. Maintain consistent communication with parents, administrators, and staff
5. Provide differentiated instruction
6. Participate in program evaluation
7. Consults with AIG specialist concerning differentiation

8. Develops DEP/IDEP in consultation with AIG specialist and parents
9. State Licensure or working toward licensure
10. Knowledge of Local AIG plan
11. Staff development in differentiated instruction and characteristics of the gifted

Guidance Counselors-

1. Counseling support to Gifted students
2. Provide counseling services for special needs of gifted population
3. Assist students with career planning
4. Serve as a member of the Gifted Identification Team
5. Have knowledge of the characteristics of Gifted
6. Social and emotional needs of the gifted

Other Specialists Support services K-12:

1. Assist students with technology training where appropriate
2. Assist site staff with appropriate media resources for students with gifted potential
3. Assist students with special projects in locating resources
4. Provide appropriate resources for teachers and gifted students
5. Have knowledge of the characteristics of Gifted

**Practice D**

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

**District Response:** Vance County is working to increase the number of qualified AIG teachers. In order to accomplish this we will develop a PLC (Professional Learning Community) in which teachers throughout the county may become local certified to work with gifted students. Areas of focus will be:

- Compact curriculum for students
- Differentiate appropriate curriculum
- Provide differentiated instruction
- Participate in program evaluation
- Consults with AIG specialist concerning differentiation

Develops DEP/IDEP in consultation with AIG specialist and parents  
Have or working towards State Licensure or completing local certification  
Knowledge of Local AIG plan

### **Practice E**

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

**District Response:** AIG Coordinator and AIG Specialists will develop training modules through a variety of modes of delivery for teachers of gifted learners to improve gifted instruction. Through this training, teachers will learn to better align with program goals, national teaching standards, and the teacher evaluation instrument. Vance County and program personnel will conduct site visits and best practice sharing sessions. In addition to professional development, Vance County Schools will create system-wide professional learning communities for those teachers of the gifted. In these professional learning communities, teachers will share best practices for teaching the gifted learner.

### **Practice F**

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

**District Response:** Teachers who have obtained their AIG credentials (add on licensure or local certification) will continue to need follow-up support and opportunities to refine instructional planning to implement gifted strategies. Support will be provide through the following opportunities:

1. Provide staff development during instructional day or after school in areas of differentiation and 21<sup>st</sup> Century Skills with a focus on the educational, social and emotional needs of the gifted learner.
2. Develop an appropriate and constructive walk through protocol which allows teachers to understand how they can improve the instructional planning for the gifted learner.
3. Implement the walk through protocol with post visits in which the observer and the teacher together discuss how to improve the lesson delivery.
4. In order to continue to have effective support for teachers of gifted learners, Vance County will require training and support on the most recent research based gifted pedagogy. Vance County Schools will provide these professional development opportunities through:

\*professional development opportunities online or face-to-face

- \*purchasing of resources that provide professional development
- \*attendance at the state annual gifted conference

**Ideas to Strengthen the Standard:** Even though budget is an issue, Vance County needs to be more proactive in providing training to the general education teachers, who interact and work with the gifted students. One possibility is the implementation of a professional development module through the use of CANVAS. This will allow teachers to complete assignments at their own pace.

**Sources of Evidence:** AIG Coordinator's Schedule

AIG Specialists' Schedules

GIT Agenda

Minutes from Meetings with AIG Specialists

AIG program coordinator holds an AIG teaching license

AIG coordinator job description

AIG specialists hold an AIG teaching license

AIG specialist job description

Individual Professional Development Plans

Monthly AIG Meeting Agendas

Observations of AIG Specialists

AIG Professional Development Plan

Professional Development Agendas

Professional Development Sign-In Sheets

Professional Development Evaluations

List of Current State AIG Certified Teachers by School

List of Current Local AIG Certified Teachers by School

List of Teachers Who Receive AIG Certification by School Each Year

List of Teachers Who Receive Local AIG Certification by School Each Year

Walkthrough documentation

Conference documentation

Training modules

**Standard 4: Comprehensive Programming within a Total School Community**

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

### **Practice A**

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.

