**Chatham County Schools**

**Local Academically or Intellectually Gifted (AIG) Plan**

***Effective 2016-2019***

**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.

**Chatham County Schools Implementation Responses**

* CCS AIG Plan and the NC Academically or Intellectually Gifted Program Standards are posted on the AIG webpages embedded in the Chatham County Schools website. A briefer form of the AIG Plan is available at that site. The AIG Parent Handbook, brochures, and other information can be found there. All are translatable at the site.
* All materials are available in print upon request to any stakeholder. (Spanish/English)
* All forms, letters, and parent materials are available in both English/Spanish.
* Yearly the AIG specialist for each school presents information to the faculty about the program during a school-wide staff meeting.
* Yearly the AIG specialist for each school holds a parent information session for the parent stakeholders.
* Each AIG specialist maintains a web page that is linked to his/her school's website and to the county AIG site.
* A county AIG newsletter is distributed on a quarterly basis.
* Additional Open House materials are provided across the county. These materials are for K-3, Grades 4-5, and older students and their parents/guardians. The materials explain the various programming components and upcoming opportunities for referral and learning in AIG.
* AIG specialists, the Executive Director of Exceptional Children and AIG, the district AIG lead specialist, and other school district personnel are always willing to speak with all stakeholders and to answer questions from all stakeholders.

**Standard 1: Student Identification**

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

**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 standardized measures that are based on current theory and research.

**Chatham County Schools Implementation Responses**

Chatham County Schools considers multiple indicators of giftedness. With these indicators in place, a student in the appropriate pathway may be placed without a particular test score.

*Referral of Students to the Program*

* A teacher, parent/guardian, or person having academic knowledge of the student may refer any student in grades kindergarten through twelve for evaluation. Students may also refer.
* Students in K-1 should be referred for evaluation only with clear evidence of need for instruction that is consistently two or more grade levels above the current grade or requested admission grade. Parents/Guardians are strongly encouraged to ask for the professional observations and opinions of the student’s classroom teacher when making the decision to refer students in these early grades.
* Non-transfer second graders will not be evaluated but may be served as Nurture students. Testing during this year would invalidate screening scores at the third grade screening, which is currently in December.
* Information and forms for referral are available throughout the year.
* While students may be referred at any time during the year, Chatham County Schools will place documented transfer students in the first and second semesters. All other students will be evaluated in a second semester window.
* AIG specialists are always available to respond to questions regarding referral.
* A referral campaign time is set by the AIG department. During this time, schools encourage parents/guardians, students, teachers, and others having academic knowledge of students to refer students for evaluation.

*Screening*

All third graders are screened for gifted education services each year using a system-wide assessment. Currently the Cognitive Abilities Test is used. Annually AIG specialists in each school analyze the results from the North Carolina End of Grade Tests (or comparable achievement test as specified by Chatham County Schools) in reading and/or mathematics to target students who may need gifted education services. We would like to work toward adding an additional screening at sixth grade. The goal would be to discover late developing talent in the school makeup.

*Transfer Students*

The Chatham County Schools Needs Determination Team may place a student based on evidence of identification in another school setting. Transferring students will be served immediately as Nurture students. Should supporting documentation of previous identification not be available or not include specific areas of placement (reading or math) and basic rationale for placement, transfer students will follow the same process as other students for placement. Documentation is essential to serve these students appropriately. Prior placement must come from traditional public schools. This does not include charter schools or other specialized schools. AIG students in military families will be placed immediately according to Article 29B Interstate Compact on Educational Opportunity for Military Children § 115C-407.5. An abridged copy of the article is included at the end of this plan. The Executive Director may choose to accept prior placement at his/her discretion.

*AIG PLACEMENT Teams may consider the following at their discretion:*

* AIG identification from another school system
* Acute circumstances affecting student performance (such as migrant or homeless status, certain illnesses, separations from parental support such as illness or death, ongoing/acute poverty)
* Any available data

*Information from Sources External to Chatham County Schools*

* Testing results from a licensed psychologist or psychiatrist with a school related focus may be submitted. Please note the testing must provide information regarding reading comprehension or aptitude, math achievement or aptitude, or nonverbal achievement or aptitude. Testing must be two years old or less. The entirety of the report must be presented to the Needs Determination Team. CCS is not responsible for providing outside testing.
* Psychological reports may be considered and must be submitted in full. The reports remain confidential and will be considered in full for the best educational placement of the student.

The following standardized tests, in the newest editions, are accepted:

* Standardized achievement test results: TEMA, Metropolitan Readiness Test, Woodcock-Johnson, TEMA and TERA together, TEWL, WIAT, ERB and Iowa Assessments. ACT and SAT scores may be considered at the discretion of the Executive Director of Exceptional Children and AIG Department.
* Standardized aptitude test results: RIAS, DAS, Stanford-Binet, Wechsler Preschool and Primary Scale of Intelligence, Kaufman Assessment Battery for Children, Naglieri and CogAT.

*Evaluation Opportunities*

The AIG program is designed to promote student success. The placement process is rigorous and in many cases requires significant time removed from regular classroom instruction; therefore the following guidelines apply:

* Non-transfer second graders will not be evaluated but may be served as Nurture students. Testing during this year would invalidate screening scores at the third grade screening which is currently in December. Nurture status and collaboration between AIG and classroom teachers provides for multiple, appropriate levels of service.
* Identified transfer students in second grade are placed as AIG if supporting documentation is available.
* CCS may evaluate a student for placement (including for the addition of an area of identification) three times in K-8.
* One of the evaluations is the third grade screening.
* Additional evaluations for placement or adding an area of identification are possible if documentation of acute circumstances that affected information gathered during the previous evaluation is available.
* Parents/Guardians may submit outside testing.
* These tests and reports must be conducted and written by a private, licensed psychologist or psychiatrist with a school related focus.
* Note the testing must provide information regarding reading comprehension or aptitude and/or math achievement or aptitude.
* Testing must be two years old or less.
* The entirety of the report must be presented to the Needs Determination Team.
* This information, if given, must be used in conjunction with other currently gathered data during one of the three available evaluations.
* CCS is not responsible for providing outside testing.
* Students may be served at any time and at any grade level as a Nurture student at the discretion of the AIG specialist.
* One window of testing will be provided each year. Currently the second semester is designated.

*Identification and Service Areas*

Students may be placed and served in these areas:

* Academically Gifted in Reading – **AR**: Placed in Reading only.
* Academically Gifted in Math – **AM**: Placed in Math only.
* Academically Gifted – **AG**: Placed in both Reading and Math.
* Intellectually Gifted – **IG**: Placed with demonstrated high intellectual capacity with a ≥98th percentile on an accepted aptitude test in reading comprehension or math, but not yet demonstrating high academic performance.
* Academically Gifted and Intellectually Gifted – **AI**: Placed as highly gifted intellectually and highly gifted in both reading and math with ≥98th percentile on accepted tests in areas outlined in this plan. One other criterion must be met in the area of placement.
* Highly Gifted – **HG**: Placed as highly gifted in either reading OR math with ≥98th percentile on accepted tests in areas outlined in this plan. One other criterion must be met in the area of placement.

*Placement Pathways*

Placement Pathways offer multiple criteria options to provide the best placement decisions for students within the programming available. Note that students are placed in of Reading and/or Math using the criteria for that area.

*Grade 2*

Students are not formally placed in AIG unless they are transfer students qualifying under the CCS guidelines. The first semester window is open only to transfer students. Administering formal tests in the second semester window invalidates any screening scores obtained in the first semester Third Grade screening. Second Grade students are served in the classroom and as Nurture students.

**Pathway 1: Grades 3-12**

*Students must meet four criteria in reading or four in math to* *receive gifted education services in reading and/or math. Not all criteria must be included in evaluation. Students scoring at the 98th percentile on an accepted aptitude and/or achievement test and have one other criteria met are automatically placed in the AIG program as Highly Gifted in the area(s) of qualification. Highly Gifted in both math and reading places a student as AI. Additional data is not necessary for placement. In cases of acute circumstances or four criteria with <90th percentile on Aptitude or Achievement standardized testing,*

*one of the two test scores must be ≥75th percentile.*

Available criteria include:

* ≥90th percentile Aptitude testing.
* ≥90th percentile Achievement testing.
  + ≥90th percentile SMI testing may be used for math achievement as an example.
* ≥80% on AIG Portfolio scored on AIG rubric demonstrating work at least one grade level above the current grade level. (May be in native language or English.)
* Growth - Based on WIDA, a second language evaluation tool, scores as outlined from consultation with ESL Department.
* ≥90th percentile using accepted tests in areas outlined in this plan may be submitted by parents/guardians. These tests and reports must be conducted and written by a private, licensed psychologist or psychiatrist with a school related focus. The entirety of the report must be presented to the Needs Determination Team. Psychological reports must be submitted in full and will be considered in full for the best educational placement of the student. CCS is not responsible for providing outside testing.
* ≥80%on the AIG Specialist Inventory (based on multiple sources from current research).
* ≥80% on the Research Checklist for reading and/or math (currently the Scales for Rating the Behavioral Characteristics of Superior Students which is also known as Renzulli Scales).
* ≥80% on optional, student choice portfolio submission scored on AIG rubric. Submission must have been accomplished at school with minimum assistance by teachers.
* ≥80%on one of the Renzulli areas of Creativity, Communication, Learning, Leadership. Only one of these areas may be used as a qualifying criteria.
* Highest 5% (within the school) on a nationally normed standardized test that allows for demonstrated understanding of mathematics above the current grade. (For example, SMI.)
* Highest 5% (within the school) on a nationally normed standardized test that allows for demonstrated understanding of reading comprehension above the current grade.