**District Response:** The Vance County Schools operate on the belief that we must develop the maximum potential in all of our students. The Gifted Education Program is part of a continuum of services that promotes and supports the academic achievement of all students and that provides appropriate educational opportunities for the academically and/or intellectually gifted child.

The learning needs of students who exhibit gifted behaviors are different from other students of their age, experience, or environment. Students exhibiting exceptional abilities exist in all cultural and socioeconomic groups. We believe that giftedness develops through diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, psychological, and social needs of students through an array of service options that teach, challenge, and expand their knowledge, while emphasizing the development of independent and self-directed learners.

### **Practice B**

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

**District Response:** The AIG specialists are AIG certified and are knowledgeable of the academic, intellectual, social and emotional needs of gifted learners. Our identified AIG Specialists work closely with our general education teachers to address these areas as well. School level and district level administrators observe our AIG specialists to ensure they are engaged in tasks which address the academic, intellectual, social and emotional needs of gifted learners. Lesson plans are also required from our AIG School Specialists. The AIG Specialists provide progress reports on a quarterly basis to parents and send work samples home routinely.

### **Practice C**

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

**District Response:** The needs of the advanced learner are best met when the AIG program and services are integral and connected to the total instructional program of the LEA. As appropriate, AIG students are offered honors courses, advanced placement courses and grade acceleration. The service delivery options are provided by trained staff.

### **Practice D**

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

**District Response:** The AIG specialists at each school provide sessions each year to inform school administrators and staff about the AIG program, share strategies for differentiating instruction, and lead related staff development. AIG teachers post information on their individual school websites and school newsletters.

### **Practice E**

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

**District Response:** The needs of the advanced learner are best met when teachers maintain communication between schools to ensure an effective continuation of AIG services. The AIG Specialist meet with the parents and students of all AIG students at least one time per year to complete the annual review. When a student approaches a key transition time, this transition is discussed at the annual meeting. AIG specialists attend orientation sessions at assigned schools in an attempt to meet parents and students who are transitioning to a new building. The counselors within the school buildings are directly involved in ensuring appropriate scheduling based on the student needs. The AIG Coordinators transfer the AIG files to the next school and meet with the new AIG contact for discussion as needed. The AIG Coordinator and counselors at the secondary level begin addressing the upcoming transition to the next level during spring. Informed course scheduling is key with our AIG students to ensure the appropriate courses are available.

### **Practice F**

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

### **District Response:** Socio-Emotional Guidance and Counseling

The impetus behind the development and creation of the AIG program has been the growing concern among educators and parents that the needs of the academically and/or intellectually gifted students were sometimes overlooked within the framework of existing curriculums and programs. AIG students are often considered "at risk" in schools today.

Research has proven over the years that the commonly accepted idea that "bright students do not really need special or differentiated treatment, because bright children will get it on their own," is an outmoded and invalid way of thinking. It is a way

of thinking that has undoubtedly cost our children and our society an immeasurable amount of undeveloped talent and non-productivity. It has also had its toll on mental health as well as being a factor in the significantly higher suicide rate among gifted and talented youth as compared to the rate among their "average" peers. AIG students are significantly different in many ways from their "age" peers, just as much so as the gifted athlete is from those of us with "average" athletic ability and physical dexterity.

AIG students need to have available and accessible highly skilled and specially trained guidance counselors who understand, are motivated, and enjoy working with students whose personalities, intellects, and behaviors are unique, unconventional, and often not "age specific" in their development. Nurturing and meeting the social and emotional needs of these students is just as crucial to their overall well-being and success as meeting and challenging their intellectual acuity and academic needs.

Students in grades K-12 that are identified as academically and intellectually gifted require counseling services to the socio-emotional needs of diverse learners. In order to meet these needs, school counselors should plan to include group and/or individual counseling sessions and peer support groups on a regular basis with identified students to assist them in dealing with their giftedness.

Individual sessions, scheduled as needed, with underachieving gifted students, twice-exceptional students, gifted students from diverse populations and accelerated students are highly recommended to provide these students with educational encouragement and direction as well as support, guidance counselors should work in conjunction with the AIG coordinator to keep students informed concerning after-school programs and/or summer enrichment programs that foster affective growth.

Guidance counselors should serve on the Gifted Identification Team to provide expertise concerning the social and emotional ramifications of acceleration options such as grade skipping, subject acceleration, early entrance to kindergarten, and concurrent enrollment.

The development of a scope and sequence for an affective curriculum will be explored.

In the middle and secondary schools career counseling, which provides families and students with information regarding changing career paradigms, academic planning, and sessions on personal/social awareness should be provided as needed to foster academic and emotional support for gifted students. Assistance in applying for scholarships, internships, and educational enrichment activities should be provided through guidance services to gifted students. Opportunities for participation in mentor-mentee relationships should also be emphasized.

The goal of guidance is regards to the academically and intellectually gifted student is to ensure that each identified student fully maximizes his/her potential for academic success and develops as a contributing member of our global economy. Every

effort will be made to provide counseling services to our identified students.

AIG students who are not performing at a high level of academic success are targeted and academic counseling is employed.

### **Practice G**

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

**District Response:** To ensure equity and responsiveness to needs, students with giftedness must have access to rigorous instruction that supports their unique learning needs. Vance County Schools offers a wide range of service delivery options for our AIG students. In selecting the appropriate service delivery option, the AIG School Coordinator reviews data with parents, teachers, administrators and the student. The data reviewed includes teacher input, student input, parent, input, grades, observations, READY scores and results from other standardized measures. One service delivery option available to AIG students is accelerative instruction and placement. Our AIG Specialists work with our general education teachers in determining which students require accelerated instruction or placement.

### **Practice H**

Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

### **District Response:** Nurturing Programs

The under-representation of special populations of academically and/or intellectually gifted students is an area of concern in Vance County Schools. Students who are frequently overlooked include those with special needs and those who are culturally, linguistically, ethnically, or socioeconomically diverse. Vance County Schools has developed a nurturing program to screen, identify, and nurture high potential in students of all grade levels. Through the nurture programs as described below, the representation, participation, and performance of special populations in academically and/or intellectually gifted programs will increase.

### **KINDERGARTEN THROUGH GRADE THREE:**

Because there is no system-wide screening for gifted students in grades kindergarten through the first semester of third grade, a large number of students in these grades are not formally identified as academically and/or intellectually gifted. Young children grow and develop at different rates cognitively, physically, and affectively. Some children enter school ready for tasks that require concentration and academic skills, while others enter school at a much lower readiness level. It is sometimes difficult to determine those students who are truly gifted academically and/or intellectually in the early years. However, it is

possible to recognize those young children who consistently reach the expected academic benchmarks sooner than their peers and who need educational experiences which go beyond those normally offered in primary classrooms. Vance County Schools will nurture or develop the academic and/or intellectual potential of these students in the Nurturing Elementary Thinking Skills (NETS) program.

NETS candidates must meet above grade level academically and/or intellectual benchmarks in reading, writing, and/or mathematics as determined by the following:

- \*exemplary work samples in reading, writing, and/or math that are provided by the classroom teacher
- \*unassisted work samples provided by the AIG Specialist
- \*math assessments
- \*Reading 3D
- \*PETS Small Group Checklist
- \*aptitude or achievement on nationally normed assessments
- \*other data provided by the classroom teacher such as Accelerated Reader points, TPRI (Texas Primary Reading Inventory), ITBS (Iowa Test of Basic Skills), STAR reading data.

Informal screening for the NETS program begins during the first quarter of the school year. Classroom teachers begin documentation of students showing outstanding academic and/or intellectual potential on the Gifted Behavior Observation Form. The AIG Specialist works with the classroom teacher on a consultative basis to provide differentiated lessons to these students. The AIG Specialist may present inclusion activities, giving an entire class exposure to higher order thinking skills.

During the second quarter, the AIG Specialist screens students demonstrating outstanding academic and/or intellectual potential by providing them with unassisted work samples in a pull-out or small group setting. The AIG Specialist presents the data collected from the classroom teacher and from the unassisted work samples to the Gifted Identification Team (GIT), consisting of guidance counselors, classroom teachers, the AIG Specialist, and school administrators for review. The GIT determines if the student demonstrates a need for differentiated services through the NETS program. Parents are notified by a letter from the principal and the AIG Specialist if their child qualifies for the NETS program. Parents must agree in writing for their child to participate. These students are not formally identified as AIG and are not included in the AIG headcount.