**Pathway 2: K-1**

*Students scoring at the 98th percentile on an accepted aptitude, or achievement test and have one other criteria met are automatically placed in the AIG program as Highly Gifted in the area(s) of qualification. Additional data is not necessary for placement. Not all criteria must be included in evaluation.*

Available criteria include:

* One of the following is required:
  + ≥98th percentile on one or more batteries of a standardized aptitude test in reading or math.
  + ≥98th percentile on one or more batteries of a standardized achievement test in reading or math.
* ≥90% on AIG Portfolio scored on AIG rubric demonstrating work two grade levels above the current grade level.
* ≥98th percentile using accepted tests in areas outlined in this plan may be submitted by parents/guardians. These tests and reports must be conducted and written by a private, licensed psychologist or psychiatrist with a school related focus. The entirety of the report must be presented to the Needs Determination Team. Psychological reports must be submitted in full and will be considered in full for the best educational placement of the student. CCS is not responsible for providing outside testing.
* ≥80%on the AIG Specialist Inventory (based on multiple sources from current research).
* ≥80% on the Research Checklist for reading and/or math (currently the Scales for Rating the Behavioral Characteristics of Superior Students which is also known as Renzulli Scales).
* Highest 2% (within the school) on a nationally normed standardized test showing demonstrated understanding 2 years or above the current grade in Reading comprehension.
* Highest 2% (within the school) on a nationally normed standardized test showing demonstrated understanding of mathematics 2 years or above the current grade.

Students placed in K-1 are considered Highly Gifted, AI if both reading and math meet the Highly Gifted standard, or IG.

**Standard 1: Student Identification**

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

**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.

**Chatham County Schools Implementation Responses**

*Screening for Under-represented Populations*

* CCS currently uses Form 7 of the CogAT, which has less emphasis on language use in math than the Form 6.
* Directions for the CogAT are made available to Spanish speaking students in Spanish. These are available to all schools as mp3 files.
* All third grade students must be trained before taking the test. AIG specialists visit each third grade class to show students the format of the test. Students work through examples we have created in order to get a feel for the test.

*Referral for Under-represented Populations*

* ESL and EC teachers are approached for candidates who may be overlooked.
* All other specialists may refer students (art, music, media, etc.).
* Students may refer for evaluation.
* AIG specialists conduct whole class lessons in K-3 at the beginning of each semester to look for students needing immediate gifted education services and/or referral.
* Outstanding growth in EOG scores or WIDA scores assists EL students in being referred.
* Parents/guardians may refer students.
* Professional development is provided every year to faculties outlining characteristics of atypical and under-represented gifted students.
* Yearly a referral campaign takes place at a time designated by the AIG department. Schools encourage referrals through multi-media and multi-language communications.

*Identification for Under-represented Populations*

* WIDA data is added to gathered data for placement as applicable. WIDA is a second language evaluation tool.
* Scores from verbal, math, and/or non-verbal test areas may be used for placement allowing for placement in the student’s area(s) of strength.
* Teachers of English Learners are approached to assist in understanding evaluation results.
* Exceptional Children’s teachers are approached to seek out students who may have exceptionalities but may also be gifted. (Twice-exceptional or 2e)
* Needs Determination Teams may consider acute circumstances affecting student performance (such as migrant or homeless status, certain illnesses, separations from parental support such as illness or death, ongoing/acute poverty), documented circumstances of exceptionality affecting testing abilities, EC status, ELL status.
* Students may self-select portfolio items to submit in grades 3-12. This is a student work accomplished entirely at school and with minimum assistance.
* An Exceptional Children’s teacher, English as a Second Language teacher, or other teacher may be added to the county Needs Determination Team for additional understanding of evidence presented for placement.
* AIG specialists observe then use a behavior scale that gives atypical behaviors as an option for AIG Inventory scores.
* Data is tracked in numerous ways to continuously review our progress in placing under-represented populations.
* Some students may not meet the district AIG placement criteria, but the CCSNDT assesses available information and may place a student in the AIG program. This decision will be made based on available AIG services so that the best learning environment is made available to the student.
* Behavioral plans, 504 plans, Exceptional Children’s status, physical limitations, EL status or other documented necessary accommodations do not prejudice student placement.
* Tests administered by AIG personnel as part of a student's evaluation may be given with testing accommodations as directed by a student's Individualized Education Plan, 504 Plan or by teacher recommendation and concurring AIG specialist recommendation.

*Addressing Under-Identification in Schools*

* In schools with any of grades K-8 and with less than 10% of the student body identified as AIG, the AIG Department will work closely with students scoring in the top 10% on screenings and other testing as appropriate.
* Additional resources will be provided to those schools through allocation of personnel and funding within budgetary limitations.
* Nurture programs will deliver services to students reflecting student membership.
* AIG specialists and teachers will monitor growth in order to refer students as quickly as possible.

**Standard 1: Student Identification**

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

**Practice D**

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

**Chatham County Schools Implementation Responses**

*Consistent Screening Processes*

AIG Department

Develops and disseminates training for administration of third grade screening to the schools’ testing coordinators. This includes:

* Specifies the testing window in coordination with the Accountability Department.
* Orders materials including those for exceptional students as requested by the school.
* Develops procedures regarding handling of test materials.
* Develops procedures for the testing sessions.
* Distributes packing directions for test materials.
* Provides directions in Spanish in audio form.

Testing Coordinators and others as required by CCS

* Attend training session.
* Review and apply any IEP accommodations for EOG testing for screening.
* Train all administrators on the screening tool.
* Set up school based schedules for administration.

Accountability Department

* Distributes all CogAT test materials.
* Packs and returns answer sheets for scoring.

Administration

* Completes ordering of materials.

*Consistent Referral Processes*

* Every year AIG specialists deliver professional development to all school faculties delineating the referral process and qualities to look for in both typical and atypical AIG student populations.
* Referrals may be accepted at any time of the year.
* Multiple media are used to publicize the referral window.
* The testing window is specified in open house materials in August.
* All referral forms are accompanied by criteria for placement.
* All referral materials are available in English and Spanish.
* AIG specialists reach out to all teachers and specialists during this window to seek out student talent.
* Criteria are consistent throughout the county.

*Consistent Identification Processes*

* All data is gathered on identical forms.
* Identical criteria exist for students to take advantage of.
* A school-based team reviews data for each referred student. The school AIG specialist chairs the team, but may elect to have the AIG lead teacher assist at the meeting. Data is compared to criteria. Teams make recommendations for placement.
* A county-based team, CCSNDT, reviews the school team recommendations. Placement decisions made by this group are final, unless a grievance procedure is initiated. In general the team is convened by the AIG lead teacher who presents each student’s data to the group and facilitates the meeting.
* AIG specialists meet as a Professional Learning Community with these processes as one of the topics for discussion.

*General Identification Process for All Schools*

1. Professional development.
2. County screening (currently in December and currently Form 7 CogAT in third grade).
3. Publicity for the referral window.
4. Referrals submitted. (These may be taken at any time but students are not evaluated until the departmentally designated time. Note that transfer students are incorporated as Nurture students to provide continuous services for incoming students.) Referral forms include parent permission for evaluation.
5. Data gathering:
   1. Testing as needed.
      1. Earlier test results must be two years old or less.
      2. Students with test results two years old or less will only be retested if a demonstrated need is present. This might include illness at the time of earlier testing or other acute circumstances.
   2. Data gathering continues:
      1. With at least one score on aptitude or achievement of 75th percentile or greater on accepted tests.
      2. With a lesser score in the case of acute circumstances such as migrant or homeless status, certain illnesses, separations from parental support such as illness or death, ongoing/acute poverty), documented circumstances of exceptionalit(y/ies) affecting testing abilities, Exceptional Children’s status or 504 Plan designation.
   3. Data gathering concludes:
      1. If no further data is needed to support placement as Highly Gifted, IG, or AI.
      2. If no score of 75th percentile or greater is obtained in aptitude or achievement with no acute circumstances.
   4. If further data gathering is warranted, the following may be obtained.

(Not all criteria are required for evaluation.)

* + 1. Teacher checklists. (Currently Renzulli Scales.)
    2. Specialist inventory. Currently one of two available.
    3. Performance task portfolio. (Administered and scored by at least two AIG specialists.)
    4. Student choice for portfolio submission in grades 3-12. This is a student work accomplished entirely at school with minimum assistance by teachers. Scoring of the submission is done by at least two AIG specialists using a rubric.)
    5. Other data is gathered as possible to support placement.

1. All data is compiled and reviewed by a school based Needs Determination Team (NDT). This team is chaired by the AIG specialist and includes at least the principal or designee and several grade level teachers. Exceptional Children’s teachers, ESL teachers and other specialists may be asked to join at the discretion of the AIG specialist. All discussions are confidential. Data is compared to the plan criteria allowing the school-based team to make a placement recommendation to the county NDT.
2. All referrals move on to the Chatham County Schools Needs Determination Team. (CCSNDT). In all cases, evidence must be presented to the CCSNDT to support the identification. The team is comprised of diverse members of CCS faculty and administration. The CCSNDT makes the final decision as to placement and can recommend other actions be taken on behalf of students.
3. Decisions are shared with parents/guardians and students, specialists, teachers and administrators.
4. Permission forms for participation in the AIG program must be returned for services to begin.

*Identification Process Explanations*

* Brochures and procedures are on the CCS website linked to the AIG Additional Information site. All sites are translatable into languages set by the user.
* All identification materials are available in print in English/Spanish.
* These procedures and criteria are shared at meetings early in the school year.
* Referral forms contain explicit information regarding criteria and process.
* Explicit information regarding the decision making process and a review of the criteria are included in the placement decision packet and in referral information.
* For each student going through the referral process, parents/guardians receive a copy of all information considered by the school and county teams.
* Printed materials are available upon request in Spanish/English.

*Connected Information*

AIG specialists share with the AIG lead teacher via electronic files:

* Headcounts.
* Spreadsheets with all student data for identified students for the school.
* Spreadsheets with all student data for referred students.

Sharing information:

* Information for transfer students is shared with receiving districts.
* Information for within-county transfers is readily available to receiving schools.
* Additional information regarding test scores needs to be available in PowerSchool.
* Additional data on high school AIG students needs to be developed and will require assistance.