NETS students participate in small resource pull-out groups or whole class enrichment taught by the AIG Specialist at least twice a month. NETS follows the primary curriculum, Primary Education Thinking Skills (PETS), to teach the high level thinking skills, convergent thinking, divergent thinking, evaluative thinking, and visual/spatial perception. Students may solve challenging (2 to 3 step) math word problems, write narrative stories, and participate in activities of challenging, high interest

exercises, many of which are hands-on.

Students who are nurtured in the NETS program will continue to receive differentiated services as long as they continue to demonstrate mastery of the NETS instruction. Each student will have a portfolio of the work completed in the NETS program. The GIT will review the portfolio on an annual basis to determine if the student should continue in NETS. It is understood that as time passes and as students mature cognitively and affectively, academic and/or intellectual potential that may have been latent begins to be evident. There will continue to be opportunities during the year for the screening and identification of those students.

#### GRADES FOUR THROUGH TWELVE

Often students demonstrate academic and/or intellectual potential in arenas outside of the regular classroom through participation in extracurricular activities such as academic competitions, clubs, organizations, athletics, and the arts. Students who are not formally identified as AIG, but who demonstrate gifted potential, are nurtured cognitively and affectively through an array of services including but limited to the following in grades four through eight:

- \*Inclusion in the AIG enrichment or pullout program
- \*Consultative services with the AIG Specialist
- \*Regular classroom cluster grouping
- \*Flexible grouping within the regular classroom
- \*Academic competitions
- \*Guidance counseling

In grades nine through twelve, students who are not formally identified as AIG, but who demonstrate gifted potential, are nurtured cognitively and affectively through an array of services including but limited to the following:

- \*Curriculum pathways
- \*Honors classes
- \*Advanced placement classes
- \*Dual enrollment at the community college or other institutions of higher education
- \*Academic competitions
- \*Distance learning
- \*Independent study
- \*Internships
- \*Mentorships

\*Guidance counseling

All students, including AIG and high achieving students, are encouraged to investigate, apply, and participate in the following opportunities throughout the state of North Carolina:

\*Governor's School NC School of the Arts

\*NC School of Science and Math Summer Ventures

\*Duke TIP and MAPS

\*Summer gifted programs offered by institutions of higher education

**Practice I**

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

**District Response:** Several programs are available to students through:

\*Partners for the Advancement of Gifted Education (PAGE) Board.

\*The Vance County School of Excellence

\*Duke's TIP Program

\*Governor's School

All students, including AIG and high achieving students, are encouraged to investigate, apply, and participate in the following opportunities throughout the state of North Carolina:

\*Governor's School NC School of the Arts

\*NC School of Science and Math Summer Ventures

\*Duke TIP and MAPS

\*Summer gifted programs offered by institutions of higher education

HIGH SCHOOL NURTURE PROGRAMS

AMP (Advanced Mentoring Program)

Program description:

The Advanced Mentoring Program is a program targeted toward those students who have little to no academic progress in the classroom, but yet have demonstrated an aptitude for higher learning. This is an acceleration program, not a remediation program. The program encompasses grades nine through twelve. The goal of this mentoring program is to gain acceptance to

college for each student that enrolls. We aim not only to have our students gain entrance to a college, but to gain entrance to the college of their choice.

This is a voluntary program for the students in grades nine through twelve. Grades 9–10 will focus on study skills and writing. These students will be expected to take at least one honors course class during their first year in the program. During the first two years, students will also be exposed to general college preparation. This will be done through college experiences such as visits, fairs, and guest speakers.

The last two years of the program will consist of honing oratorical skills and advanced college preparation such as preparing applications. During this time students will be expected to participate in the most rigorous courses available, which may also include college online courses.

Discipline Areas- Students are mentored in four basic areas.

\*Writing

\*Oratory

\*Study Skills (including collaborative skills and inquiry)

\*College Preparation (including the application process)

Selection Criteria- Students will be chosen using the following criteria.

\*EOG/EOC Scores

\*Attendance Information

\*D-Trak

\*Higher Level Testing Information (SAT, PSAT, CAT)

\*Interview

\*Teacher Recommendation

\*Grades

#### AP POTENTIAL

Using a probability level determined by the school, AP Potential generates a roster of students at the school likely to score a "3" or better on a given AP exam. AP Potential can thus help target additional students for AP classes. A letter to parents is generated that encourages these identified students to register for AP classes. AP Potential thus encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial and socio-economic groups that have been traditionally underrepresented in the AP program.

### **Practice J**

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

**District Response:** Students in grades K-3 are placed in cluster groups with a teacher who has received either formal or informal gifted training. This makes it easier for the teacher to modify the curriculum to best meet the needs of the gifted learner. Cluster grouping allows gifted students to work together throughout the day, yet they are never totally separated from the other students. These students also participate in a pull out K-3 nurture program with an AIG Specialist at least twice per month. In most schools, identified students in 4-5 are clustered in homerooms and participate in a pull out program, either daily or weekly, depending upon school. The regular classroom teachers and the AIG specialists communicate to ensure the success of the gifted students. Identified students in grades 6-8 are clustered by ability and receive limited pull out services. Depending upon area of identification, students are encouraged to take Advanced Language and/or Mathematic classes. Students in grades 9-12 are encouraged to take Honors and Advanced Placement classes.

To ensure that the needs of the gifted learner are being met, both regular teachers and AIG specialists analyze collected data, to support placement and/or provide appropriate services for students.

Using collected data as evidence, changes in placement and/or services are determined by Gifted Identification Team and finalized by CRT (Compliance Review Team).

**Ideas to Strengthen the Standard:** Vance County needs to explore more opportunities for extra-curricular activities for gifted students. Our parent group (PAGE) should play an active role in this process.

Elementary and middle schools need to focus on consistency with cluster grouping. There needs to be a focus on conversation between principals and the AIG Coordinator/Assistant Superintendent of Curriculum.

We need to be more creative in ways to involve and encourage parents to take more active roles in organizations and clubs that support our gifted students.

### **Sources of Evidence:** AIG Plan

AIG Resources

List of PAGE Scholarship Recipients

List of Governor's School Recipients

List of Duke TIP Recipients

List of Vance County School of Excellence Participants  
AIG Specialists' Schedule  
AIG Coordinator's Schedule  
Lesson plans  
Budget  
District Professional Development Plan  
Professional Development Sign In  
Professional Development Agenda  
Professional Development Evaluation  
Meeting Agenda/Minutes for Coordinator and Middle/High School Contacts  
Agenda for school level meetings

## **Standard 5: Partnerships**

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

### **Practice A**

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- \* academic and intellectual
- \*social and emotional.

**District Response:** In order to communicate effectively with parents and the community, various strategies are employed. They include, but are not limited to publishing articles in the local newspapers and meetings with parents during PTA meetings, Curriculum Night, Open House activities, and Parent- Teacher Conferences, Differentiated Education Plan reviews and student-led conferences. Copies of the current Local Plan for Gifted Education are available in each school, in the public library and at the Administrative Services Building as well as online at [www.vcs.k12.nc.us](http://www.vcs.k12.nc.us).

The following initiatives will be implemented and/or continued under the supervision of the Gifted Coordinator at the district level:

- \*Partners for the Advancement of Gifted Education (PAGE) Board
- \*Parent Involvement in Gifted Identification Team Referral/Eligibility Process

- \*Appropriate communication through the use of Prior Notice and Parent/Guardian Consent for Evaluation, Summary of Evaluation Results, and Differentiated Education Plan forms will communicate to parents their child's eligibility.
- \*Parents are invited to attend the conference during which their child's eligibility is explained.
- \*The Parents' Rights Handbook is provided for those students who are formally referred.
- \*Parents are provided copies of all documents.
- \*All communication is provided in Spanish as well as English.
- \*Parent Involvement in the Development of the Annual DEP/IDEP
- \*Parents of identified children will be invited to attend a group meeting each year to develop a DEP/IDEP.
- \*Parents are provided a copy of the DEP/IDEP.