**Standard 1: Student Identification**

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

**Practice E**

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

**Chatham County Schools Implementation Responses**

*Student Information Availability and Confidentiality*

* Information regarding the plan and its implementation is available to all stakeholders via:
  + Posted and translatable Parent Handbooks, brochures, CCS AIG Plan on the county website, state AIG Plan on the county website.
  + Contact with parents/guardians for permission to serve students in various capacities.
  + All materials are available in English and Spanish.
  + All materials are available in hard copy upon request.
* Information directly relating to a specific student is shared through:
  + IDEP, Individual Differentiated Education Plan, or DEP, Differentiated Education Plan.
  + Conferences.
  + End of year summary outlining planned services.
  + Other means as possible.
* Information directly relating to a specific student may be shared with:
  + Parents/Guardians.
  + Involved teachers and specialists.
  + Guidance counselors as needed.
  + Principals.
  + AIG specialists within the county as needed.
  + Needs Determination Teams.

*Safeguarding Transfer Students’ Services*

Placement of transfer students is clearly outlined and is designed to provide the best educational support for students quickly.

*Safeguarding Student Records*

All AIG records are secured as they contain confidential information. This requires a locking file cabinet at each school. A copy of the key is with the school specialist and with the AIG Department.

*Procedure to Resolve Disagreement:*

Should a disagreement occur, CCS provides this process to resolve disagreements related to improper placement of the child in the AIG Program or improper implementation of the CCS AIG Plan as relates to the child.

1. School Level

The parent/guardian may appeal by submitting a written grievance stating reasons for the disagreement with the placement or service option presented. Written information must be submitted to the school principal within 30 calendar days. The principal or his/her designee will investigate and reply in writing generally within 10 business days.

1. Administrative Levels
   * 1. If no resolution is reached at the school level, the parent/guardian may appeal in writing to the Chatham County Schools Exceptional Children’s & AIG Programs Department within five business days of the receipt of the principal’s decision. Written information must be sent to the Executive Director of Exceptional Children’s and AIG Programs, P.O. Box 128, Pittsboro, NC 23712. Generally responses can be expected within 10 business days.
     2. If no resolution is reached at the departmental level, the parent/guardian may appeal in writing to the Chatham County Schools Assistant Superintendent for Academic Services and Instructional Support within five business days of the receipt of the department’s decision. Written information must be sent to the Chatham County Schools Assistant Superintendent for Academic Services and Instructional Support, P.O. Box 128, Pittsboro, NC 23712. Generally responses can be expected within 10 business days.
     3. If no resolution is reached at the Assistant Superintendent’s level, the parent/guardian may appeal in writing to the Chatham County Schools Superintendent within five business days of the receipt of the Assistant Superintendent’s decision. Written information must be sent to the Chatham County Schools Superintendent, P.O. Box 128, Pittsboro, NC 23712. Generally responses can be expected within 10 business days.
2. Board of Education

If no resolution is reached at the administrative level, further written appeal may be submitted to the Chatham County Board of Education following Board procedures. These procedures are outlined in CCS Policy 1740-4010.

1. If no resolution is reached at this level, the parent/guardian may seek mediation or file a petition for a hearing under Article 3 of Chapter 150B of the NC General Statutes. The decision of the administrative law judge is final.

**IDEAS TO STRENGTHEN THE STANDARD:**

1. One testing window will be open per year.
2. A student may be evaluated for placement three times. Parents/Guardians are welcome to submit outside testing in full as information that can be considered by the placement teams. Information from outside testing must be submitted within the three times permitted. Chatham County Schools will evaluate students. Note requirements for external testing.
3. Add identification classifications required by NCDPI.
4. Expand available criteria to include best practices in AIG.
5. Clearly delineate screening processes and responsibilities within the county.
6. Additional specifics regarding handling of student information have been added.
7. Further aggregate data for AIG students within the county is needed. We need technology and accountability support for this.
8. Make stakeholders aware of the statute related to military families and student placement within educational programming.

SOURCES OF EVIDENCE FOR THE STANDARD:

1. Websites
2. Materials distributed for all stakeholders
3. Materials distributed for faculty and administration
4. Agendas for presentations
5. Publicity notes for referral windows
6. Test results
7. Aggregate data

**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.

**Chatham County Schools Implementation Responses**

Both AIG specialists and classroom teachers must begin with the NCSCOS, K-12, as a point from which enrichment, extension, and acceleration expand.

*Enrichment*

CCS defines enrichment as adding to the NCSCOS. AIG specialists and classroom teachers develop and implement programming that is related to the SCOS but may not be directly referred to in the SCOS. This programming must be rigorous and impact skills specified under the SCOS. Enrichment opportunities relate to affective needs as well.

*Extension*

CCS defines extension as exploding the SCOS with opportunities directly related to SCOS. AIG specialists and classroom teachers take an SCOS focus and allow students to follow interests that begin with that SCOS focus. This is student driven learning. Extension modalities may be designed to support affective needs in addition to intellectual needs.

*Acceleration*

CCS defines acceleration as moving ahead in grade level content or advancing a grade level beyond current or anticipated enrollment. AIG specialists, in cooperation with classroom teachers and principals, create opportunities for students to move through content quickly by:

* Compressing curriculum – taking less time to cover material.
* Compacting curriculum – allowing students to pre-test out of curriculum to “buy” time to work on their specific interests.
* Changing grade levels for a specific content area.
* Moving to a higher grade level. Moving up to an entirely new grade level is often called “grade skipping” or “grade acceleration.”

The Chatham County School Board has enacted a policy covering grade acceleration and early admittance to Kindergarten. Affective needs are always considered in acceleration options. See the CCS Board of Education Policy included at the end of the CCS AIG Plan.

*Serving a Range of Advanced Learners*

* Range of learners includes identified and advanced learners not identified as AIG and transfer students not yet placed.
* The CCS Needs Determination Team may direct the inclusion of students as Nurture based on a student’s near placement. The goal is to continue looking for growth/maturity of the student.
* The inclusion of other Nurture students in all other instances is determined by the AIG specialist based on:
* Professional observations.
* Knowledge of available space.
* Membership of the school.
* Prior growth of individual students in Nurture.
* Focus of the semester academically such as reading or math (where applicable).
* Flexible grouping as warranted. Note: Nurture status is flexible. Students may move in and out of the Nurture Program. Nurture status is not placement.
* “Nurture group” in grades 4-12 refers to a group with no identified AIG students. These groups without any AIG students will use this structure:
* May be as large as 18 students.
* May be multiple grade levels.
* Meet one time per week to allow the AIG specialist to serve identified students more frequently.
* Should meet between 45 and 60 per session.
* Are limited to 1 group per grade level in schools under 400 ADM K-5 or K-8.
* Are limited to 2-3 groups per grade level in schools over 400 ADM K-5 or K-8.
* In grades 4-12 specifically, “Blended groups” of AIG identified students and Nurture students in grades 4-12 will use this structure:
  + - AIG blended groups are limited to the average class size in the school at that grade level.
    - AIG blended classes must be made up of a majority of identified AIG students.
    - Selection of students added to AIG blended groups follows the AIG Plan guidelines. The AIG specialist selects nurture students.
    - Nurture status is flexible. Students may move in and out of nurture status and participation.
* Service to identified AIG students, transfer AIG students and students as directed by the CCSNDT is an absolute priority. Therefore, AIG specialists determine the inclusion of other students based on professional training and the CCS guidelines.
* Service to identified AIG students, transfer AIG students and students as directed by the CCSNDT must be provided in the area(s) of identification and in equal amounts of time for the area(s) of identification.
  + A minimum of 45 minutes per week of “face time” with the AIG specialist in each area of identification is essential unless the NDT has designated Consultation as the planned service option for a student.
  + Identified students must be served as a priority over non-identified students.
  + The majority of a specialist’s time is engaged in serving identified students.

*Implementing Enrichment, Extension, Acceleration*

* Acceleration is utilized on a case-by-case basis as appropriate for individual students.
* Advanced coursework in middle school (including high school credit coursework at the middle school level) is implemented and directed by the Middle School Department.
* Honors and AP coursework in high school (including the Credit by Demonstrated Mastery Program) is implemented and directed by the High School Department.
* Groups composed entirely of AIG students are limited to the average class size in the school at that grade level.

*AIG Specialists*

* + Assist in creating curriculum to serve students.
  + Co-teach, model teach, pull out, and push in as best suits student and school needs.
  + Serve Highly Gifted (AI and IG) students differently than AG, AR, AM students.
  + Provide resources and opportunities for enrichment and extension to AIG students and Nurture students.
  + Facilitate students of similar needs and interests working together.

*Classroom Teachers*

* + Use flexible grouping.
  + Use flexible scheduling.
  + Work cooperatively with AIG specialists to create appropriate opportunities for gifted students and advanced learners.

*Principals*

* + Monitor and observe classroom differentiation implementation.
  + Monitor growth of AIG students on EOGs and EOCs as outcomes of differentiation employed in classroom settings.
  + Be open to school-wide opportunities supported by AIG.
  + Effectively group AIG students to best utilize classroom teachers and AIG specialists.
  + Schedule AIG sessions for reading identified students and for math identified students separately and in equal amounts of time.
  + Schedule specialist’s time so as to serve identified students more than Nurture students.

**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 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.

**Chatham County Schools Implementation Responses**

*AIG Department*

* Collaborates with the Curriculum and Instruction Department, the Assistant Superintendent for Curriculum and Instruction and principals to plan and provide professional development regarding instructional practices.
* Provides on-site assistance as requested by school administrators.

*AIG Specialists*

* Collaborate with teachers in grouped classrooms to provide assistance.
* Design curriculum for teachers/students as is allowed by scheduling.
* Provide resources for teachers and students both as source material and instructional strategy information.
* Recommend implementation methods for various differentiation strategies.
* Set goals (student selected goals: affective, academic, others) with students at the beginning of each school year and review progress.
* Co-teach, model teach, pull out, and push in as best suits student and school needs.
* Serve Highly Gifted (AI and IG) students differently than AG, AR, AM, IG students.
* Review effective strategies yearly with faculty.
* Provide individual or group services to 2e students as needed.
* Provide support for affective needs.
* Utilize a variety of strategies including interest inventories, 7 Habits for Highly Effective Students, learning profiles and others.