### **Practice B**

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

**District Response:** The Gifted Education Program provides the following opportunities to share with parents, families and the community information regarding the local AIG plan, program and policies:

- \* Parent/guardians are invited to attend an initial placement conference to discuss service options.
- \* Informational DEP/IDEP parent meetings for elementary and middle schools are scheduled during the first nine weeks of the school year.
- \* The AIG Program will develop a multimedia presentation reflecting current policies, program changes, AIG data, and other opportunities for involvement to be shared at school and parent informational meetings annually. The multimedia presentation will be posted on the district's website under the AIG Program.
- \* Vance County's AIG Program will continue to maintain the district's website communicating AIG programs and policies.
- \* Newsletters and other information are posted on the website.
- \* A four year plan is developed for high school AIG students and reviewed annually by guidance counselors .

### **Practice C**

Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory

group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

**District Response:** Each school has an AIG School-Based Committee (GIT) that reviews nominations and referrals, makes identification recommendations, matches students' level/s of service to student needs and coordinates the Annual Performance Review. Parents/Guardians may provide any documentation to the AIG-SBC that demonstrates student's academic strength and may request to meet with the AIG-SBC concerning the identification process. Surveys are provided for parents/guardians, community members, school personnel and students to provide feedback about the AIG Program.

Informational AIG family meetings are scheduled annually at all elementary and middle schools to discuss thoroughly the DEP/IDEP and parents/guardians may amend the DEPs in collaboration with the AIG Specialist.

#### **Practice D**

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

#### **District Response:**

- \*Parent Involvement in Gifted Identification Team Referral/Eligibility Process
- \*Appropriate communication through the use of Prior Notice and Parent/Guardian Consent for Evaluation
- \*Summary of Evaluation Results, and Differentiated Education Plan forms will communicate to parents their child's eligibility
- \*Parents are invited to attend the conference during which their child's eligibility is explained
- \*All communication is provided in Spanish as well as English
- \*Parent Involvement in the Development of the Annual DEP/IDEP
- \*Parents of identified children will be invited to attend a group meeting each year to develop a DEP/IDEP.
- \*Parents are provided a copy of the DEP/IDEP

#### **Practice E**

Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

**District Response:** The Gifted Education Program provides the following opportunities to intentionally involve parents, families and the community in meaningful ways to support gifted education:

- \*Parent/guardians are invited to attend an initial placement conference to discuss service options.
- \*Informational DEP/IDEP parent meetings for elementary and middle schools are scheduled during the first nine weeks of the school year.
- \*The AIG Program will develop a multimedia presentation reflecting current policies, program changes, AIG data, and other opportunities for involvement to be shared at school and parent informational meetings annually. The multimedia presentation will be posted on the district's website under the AIG Program.
- \*Vance County's AIG Program will continue to maintain the district's website communicating AIG programs and policies.
- \*Annual surveys are provided for continuous feedback from parents/guardians/community members.
- \*PAGE sponsored meetings and field trips.

**Ideas to Strengthen the Standard:** The AIG advisory group needs to meet more often and have more conversation about the LEA's gifted learning community. We need to find more effective ways to notify parents and teachers about annual surveys. Vance County has also discussed partnerships with nearby school districts that might cut costs when bringing in speakers and presenters.

AIG specialists need to gain access to the LEA website, so information can be updated and easily accessible to the community.

**Sources of Evidence:** VCS Website

PAGE Board Meeting's Agendas  
PAGE Minutes  
PTA Meeting's Agendas  
Open House Schedules  
Curriculum Night Agendas  
Parent-Teacher Conferences Notes  
Differentiated Education Plan Reviews  
Student-led Conferences' Notes

IDEP/DEP  
GIT minutes/agenda  
Parent/Teacher Surveys

## **Standard 6: Program Accountability**

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

### **Practice A**

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

**District Response:** Using the North Carolina Academically or Intellectually Gifted Program Standards and Article 9B, a written plan is developed to reflect the statewide framework for quality programming, while still honoring the local flexibility of the LEA to ensure that academic, intellectual, social and emotional needs of AIG students are being met.

### **Practice B**

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

**District Response:** The following areas are monitored by the Academically/Intellectually Gifted Program for annual success:

- \*Referrals, identifications and Gifted Identification Team placement decisions by the Compliance Review Team to ensure equity and accuracy.
- \*Implementation of the Primary Education Thinking Skills Program, kindergarten through third grade
- Placement of AIG students with AIG certified teachers.
- \*Evaluate growth of AIG students.
- \*Use of AIG state funds to support gifted education
- \*AIG Headcount
- \*Parent/Teacher/Student surveys.

### **Practice C**

Uses and monitors state funds allotted for the local AIG program according to state policy.

**District Response:** All services for AIG are funded by the state allotments. AIG funds are used for the following:

- \*Salary for AIG Coordinator and AIG Specialists Testing materials
- \*Research-based curriculum Technology
- \*Instructional materials Professional Development
- \*AIG Conferences, state and national Travel expenses

#### **Practice D**

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

**District Response:** A plan is in place that articulates the process for evaluating the implemented curriculum to determine its impact on student achievement. The gifted coordinator analyzes EOG and EOC data of AIG students annually and provides a report about student performance to Central Office administrators, principals, and teachers of gifted students. This analysis is crucial in planning for future differentiated instruction and essential professional development in curriculum models and curriculum differentiation strategies.

#### **Practice E**

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

**District Response:** The learning needs of students who exhibit gifted behaviors are different from other students of their age, experience, or environment. Students exhibiting exceptional abilities exist in all cultural and socioeconomic groups. We believe that giftedness develops through diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, psychological, and social needs of students through an array of service options that teach, challenge, and expand their knowledge, while emphasizing the development of independent and self-directed learners.

#### **Practice F**

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

**District Response:** The AIG program office maintains a database of all teachers licensed and/or credentialed in gifted education through district-approved professional development. Additionally, secondary GPS maintain records of teachers who have completed the Honors Credentialing coursework and Advanced Placement certified teachers.

### **Practice G**

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

**District Response:** The following are opportunities for parents/families, teachers, and stakeholders to provide feedback on the local AIG program:

- \*Conferences with parents as needed regarding placement decisions
- \*Initial placement meeting of AIG students with parents/families and the AIG specialist.
- \*Annual group DEP/IDEP family meeting, elementary and middle school
- \*Annual surveys addressing program strengths and areas for improvements

### **Practice H**

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

**District Response:** The following data is collected and analyzed for program evaluation purposes:

- \*Enrollment data with demographics for all schools
- \*Surveys from parents, teachers, students, and administrators
- \*Evaluation results from End-of-Grade, End-of-Course, Advanced Placement
- \*Summary of screening and identification of AIG students with special emphasis on diverse populations
- \*Data from Primary Education Thinking Skills Program to assist nomination, referral and identification process
- \*Results from Department of Public Instruction review of AIG plan

### **Practice I**

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

**District Response:** An approved DPI AIG headcount will be published annually on the AIG website for the public as well as annual survey results from multiple stakeholders.

### **Practice J**

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

transfers from other LEAs, and procedures for resolving disagreements.

**District Response:** Vance County Schools continues to seek ways to make our schools quality learning environments through close cooperation between the home and the entire school system. Permission to tests is given by parents before any testing is completed. Parents are then notified as to results of the test after results have been discussed between GIT and CRT. The Academically and Intellectually Gifted Program's goals, objectives, and service options should be clearly understood and communicated to all parents.

#### Procedures to Resolve Disagreement

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

#### Step 1: Appeal to the School Level Gifted Identification Team (GIT)

1. The parent/guardian may request a conference with the Gifted Identification Team at the child's school.  
The request should be made in writing. The Gifted Identification Team should be given ample opportunity (10 school days) to convene all members together for the conference.
2. At this conference the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student characteristics and achievement to the Gifted Identification Team.
3. At this conference, all information is shared with the parent/guardian and the minutes are recorded on the Gifted Identification Team minutes form. Team minutes forms and signatures are obtained from those attending.
4. Following the conference, the Gifted Identification Team will respond to the parent's concerns in writing within 10 school days after the conference.