*Classroom Teachers*

* Use appropriate differentiation strategies.
* Work with AIG specialists to develop curriculum and strategies when appropriate and is allowed by scheduling.
* Understand co-teaching, model teaching, pull out and push in methods to best utilize these.
* Incorporate DEPs/IDEPs into classroom instruction/expectations at the high school level through a cooperative plan to be developed by the end of fall semester 2016.

*Guidance Counselors*

* Follow Governor’s School application process.
* Provide guidance for college application process that includes multiple and diverse colleges appropriate to the student’s goals and means.
* Revisit “myths” regarding gifted students and their education to assist teachers and students.
* Support students as students lobby for effective scheduling and coursework.
* Support students by advocating for the use of DEPs/IDEPs.
* Provide affective support to AIG students in conjunction with AIG specialists and teachers.

*Principals*

* Provide time in faculty sessions for AIG specialists to review student needs, AIG services and differentiation strategies.
* Promote use of differentiation for AIG students.
* Provide flexibility of scheduling to meet AIG specialists’ required duties.
* Group students to provide maximum efficiency in use of personnel.
* Provide assistance in curriculum compacting.

*Recommended Strategies Serving Learning Needs and Identifications*

*(This list is not exhaustive.)*

* Curriculum compacting.
* Genius hour.
* Independent learning contracts.
* STEM and STEAM.
* Computer programming related to NCSCOS.
* Choice boards using multiple learning modalities and expectations.
* Production with technology.
* Tiered lessons.

*High Schools*

* Four year planning is done in eighth grade.
* Revisions and additions are made yearly.
* Extra-curricular activities and Career Technical Education coursework is recorded.
* Students have access to this information for the college application purposes.
* CTE currently provides strong support in this area.
* Incorporate DEPs/IDEPs for student learning. A process to accomplish this will be developed by the end of fall semester 2016.

**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 C**

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

**Chatham County Schools Implementation Responses**

*Identifying Supplemental Resources*

* Lead teacher investigates resources for curriculum needs identified by specialists and teachers.
* AIG specialists bring to the AIG PLC resources that have been successful in targeting needs.
* AIG specialists are encouraged to ask for resources that best support students.
* AIG specialists in our district are encouraged to attend the NCAGT conference to find new resources and strategies for our students. The district supports attendance financially as funding allows.

*Creating/Obtaining Supplemental Resources*

* AIG specialists share links to online resources via our wiki.
* Lead teacher and Executive Director of EC and AIG Programs seek funding for purchases.
* Lead teacher assists in creating resources as needed.
* Lead teacher pursues professional development in use of new resources as needed.

*Integrating Supplemental Resources*

* When limited quantities of a resource are available, the lead teacher coordinates both sign up, sign out and re-supply thereof.
* AIG specialists offer and explain supplemental resources to classroom teachers.
* All teachers may request assistance from AIG Department and specialists to plan use of resources or to seek out resources.

*Supplemental Resources Available (These are examples.)*

* Junior Great Books K-8
* Primary Education Thinking Skills
* William & Mary curriculum units such as Jacob’s Ladder
* STEM kits
* M2 and M3 units
* VersaTiles

**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 D**

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

**Chatham County Schools Implementation Responses**

*AIG Specialists and Teachers*

* Teachers of all students incorporate 21st century skills and content.
* AIG specialists will help classroom teachers and other specialists create integrated units incorporating support for 21st century skills and content.
* AIG specialists create and/or utilize problem-based learning units that include real world applications.

*Student Opportunities*

* Various learning styles, problem-based learning, flexible grouping, Socratic seminars, debates, etc. are used.
* Book clubs, Science Olympiad, math clubs, Odyssey of the Mind, Stock Market Game, Walch Integrating Math Units in the Real World, drama clubs, chess clubs. These vary by school and availability of adult coordinators.

**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 E**

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

**Chatham County Schools Implementation Responses**

*Classroom Teachers and AIG Specialists*

* Classroom teachers and AIG specialists use formative assessments to monitor early student mastery of content.
* Classroom teachers and AIG specialists use summative assessments to monitor student mastery.
* District assessments often allow for observation of a range of achievement.

*AIG Specialists*

* Employ multiple and appropriate assessments to determine Nurture students.
* AIG specialists use data to assist classroom teachers with and/or design differentiated curriculum as allowed by scheduling.
* Monitor academic progress of AIG students for inclusion in flexible groups.
* Monitor academic progress of Nurture students to inform inclusion decisions.
* Assist in developing pre-tests as possible.
* Use differentiation strategies such as curriculum compacting, tiered assignments, interest-based units, to best meet the needs of gifted learners.

*Classroom Teachers*

* Monitor academic progress.
* Differentiate and adapt classroom teaching to meet the needs of students who have already mastered content to be taught.
* Deliver appropriate instruction for students who master content quickly.
* Use differentiation strategies such as curriculum compacting, tiered assignments, interest-based units, to best meet the needs of gifted learners.
* Ask for assistance from specialists.

*Principals*

* Create flexible grouping opportunities.
* Monitor for differentiation and adapted curriculum.
* Foster and support cooperative planning for differentiation.

**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 F**

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

**Chatham County Schools Implementation Responses**

*AIG Department*

* Assists in offering opportunities for students to develop socially and emotionally.
* Creates learning opportunities that address the needs of AIG learners for all stakeholders.
* Provides faculty, guidance counselors, and administrators with information and/or professional development opportunities regarding the social and emotional needs of gifted students.
* Focuses on the topic during district PLC meeting(s).
* Addresses the affective needs of gifted learners and “myths” about gifted students in presentations to faculty yearly.
* Assists with information, curriculum, and strategies to support educators, guidance counselors, parents/guardians, and students in this area.
* Offers parent session(s), Parent University, on the social and emotional needs of gifted children.
* Presents information about this topic at faculty meeting(s) and to guidance counselors
* Advocates for equitable treatment of AIG students within classrooms including use of IDEP/DEP recommendations for needed affective support strategies.

*AIG Specialists*

* Conduct yearly professional development regarding AIG students and affective needs for all faculty.
* Know their students with special needs and the appropriate ways to assist them in either individual or group settings.
* Assist classroom teachers with strategies for AIG students with specific affective/emotional needs.
* Coordinate with guidance counselors, teachers, and others as necessary to obtain and deliver appropriate services.
* Advocate for equitable treatment of AIG students within classrooms including use of IDEP/DEP recommendations for needed affective support strategies.

*Classroom Teachers*

* Attend professional development regarding AIG students’ potential affective needs.
* Know the unique affective needs of gifted students.
* Coordinate with guidance counselors, teachers, and others as necessary to obtain and deliver appropriate services.
* Use IDEP/DEP recommendations for needed affective support strategies at all grade levels.

*Guidance Counselors*

Guidance counselors are part of the service delivery for AIG students at all levels. As such they must:

* Attend provided professional development regarding AIG students’ potential affective needs.
* Coordinate with AIG specialists, teachers, and others as necessary to obtain and deliver appropriate services.
  + AIG specialists, classroom teachers or guidance counselors may call for assistance.
  + Each party lends their expertise to developing a plan for assisting the student. Other specialists may need to be involved.
  + One party should be the follow up person to evaluate the effectiveness of the strategy.
  + Review and revise the strategy as needed.
* Support students in scheduling to meet student interest and goals and to appropriately challenge students.
* Advocate for equitable treatment of AIG students within classrooms including use of IDEP/DEP recommendations for needed affective support strategies, K-12.
* Provide guidance for college application process that includes multiple and diverse colleges appropriate to the student’s goals and means.

*Principals*

* Understand the possible behaviors gifted students may exhibit in and out of the classroom.
* Support flexibility of scheduling for strategic interventions and student academic needs.
* Require guidance counselors and other faculty to attend professional development regarding affective needs.

**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 G**

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

**Chatham County Schools Implementation Responses**

*Talent Pool Development K-3*

* K-3 students receive whole class thinking skills instruction at the beginning of each semester. Outstanding performance in these sessions helps inform student selection for small group instruction.
* In K-3, Nurture programs will deliver services to students reflecting student membership.
* Students may be grouped flexibly with similar learners in reading and/or mathematics.
* Students in the Nurture Program are not identified as AIG. The goal of nurturing is to find *potentially* gifted students.
* The Nurture Program is not intended to serve identified AIG students.
* The expectation is that K-3 classroom teachers differentiate instruction for identified AIG students. Assistance from the AIG specialist is given upon request.
* AIG specialists monitor identified students’ needs and progress.
* Student selection for Nurture is done by the AIG specialist based on:
* Professional observations.
* Knowledge of available space.
* In K-3, student selections must reflect the school makeup.
* Prior growth of individual students in Nurture.
* Focus of the semester academically reading or math (where applicable).
* Flexible grouping. Note: Nurture status is flexible. Students may move in and out of the Nurture Program.
* “Nurture group” in K-3 refers to a group with no identified AIG students. These groups without any AIG students will use this structure:
  + May be as large as 18 students.
  + May be multiple grade levels.
  + Meet one time per week to allow the AIG specialist to serve identified students more frequently.
  + Should meet no more than 45 minutes per session.
  + Are limited to 1 group per grade level in schools under 400 ADM K-5 or K-8.
  + Are limited to 2-3 groups per grade level in schools over 400 ADM K-5 or K-8.
* Blended groups of AIG identified students and Nurture students in K-3 are not used.

*Classroom Differentiation and Instruction*

* A variety of strategies are used. For example:
  + Questioning.
  + Choice-based learning.
  + Tiered assignments.
  + Self-paced learning.
* The AIG specialist is available to assist in development of strategies or design of curriculum for K-3 teachers as is allowed by scheduling.