#### Step 2: Appeal to the Building Level Principal

1. The parent/guardian may appeal the decision of the Gifted Identification Team to the building level principal. This should be done within 10 days of the decision from the Gifted Identification Team. The principal shall schedule the conference within 10 school days of the receipt of the written request.
2. The principal shall review the concern. During the conference he/she may request further information

from the child's teacher, the Gifted Identification Team, or the parents. Minutes are to be recorded on the GIT minutes form and signatures obtained from all present.

3. The principal shall respond to the concern in writing within 10 school days of the conference.

#### Step 3: Appeal to the AIG Coordinator

1. The parent/guardian may appeal the decision of the building principal to the AIG Coordinator. This should be done in writing within 10 school days of the decision from the building level principal.

Please submit this appeal to:

AIG Coordinator Post Office Box 7001  
1724 Graham Avenue Henderson, North Carolina, 27536

2. The AIG Coordinator will review the concern. During the conference with the parent/guardian they may request further information from the child's teacher, the Gifted Identification Team, the parent/guardian and/or the principal. Minutes should be recorded on the GIT minutes form and signatures obtained from those present.
3. The AIG Coordinator shall respond to the concern in writing within 10 school days of the conference.

#### Step 4: Appeal to the Superintendent

1. The parent/guardian may appeal the decision of the AIG Coordinator to the Superintendent in writing within 10 school days of the decision.

Please submit the appeal to: Superintendent  
Vance County Schools Post Office Box 7001 1724 Graham Avenue  
Henderson, North Carolina 27536

This conference shall be scheduled within 10 school days of the receipt of the request for appeal.

2. The Superintendent will review the concern. During the conference with the parent/guardian, he may request further information from the child's teacher, the Gifted Identification Team, the parents/guardians, the principal, the AIG Coordinator. Minutes will be recorded and signatures obtained from those present.
3. The Superintendent shall respond to the concern in writing within 10 school days of the conference.
4. At this point the Superintendent may request mediation in order to resolve the concern. An impartial

mediator will conduct the mediation process.

Step 5:

Appeal to the Local Board of Education

1. The parent/guardian may appeal the decision of the Superintendent to the Local Board of Education within 10 school days of the decision from the Superintendent. This appeal should be in writing.

Please submit this appeal to:

Vance County Board of Education Chairperson Post Office Box 7001  
1724 Graham Avenue Henderson, North Carolina 27536

This request should be made in a timely manner, which allows the request to be placed on the agenda for the next meeting of the Vance County Board of Education as prescribed by their rules.

2. The Board will review the concern. The Board may request further information from the child's teacher, the Gifted identification Team, the parent/guardian, the principal, the AIG Coordinator, and/or the Superintendent. During the meeting minutes will be recorded and signatures obtained from those present.

3. The Board shall make a final decision in writing within 30 days of the receipt of the written complaint.

Step 6:

Appeal to the State Department of Public Instruction

Once all efforts have been exhausted within the system, the parent/guardian may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act, of North Carolina.

The issues for review shall be limited to:

1. Whether the local system improperly failed to determine eligibility for services within its Academically and Intellectually Gifted Education Program.
2. Whether the local system implemented and provided those services specified within the differentiated education plan.

Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of the written findings and the decision to the parties and to the State Superintendent of Public Instruction.

**Ideas to Strengthen the Standard:** When analyzing scores, more specific data needs to be provided to teachers serving the gifted population.

LEA needs to work to provide current data regarding credentials of teachers serving gifted students to ensure gifted students' needs are being met.

**Sources of Evidence:** AIG headcount

Cluster list

NETS list

AIG plan review and approval

Teacher/Parent Survey Results

CRT Results

Benchmark data

EOG scores (AIG students)

Headcount

Budget for each fiscal year

Purchase Orders

Completed Reimbursement Forms

Completed Contracts

Professional Development Forms

County Drop Out Data

Database of licensed and/or credentialed teachers

Due Process Rights Policy

Document of Complaints and LEA Responses

**Glossary (optional):**

**Appendix (optional):**

DEP 4-5(2016).doc (*Appendix - Standard 1*)

DEP 6-8 (2016).doc (*Appendix - Standard 1*)

DEP 9-12 (2016).doc (*Appendix - Standard 1*)

IDEP k-12 (2016).doc (*Appendix - Standard 1*)  
Board Approval Document 2016.pdf (*Local Board Approval Document*)