*Identification of K-3 Students*

* Available to students meeting criteria.
* A third grade screening is administered unless a current CogAT or IQ test or similar test results are on file. There is a list of accepted aptitude and IQ tests.

**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 H**

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

**Chatham County Schools Implementation Responses**

*Shared Responsibility for Advanced Learners*

* The expectation is that all classroom teachers and specialists, such as ESL and EC specialists, differentiate instruction for advanced learners.
* AIG specialists and the AIG Department will assist grade levels, individual teachers, schools, other specialists and principals with design of curriculum and implementation.
* Chatham County Schools provides training in areas related to advanced learners.
* Principals and CCS administration monitor subgroup test results.
* At the request of a principal or other administrator, AIG specialists will work with teachers needing particular assistance with incorporating differentiation. Appropriate methods for this assistance include but are not limited to:
  + Co-teaching.
  + Model teaching.
  + Designing materials and curriculum that coordinate with classroom goals as is allowed by scheduling.
  + Coaching.
* AIG specialists cultivate relationships with teachers to the degree possible in order to assist with incorporating differentiation.
* High school DEPs/IDEPs are incorporated into classroom instruction/expectations through a cooperative plan to be developed by the end of fall semester 2016.
* Currently the Exceptional Children’s Program and the AIG Program are under one director. This facilitates interaction among program facilitators which provides education about both areas to AIG and EC specialists.

*Communication*

* Schedules, as possible, enable AIG specialists to attend grade level planning and PLC meetings.
* Information regarding student groups is given to principals by the AIG specialist. This information includes AIG identification type and Highly Gifted status. AIG specialists provide this information to principals in April or earlier if requested.
* AIG specialists employ multiple forms of communication to share expertise with other teachers.
* AIG specialists need to be invited to serve on teams working on district initiatives, such as curriculum guides and pacing guides.
* Pacing guides need to be provided to AIG specialists.
* Rosters of AIG and Nurture students are shared with classroom teachers, specialists in Exceptional Children and ELL (and other specialists as needed) and principals.Rosters are updated as changes occur.
* Twice-exceptional (2e) and ELL students fall under the care of multiple specialists. Information about best practices, student performance issues, affective needs, and knowledge of various communities within our county is exchanged among these specialists both in written and verbal forms. Specialists support identification of these special populations when appropriate.

**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 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, a continuum of services, and support school transitions.

**Chatham County Schools Implementation Responses**

*Annual DEPS and/or IDEPS*

* Each school year, grade level classroom teachers collaborate with AIG specialists to complete a Differentiated Education Plan (DEP) for identified gifted students in K-8. The DEP is developed using a standard format. The DEP outlines the program service options and differentiation plans for AIG students across the grade level in the school.
* The Needs Determination Team which includes the principal at each school review all grade level Differentiated Education Plans.
* IDEPs are created for students requiring special services. For example:
  + Students with 504 Plans.
  + Twice-exceptional students.
  + Students in need of specific social/emotional support.
  + Underachieving students needing specific intervention strategies.
  + Exceptionally highly gifted students.
* Both the IDEP and the DEP contain specific topics/strategies and definitions thereof.
* Parents/Guardians receive a copy of the DEP/IDEP at the end of the first grading period.

*Annual End of Year Reports for Parents/Guardians and Students*

* Within the first grading period of the school year, students set goals for themselves. These may be affective and/or academic goals. Students review and evaluate progress at the end of the year. These are part of the End of Year reports.
* EOY reports include a review of the student’s placement information.
* EOY reports include anticipated service options for the next year.

*Long-term Documentation*

* The AIG specialist maintains a folder for individual AIG-identified students minimally containing:
* Completed Student Evaluation Summary detailing data used for placement decisions.
* Signed Prior Notice And Consent For Evaluation Form.
* Signed Prior Notice And Initial Consent For Services Form.
* Any Completed Teacher observations forms.
* Copy of each year’s DEP/IDEP.
* High School
  + All high school AIG students have a DEP/IDEP included in the information transferred from middle school.
  + A generalized four-year plan or sketch of possible coursework will indicate students’ proposed course of study.
  + Course selection in high school should match students’ needs and is determined collaboratively by the student, the parent, the school administration, and the high school guidance counselor.

**IDEAS TO STRENGTHEN THE STANDARD:**

*All Stakeholders*

1. Service to identified AIG students, transfer AIG students, students as directed by the Chatham County Schools Needs Determination Team (CCSNDT) and selected Nurture students are the priority. Nurture students are selected according to criteria in this plan.
2. Collaborate with all stakeholders to support development of AIG differentiation in all classrooms.
3. Recognize and instill the idea that differentiation is a cooperative, daily need in all academic settings.
4. Work to ensure communication continues with high school students, teachers, guidance counselors, and administration.

*Principals*

1. Allow for flexibility in scheduling high school students to meet student needs and provide greater opportunity.
2. Assist in implementing strategies that address the needs of advanced learners.
3. Group students in our larger schools or in cross-grade level groups in smaller schools to effectively utilize classroom teachers and specialists.
4. Group students for interaction with like-minded students. This is a proven strategy to support both academic and affective growth.
5. Monitor differentiation in the classroom including AP classrooms.

*AIG Specialists and Classroom Teachers*

1. Create opportunities within all classrooms to include research, creativity, innovation, contextual learning, leadership, adaptability, and affective skills.
2. Use data from formative assessments to differentiate and adapt classroom teaching for students who have already mastered content to be taught or who master content quickly. Possible differentiation strategies such as curriculum compacting, tiered assignments, interest-based units, are ways to best meet the needs of gifted learners.
3. The goal of any assignment for an AIG student is to add challenge and interest to the student’s current learning situation.
4. Incorporate high school DEPs/IDEPs into classroom instruction/expectations through a cooperative plan to be developed by the end of fall semester 2016.
5. Differentiate appropriately and cooperatively for AIG students.
   1. Reflect goals of plans/curriculum developed by the grade level as appropriate for the diversity of the AIG student population.
   2. Appropriate differentiation may include materials different from the grade level plans and extensions beyond the grade level curriculum.
6. Make the school AIG specialist available via scheduling and flexibility to assist in development/explanation of strategies or design of curriculum for K-3 teachers use.
7. Flex groups within the classroom and within the AIG nurture program.
8. Ensure that AIG students are allowed to participate in AIG activities as the DEP/IDEP states and as student specific service options are given by the NDT.

*AIG Department*

1. Offer programs outside the confines of school hours.
2. Encourage specialists to attend and volunteer at the national conference coming to Charlotte. This offers a wide range of current best practices in AIG and professional development. Specialists may choose most applicable sessions for their school situations.
3. Encourage specialists to attend and volunteer at the state conference. This offers a wide range of current best practices in AIG and professional development. Specialists may choose most applicable sessions for their school situations.
4. Advocate for equitable and appropriate services for AIG students.
5. Provide training for grouping students.

**SOURCES OF EVIDENCE FOR STANDARD:**

1. AIG schedules.
2. Cooperative lesson plans.
3. Differentiated lesson plans from teachers.
4. Principal observations.
5. Classroom rosters with grouped students.

**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.

**Chatham County Schools Implementation Responses:**

*Roles and responsibilities of the AIG-licensed educator as lead coordinator/specialist*

* Helps plan, develop, and coordinate the county gifted education program.
* Leads revision of plan every three years.
* Ensures the components of the AIG Plan are implemented.
* Evaluates the effectiveness and appropriateness of services to gifted learners.
* Coordinates professional development activities for teachers of gifted learners.
* Interprets gifted education program goals and objectives to system personnel.
* Meets regularly with AIG specialists.
* Helps develop and disseminate gifted education program information to stakeholders.
* Facilitates the AIG Advisory Board.
* Serves as system liaison to NC Department of Public Instruction, including monitoring of state requirements, headcount data, and reporting procedures.
* Assists with the financial management of the program.
* Helps coordinate information pertaining to gifted students between departments.
* Communicates with principals and other administrators.
* Assists in multiple capacities on-site for principals, teachers and/or AIG specialists.
* Analyzes program data and develops programming accordingly. This may include obtaining resources and securing or creating professional development.
* Develops and facilitates Parent University sessions.
* Creates and revises program documentation.
* Facilitates principal reviews and plans for the school program.
* Monitors diversity of program.
* Monitors identification process.
* Monitors compliance with the plan.
* Increases service to high schools.
* Develops presentation of student referrals for the CCSNDT.
* Help to develop future goals of the AIG department and plan. Current goals include but are not limited to:
  + Move toward a flexible role within the county to create more differentiation in classrooms.
  + Advocate for a more consistent method of direct service delivery for AIG students.
  + Move toward a facilitating role within the county (for Gifted students) that will allow teachers and Highly Gifted students more access to an AIG specialist.
* Develops or locates professional development for EC specialists, guidance counselors, school administrators and others regarding:
  + 2e students.
  + Culturally, linguistically and economically diverse students.
  + Typical gifted students.
  + Affective needs.
  + Advocating for all gifted students.
* Advocates for gifted students and gifted education.
* Coordinates all other programming pieces as needed.
* Creates all forms.
* Creates handbooks for specialists and others.
* Distributes materials.

*Principals*

* Plan for next year’s AIG program within the school with the lead AIG teacher (and other professionals as warranted).
* Review this year’s AIG program within the school with the lead AIG teacher and others as warranted.

**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 ongoing and comprehensive.

**Practice B**

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

**Chatham County Schools Implementation Responses:**

*Roles and practices of Licensed AIG specialists*

* Help plan and develop the school and county program for gifted education.
* Collaboration
  + Collaborate with and support regular education teachers and other school personnel in implementation of the components of the AIG Plan in the school. These may include team teaching, complementary teaching, and/or supportive learning activities.
  + Collaborate with teachers to develop DEPs/IDEPs for identified students.
  + Meet periodically with teachers to plan and modify instruction for gifted students.
  + Provide higher-level resource materials to teachers.
* Ensure additional components of the AIG plan are implemented.
* Provide direct services to students when appropriate.
* Chair the school Needs Determination Team.
* Maintain records related to the school gifted education program and students as directed.
* Disseminate information about the gifted education program to school personnel, parents/guardians, and community members.
* Communicate and provide follow-up to professional development opportunities.
* Participate in district PLC meetings and other meetings as scheduled.
* Meet with groups of students, as scheduled, to enrich and/or extend classroom lessons.
* Work with all school community members to advocate for and to inform about AIG students and the program.
* Train all faculty in use of observational inventories for student referrals.
* Monitor school and AIG headcount demographic information.
* Share successful strategies for teaching diverse under-represented populations.
* Submit updated student headcounts as requested.
* Complete or support completion of the Iowa Acceleration Scale as requested by the principal.
* Provide services to identified AIG students in the students’ area(s) of giftedness.
* Provide more service time to identified AIG students and selected nurture students than non-identified students or groups.
* Focus on gifted students.

*Classroom teachers*

* Use AIG specialists as curriculum differentiation experts, co-teachers, model teachers, program facilitators, and curriculum developers for gifted students.
* Ensure that AIG students are served.
* Use flexible grouping within the classroom.

*Principals*

* Use AIG specialists as curriculum differentiation experts, co-teachers, model teachers, program facilitators, and curriculum developers for gifted students as is allowed by scheduling.
* Ensure that identified AIG students are served as first priority over other AIG specialist’s assignments.
* Ensure that identified AIG students are served equally in reading and/or math according to their area(s) of giftedness.
* Ensure that HG, AI, IG students are allowed appropriate conditions to be served differently than other AIG students.

*District Administration, AIG Department and Principals*

* Create consistent patterns for use of AIG specialists in K-8 schools, K-4/5 schools, 5/6 schools and high schools.

**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 C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

**Chatham County Schools Implementation Responses:**

*AIG Department*

* Fosters collaboration with all teachers and specialists to create an atmosphere of “AIG, All Day, Every Day” service for students.
* Secures professional development dealing with differentiated content delivery. This may be presented by the Department or external sources.
* Continues education regarding grouping of students as an effective, efficient strategy for teachers and AIG specialists.
* Sends specialists to the NCAGT as funding allows.
* Develops or locates professional development for EC specialists, guidance counselors, school administrators and others regarding:
  + 2e students.
  + CLED students.
  + “Typical” and “Atypical” gifted students.
  + Affective needs.
  + Advocating for all gifted students.

*AIG specialists*

Present yearly short professional development sessions covering:

* + Identification/referral.
  + Gifted students’ characteristics.
  + Affective needs.
  + Service strategies.
  + Other topics as needs arise.

*Principals*

* Set aside time in faculty meetings for presentations by the AIG specialist.
* Create additional professional development for teachers with groups of AIG students.
* Monitor participation in AIG professional development by all faculty.

**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 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.

**Chatham County Schools Implementation Responses:**

*The AIG Department*

* Offers upon request collaborative and co-teaching sessions to model strategies for working with groups of gifted students.
* Provides differentiated curriculum.
* Teaches alternative methods of delivery to differentiate content.
* Will investigate creating a cohort for licensure in AIG.

*Principals*

* Group AIG students for effective use of specialists and teachers.
* Provide teachers with AIG groups planning time with the AIG specialist.
* Encourage various methods of cooperative teaching.

**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 E**

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

**Chatham County Schools Implementation Responses:**

* *AIG Department*
* Monitors other departments’ staff development focus points.
* Offers assistance in staff development for other departments.
* Offers staff development for other departments.
* Monitors outcomes of professional development.
* Stays aware of and involved in district initiatives.
* Continues research into best practices in gifted education.
* Seeks opportunities for cooperative staff development with other departments.
* Encourages teachers to attend sessions regarding:
  + AIG curriculum and instruction.
  + Best practices in gifted education.
  + Differentiation.
  + Gifted students’ characteristics including 2e and CLED students.
  + Affective needs.

*AIG Specialists*

* Seek opportunities for involvement in the local school such as Leadership Teams. Curriculum Teams, PLCs.
* Seek opportunities for involvement in district leadership and for participation in district initiatives related to curriculum.
* Create professional development to target school demands.

*District Administration*

* Develops county wide professional development.
* Develops appropriate follow up to staff development for gifted education that aligns with district goals.
* Encourages participation in staff development opportunities related to gifted students at all grade levels.
* Includes AIG specialists in training for district initiatives and on teams creating curriculum guides.
* Encourages high school teachers to receive training for the teaching and differentiating instruction in Advanced Placement (AP)/Honors courses.

**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 F**

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

**Chatham County Schools Implementation Responses:**

*AIG Department*

* Facilitates regular meetings of AIG specialists in a PLC group to refine skills, share successes, address concerns, and problem-solve issues. These meetings are led by the AIG lead teacher.
* Facilitates planning through providing resources such as books, hands on materials, and funding for substitute teachers.
* Encourages scheduling practices that best utilize specialists and best serve students.

*AIG specialists*

* Meet in PLCs and plan with teachers as schedules permit.
* Develop communication strategies outside of face-to-face for planning.
* Review collaborative strategies and curriculum with co-teachers or teachers utilizing AIG resources.
* Develop materials and strategies that demonstrate both cooperation in reaching classroom goals and appropriate materials and strategies for gifted students.
* Review implementation of professional development.
* Evaluate professional development impact on student learning including affective growth.

*Classroom Teachers*

* Utilize co-teaching and model teaching offered by AIG specialists.
* Utilize curriculum from AIG.
* Consider planning large-scale integrated units in grades K-5.
* Recognize AIG planning as strategic for AIG students. AIG students need appropriate materials and strategies. The AIG specialist is your resident expert.
* Participate in cooperative planning.
* Review implementation of professional development.
* Evaluate professional development impact on student learning using multiple markers.

*Principals*

* Create opportunities for cooperative planning.
* Review implementation of professional development.
* Evaluate professional development impact on student learning.

**Ideas for strengthening the standard:**

1. Funding for the AIG Program is program specific. AIG specialists should be utilized in accordance with the expectations of funding from NCDPI and the local Board of Education.
2. Offer in-district AIG-related professional development.
3. Ensure ongoing brief AIG professional development is accomplished in faculty meetings.
4. Create professional development for teachers working with AIG students in classrooms with or without groups of AIG students.
5. Increase our ability to provide professional development that impacts student learning by hiring and retaining AIG specialists.
6. Create consistent patterns for use of AIG specialists in K-8 schools, K-8 schools, 5/6-8 schools and high schools.

**Evidence:**

1. Schedules.
2. Documents outlining utilization of specialists.
3. Review and planning documents from annual meetings with principals.
4. Professional development agendas.
5. Faculty meeting agendas.
6. Cooperative lesson plans.

**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.

**Chatham County Schools Implementation Responses:**

*AIG Department and AIG Specialists*

* Provide classroom teachers with:
  + Cooperative teaching for academic and intellectual needs.
  + Curriculum development for academic and social/emotional needs as scheduling allows.
  + Resources related to curriculum or social/emotional needs.
  + Professional development related to strategies for academic and intellectual needs and related to the specific social/emotional needs of gifted students.
  + Create DEPs with grade level teachers in K-8.
  + Appropriate strategies for students who have mastered content or master content quickly.
* Provide guidance counselors with:
  + Resources related to curriculum or social/emotional needs.
  + Professional development related to strategies for academic and intellectual needs and related to the specific social/emotional needs of gifted students.
* Suggested strategies in all classroom environments may include, but are not limited to:
  + Problem-based learning, genius hour, learning contracts with self-directed studies for long-term options.
  + Choice boards, tiered lessons, thinking skills applications for short-term options.
  + Choice and focus are keys to the success of multiple strategies. Repetition and additional mastered content detract from AIG student growth.
  + Use of 21st century skills in designing projects and presentations.
  + Individual and group meetings with students to address social/emotional issues. Often addressed topics include organization, relating to other students and relating to teachers. These may be done by the AIG specialists.

**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 B**

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

**Chatham County Schools Implementation Responses:**

*AIG Department*

* The total sum of state-allocated AIG funds is used to provide salaries and benefits to AIG-licensed personnel whose primary duty is working with AIG students.
* CCS allocates local funds to support the district AIG Program.
* CCS serves AIG-identified K-12 students in the areas of reading and/or mathematics.
* The AIG Program is aligned with the county Strategic Plan.
* Resources for AIG are shared at the district level using a check out system coordinated by the lead teacher.
* Resources for AIG are shared at the district level by AIG specialists through cooperative transfers of materials.
* Purchased resources are directly related to reading and/or math and related to the goals of the district.
* Currently CCS focuses on service in reading and/or math depending on area of student identification. Several resources incorporate other areas of study such as science and social studies. Problem-solving is a part of both reading and math instruction.

*General Service Options*

* Differentiation = Differentiation means tailoring instruction to meet individual needs. Teachers may differentiate content, process, products, or the learning environment. Differentiation is developed based on ongoing assessment. Differentiation, by its nature, is different for different students and different for individual students at different points in the curriculum.
* Flexible grouping = Groups that change for a variety of learning experiences. Some students may be in a group that needs to learn a specific concept. Those same students may be in another group needing more challenging material for another concept.
* Grouping = Placement of at least five AIG students within a class. This allows the teacher to focus on the needs of AIG students more easily. Principals make class roster decisions.
* Content acceleration = Material ahead of the student’s current curriculum grade level is taught. The materials follow the lines of the NC Standard Course of Study.
* Curriculum compacting = This option allows students to demonstrate mastery of upcoming content in order to focus on topics relevant to their interests. Clear structures must be agreed upon and put in place for this option.
* Interest groups = These may take the form of literature circles in which students choose books, self-selected extra-curricular activities, clubs, problem based learning opportunities, science fair experiments, and other optional teacher or student created investigations.
* Specialized projects = Here students may work on specific problems or research. A huge variety of possibilities exist for this.
* Specialized materials = Teachers and specialists have access to many types of advanced and creative materials. Depending on the area(s) of identification, more challenging reading selections, spatial math investigations, or problem-solving materials.
* Consultation = Students remain in the regular classroom but are monitored by the AIG specialist. Teachers, may, of course, request curriculum or other resources for these students. In general this option is used when students have gaps in learning or are experiencing significant difficulty in grade level concepts.

**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 C**

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

**Chatham County Schools Implementation Responses:**

*AIG Department*

* Maintains relationships with Department heads to foster sharing of information and goals.
* Discusses district priorities, as well as other objectives, and how the AIG program at each school supports such during AIG PLC meetings and other district meetings.
* AIG specialists in staff development meetings discuss ways to collaborate with other school and county personnel.

*Principals and Administration*

* Include AIG in district initiative discussions.
* Include AIG in district curriculum development.
* Include AIG in assisting low performing schools.
* Include AIG on School Leadership Teams.

**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 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.

**Chatham County Schools Implementation Responses:**

*AIG Department*

* Annually creates short bursts of professional development for faculty meetings. The short bursts cover services, regulations, program and the AIG Plan over the course of the year.
* Gives printed copies of the AIG Plan to principals, the Superintendent and Assistant Superintendent for Instruction.
* Invites principals when the AIG Plan is new to sit down with the Executive Director of EC and AIG Programs and the AIG lead teacher to go over changes and new emphases of the plan.
* Provides links through a Principal and a Teacher portal to all supporting documents.
* Provides alternative materials in the form of brief summaries of parts of the AIG Plan for such areas as identification criteria.
* Provides other alternative materials such as a “User Friendly” summary of the Standards and their implementations found in the CCS AIG Plan, Principals’ Brief, and BOE Brief.
* Creates a specialist handbook for each plan cycle. Reviews this with specialists.

*All Staff*

* Have access to the complete AIG Plan and supporting documents.
* Receive on-going professional development regarding services, identification, program goals and regulations.

**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 E**

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

**Chatham County Schools Implementation Responses:**

*All School Personnel*

* AIG student rosters with areas of service are transmitted from schools to new schools for rising classes. This information is also available through PowerSchool.
* School personnel will share information regarding class choices for AIG students entering middle school and/or high school.
* School personnel will share information with parents/guardians of AIG students entering middle school and/or high school.
* Specialists are available to advise students and parents/guardians at these times.
* High school teachers will help create and be made aware of DEPs/IDEPs in a process to be developed by the end of fall semester 2016.
* More strategies for transition points will be implemented in the spring semester, 2017.

**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 F**

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

**Chatham County Schools Implementation Responses:**

*AIG Department*

* Provide guidance counselors of all AIG students with information about AIG students including dual exceptionalities (2e), learning concerns, and other social/emotional needs.

*AIG Specialists*

* Involve all appropriate staff in creating student DEPs/IDEPs.
* Recruit appropriate staff to serve on NDT or other committees as students' needs demand (EC, ESL, OT, Guidance Counselors, etc.).
* Communicate with parents/guardians regarding special needs.
* Conduct relationship-building groups of Highly Gifted students from kindergarten through 12th grade to address problems as soon as possible. Accomplished by referral and observation of problems.
* Follow HG, AI and IG students through school to monitor growth in these areas.
  + AIG specialists would do so in grades K-8.
  + High school Guidance Counselors would do so in grades 9-12.
* Suggest/implement interventions when problems interfere with social and/or emotional health. These would begin with the teacher, specialist, or counselor as issues are discovered and lead to implementation of strategies by all educators working with the student. Parents/guardians would be involved early in these strategies.

*Guidance Counselors*

* Disseminate information about AIG students including dual exceptionalities (2e), learning concerns, and other social/emotional needs to appropriate teachers.
* Advocate for student needs K-12.
* Advocate for use of the DEP/IDEP at grades 9-12.
* Monitor HG, AI and IG students for emerging issues.
* Participate in professional development regarding AIG students.

*Principals*

* Allow for flexibility in scheduling several times yearly to have specialists at multiple PLC meetings.
* Require guidance counselors to participate in professional development regarding AIG students.
* Advocate for AIG students with special needs.
* Require teachers to use IDEP accommodations and to adhere to the DEP specifications.

**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 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.

**Chatham County Schools Implementation Responses:**

*Accelerative options provided by the AIG Program, other departments and schools*

* Content or Grade Acceleration.
* Curriculum compacting.
* Early Admission to a grade level and Early Admission to Kindergarten (while neither of these guarantee AIG services, students are accelerated beyond the anticipated grade level).
* Online courses from North Carolina Virtual Public Schools and the North Carolina School of Science and Math.
* Dual enrollment.
* Career Promise.
* Support for applications to NC Governor's School, NC Summer Ventures, and other opportunities.
* Advanced Placement and Honors classes.
* Credit by Demonstrated Mastery.
* Others are in development.

**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 H**

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

**Chatham County Schools Implementation Responses:**

*AIG Department*

* All AIG Program printed materials are available in English and in Spanish.
* One component of the CCS Nurture Program is designed for kindergarten through grade three and is aimed at targeting unrecognized talent in multiple populations.
* Behavioral plans, 504 plans, Exceptional Children’s status, physical limitations, ELL status or other documented acute circumstances help inform the CCSNDT regarding placement decisions and recommendations for services.
* The CCSNDT monitors for inclusion of students in the aforementioned situations as best meets the students’ educational needs and services offered.
* Involve community members in development of services when possible.
* Ensure that IDEPs/DEPs are distributed to appropriate faculty.

*AIG Specialists*

* Behavioral plans, 504 plans, Exceptional Children’s status, physical limitations, ELL status or other documented necessary accommodations add to the ability of the specialist to differentiate with student need in mind.
* AIG specialists work with teachers to adapt services and expectations to provide the best differentiation possible for all groups or individuals.
* AIG specialists may work with individual students to address academic deficiencies, learning behaviors detrimental to student success and other impediments to classroom success.
* AIG specialists work in cooperation with all specialists.
* Develop new and/or different services as these populations change.

**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 I**

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

**Chatham County Schools Implementation Responses:**

* Extra-curricular options may include, but are not limited to:
  + Academic competitions (such as: Battle of the Books, Spelling Bee, Geography Bee, Quiz Bowl, Young Authors).
  + Science Fair.
  + Journalism opportunities (yearbook, newspaper).
  + Competitions such as MATHCOUNTS.
  + Online competitions (Stock Market Game).
  + Duke Talent Identification Program (TIP).
  + Clubs (academic, arts, service).
* Extra-curricular options vary by school and available sponsors.
* Parents/guardians and teachers are encouraged to sponsor options.
* Parent University offers programs of interest to both parents/guardians and students.

**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 J**

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

**Chatham County Schools Implementation Responses:**

*AIG Specialists and Classroom Teachers*

* Flexible grouping is informed by:
  + Pre-testing.
  + Teacher and specialist recommendations.
  + Interest.
  + Area(s) of giftedness.
  + Special areas of expertise on the part of students.
  + Affective needs and gifts.
  + Progress monitoring.
* Short-term groups are formed for specific units.
* Nurture groups are flexible.

*Principals*

* Monitor for flexible groups.
* Promote student driven learning opportunities within schedules.

**Ideas for Strengthening the Standard:**

1. Utilize more problem-based learning, genius hour and curriculum compacting with self-directed studies thus incorporating more student-driven learning opportunities.
2. Ensure that students are receiving equitable service in their area(s) of identification.
3. Include AIG specialists at leadership levels within the school and county.
4. Provide more transition information at transition points; elementary school-middle school-high school.
5. Develop more effective methods of utilizing DEPs/IDEPs at the high school level.
6. Increase school counselor involvement with AIG students.
7. Provide more flexible and student-centered scheduling at all grade levels.
8. Provide more professional development regarding the variety of needs within the AIG population.
9. Expand extra-curricular opportunities.
10. More consistent extra-curricular opportunities in similar schools.

**Sources of Evidence:**

1. Transition plans.
2. Guidance counselor professional development agendas.
3. Student feedback regarding scheduling and affective needs.

**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.

**Chatham County Schools Implementation Responses:**

*AIG Department and Other Stakeholders*

* Identify businesses and community agencies that would partner with the AIG Program. Goals for these groups are:
  + Support special events for gifted students.
  + Be aware of gifted services.
  + Support special events for gifted programs that reach the entire community.
* Plan and cultivate community support for special opportunities:
  + Ask stakeholders, especially parents/guardians and students, for input regarding special opportunities we can collaboratively offer.
  + Ask for support from all stakeholders including parents/guardians and students.
  + Publicize opportunity plans.
  + Address transportation needs.
* Develop a database of partners who have particular expertise and can share that with students.
* Schedule presentations by AIG students for the local Board of Education, District Senior Leadership Team, and summer retreats for administrators.

**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 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.

**Chatham County Schools Implementation Responses:**

* CCS AIG Plan and the NC Academically or Intellectually Gifted Program Standards are posted on the AIG webpages embedded in the Chatham County Schools website. A briefer form of the AIG Plan is available at that site. The AIG Parent Handbook, brochures, and other information can be found there. All are translatable at the site.
* All forms, letters, and parent materials are available in both English/Spanish.
* Yearly the AIG specialist for each school holds a parent information session for the parent stakeholders.
* A county AIG newsletter is distributed on a quarterly basis.
* Additional Open House materials are provided across the county. These materials are for K-3, Grades 4-5, and older students and their parents. The materials explain the various programming components and upcoming opportunities for referral and learning in AIG.
* AIG specialists, the Executive Director of Exceptional Children and AIG, the district AIG lead specialist, and other school district personnel are always willing to speak with all stakeholders and to answer questions from all stakeholders.
* Parents/guardians, teachers, administrators, and community representatives serve on the AIG Advisory Board.
* Activities, contests, awards involving AIG students are shared as press releases on the CCS website.

**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 C**

Establishes and utilizes an advisory group to 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.

**Chatham County Schools Implementation Responses:**

* The AIG Advisory Board is intentionally recruited from multiple stakeholder groups, such as parents, EC, ESL, counseling, teachers, administrators, and Central Office, with attention given to including diverse ethnic groups.
* The AIG Advisory Board meets to monitor the local AIG program.
* The AIG Advisory Board meetings are currently convened by the AIG lead teacher with an agenda set by the Executive Director of AIG Programs and the lead teacher.

**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 D**

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

**Chatham County Schools Implementation Responses:**

* Include AIG information in the district publication, "Summer Opportunities for Students."
* Submit press releases on the CCS website about upcoming activities or events for gifted students and the participation of AIG students in activities or events.
* AIG specialists will include information about opportunities in AIG newsletters.
* At AIG PLC meetings, specialists can discuss opportunities with and get ideas from one another. These can then be shared at the school level with administration, parents and students.
* Use the services of the district translator for press releases and other forms of communication.
* As needed and as possible, a translator will be present at meetings and sessions for parents/guardians.
* Publicity for Parent University events is in Spanish and English.
* Distribution of literature in the community such as with realtors and the Chamber of Commerce.

**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 E**

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

**Chatham County Schools Implementation Responses:**

*Parent University*

* Events are offered focusing on topics important to AIG parents/guardians (but often applicable to all parents/guardians).
* Speakers from nearby universities are recruited.
* Speakers, films, and presentations are arranged from local and state sources as well.
* (We reach beyond the local presenters to national sources whenever possible.)
* Publicity is accomplished through a variety of media and is in English and Spanish.

**Ideas for Strengthening the Standard:**

1. Ask stakeholders, especially parents/guardians and students, for input regarding special opportunities we can collaboratively offer.
2. Recruit support for summer camps (for instance, leadership for older students and creative opportunities for younger students) and Saturday opportunities.
3. Develop a database of partners who have particular expertise and can share that with students.
4. Schedule presentations by AIG students for the local Board of Education, District Senior Leadership Team, and summer retreats for administrators.
5. Expand distribution of AIG information to businesses that work with newcomers.

**Sources of Evidence:**

1. Start-up of new ventures for AIG students.
2. Database of partners.
3. Schedule of presentations.

**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 SBOE policy (N.C.G.S. § 115C-150.50.8 [Article 9B]), which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

**Chatham County Schools Implementation Responses:**

* The AIG Advisory Board, principals, and district administrators develop and refine the AIG Plan.
* Local concerns such as student membership data, geography, grade level configurations and personnel allotments are considered in developing the plan.
* The AIG Plan addresses the six standards and the practices of the 2015 NC AIG Program Standards as required by the SBOE.
* DPI documents and supports were utilized in developing this plan.
* The plan is submitted to the Chatham County Schools Board of Education for review and approval and will be sent to the NC State Board of Education/Department of Public Instruction (SBE/DPI), no later than July of 2016.

**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 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.

**Chatham County Schools Implementation Responses:**

* The AIG lead specialist facilitates the monthly AIG Professional Learning Community meetings during which implementation is discussed.
* The AIG lead specialist and the Executive Director of EC and AIG review all program documentation for accuracy, completeness, and consistency.
* The AIG Plan is formally reviewed and revised every three years.
* The AIG Advisory Board meets as scheduled by the Executive Director of EC and AIG or lead AIG specialist to discuss implementation/evaluation of the local plan.

*Principals and AIG Lead Teacher Evaluations and Planning*

In the spring semester, the AIG lead teacher will schedule a meeting with each principal.

* Evaluations/reflections of the current year’s AIG program will be made:
  + Targeted reflections about the current emphases of the plan.
  + Plan fidelity will be discussed.
* Planning assistance for the coming year will be offered, including:
  + Needed improvements as seen by the principal and lead teacher.
  + Use of personnel.
  + Curriculum enhancements.

**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 C**

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

**Chatham County Schools Implementation Responses:**

* Budget is prepared to provide essential services to students served by the AIG program.
* Budget is approved by the local Board of Education.
* The budget aligns with the goals of the AIG Plan.
* The Executive Director monitors budget expenditures for AIG.
* In our district, the entirety of allocated state funds is used for salaries of specialists.

**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 D**

Maintains, analyzes, and shares student achievement, student growth, and annual dropout data for AIG students.

**Chatham County Schools Implementation Responses:**

* EOG and EOC test data will be analyzed for AIG identified students' performance growth.
* Education Value Added Assessment System (EVAAS) data for AIG-identified students will be analyzed.
* Director of Testing and Accountability and the Executive Director of EC and AIG Programs or designee will meet to discuss data needs.
* AIG specialists will be included in use of EVAAS data training as needed.
* AIG Department will have access to district drop out data.
* Collection of information regarding scholarship awards and college admissions will be gathered.

**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 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.

**Chatham County Schools Implementation Responses:**

*AIG Department*

* Collects data from screenings to look at trends.
* Analyzes data from EOCs/EOGs related to the AIG subgroup.
  + Growth is reviewed.
  + Data is shared with specialists.
* Analyzes headcount data:
  + Proportionality among school identification rates.
  + Demographic trends.
  + Rate of identifications of all groups within the program.
* Analyzes referral data:
  + Rates of referrals among all groups within the district.
  + Rates of referrals coming from staff groups and other parties.
  + Rates of referrals among schools.

*AIG Specialists*

* Have access to student membership data through the state/local data system.
* Referral data:
  + Review referrals for appropriate referrals, referring parties, diversity.
  + May refer students from any group of students regardless of recommendations from other staff.
  + Explain to referring parties the rationale for referring students.
* Subgroup growth data:
  + Devise curriculum and/or strategies to increase student growth.
  + Assist principals in planning to reach student growth goals.
  + Utilize EVAAS data.

**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 F**

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

**Chatham County Schools Implementation Responses:**

* The Executive Director receives data on AIG licensed teachers.
* The Human Resources Department is the repository for the licensure of all teachers.
* AIG specialists are required to be AIG-licensed or to be taking coursework at a college or university leading to AIG certification.
* Teachers who have an AIG cluster of students are encouraged to take coursework leading to AIG certification or to participate in supporting staff development.

**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 G**

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

**Chatham County Schools Implementation Responses:**

* Create surveys for students and parents directly reflecting the Standards and Practices in the NC AIG Plan.
* Use phone call system to inform parents/guardians of survey opportunities.
* Survey students regarding their perceptions about the AIG program.
* The Executive Director and all AIG specialists are available via phone, email, and/or conference to parents/guardians and school personnel to discuss the AIG program.
* Each AIG specialist has a web page at his/her school that includes contact information.
* The AIG Advisory Board meets 2-3 times per school year.
* Each school will address the AIG Plan implementation in the School Improvement Plan.
* Parents/guardians, via the parent representative(s) to the school leadership team, the AIG Advisory Board, and specialists have the opportunity to respond to the AIG Plan implementation strategies as presented in the School Improvement Plan.
* Newsletters and web pages contain contact information as well.

**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 H**

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

**Chatham County Schools Implementation Responses:**

*All Community Stakeholders*

* Have opportunity to engage the Advisory Board members.
* May contact any AIG specialist, teacher, principal to offer feedback.
* Have representation on the Advisory Board.
* Have been engaged in district focus surveys.
* Have the opportunity to participate in district focus groups.

*AIG Specialists*

* Review the current plan.
* Reflect on needed changes based on their experiences since the mid-term evaluation.
* Help construct changes.

**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 I**

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

**Chatham County Schools Implementation Responses:**

* Post AIG Plan on CCS website.
* Post evaluation data on the AIG page of the CCS website.
* Post plan changes on the AIG page of the CCS website.
* Share all information with principals, district administrators, PTA groups, and others.
* Include success data such as college awards and others.

**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 J**

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

**Chatham County Schools Implementation Responses:**

*CCS Safeguards include Procedures for:*

* Student records.
* Identification decisions.
* Submitted psychological reports.
* Required parent/guardian consents for evaluation and participation.

*Other Safeguards include:*

* Board policy for acceleration.
* Procedure for disagreements regarding placement or service.
* State regulations about gifted education.
* Translation of materials into English/Spanish or other languages as needed.

**Ideas for Strengthening the Standard:**

1. In the spring semester, the AIG lead teacher or a designee of the AIG Department will schedule a meeting with each principal to discuss the current year’s AIG program and fidelity with the plan and next year’s plans.
2. Collect and distribute information regarding scholarship awards and college admissions to celebrate CCS students.
3. Assist principals with planning to reach student growth goals.
4. AIG specialists will be included in use of EVAAS data training as needed.
5. Each school will address the one standard of the AIG Plan implementation yearly in the School Improvement Plan.

**Sources of Evidence:**

1. Notes from principal meetings.
2. Scholarship and college attendance data.
3. EVAAS training.

**Article 9B. Academically or**

**Intellectually Gifted Students**

**§ 115C-150.5. Academically or intellectually gifted students.**

**The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)**

*CCS Board Policy Related to Acceleration*

**3420 Regulation Regarding Promotion and Accountability**

**Grade Acceleration**

To determine the eligibility of a student to move to a higher grade level than the current enrollment, the principal shall confer with a committee of professional educators to consider the following factors:

1. Student Aptitude. The child shall be highly advanced in academic and social development and shall score at the 98th percentile on specified standard individual test(s) of intelligence administered by a licensed psychologist or psychiatrist. The most recent edition of the specified test(s) shall be used. Testing must have occurred less than one calendar year prior to proposed advancement.
2. Achievement. The child shall be functioning from two to three years beyond the child’s peers. The child shall score at the 98th percentile on both reading and mathematics on specified standard individual test(s) of achievement. Results must be less than one calendar year old.
3. Performance. The child shall be able to perform tasks well above age peers as evidenced by behaviors in all areas such as independent reading, problem-solving skills, advanced vocabulary, and writing fluency.
4. Observable Student Behavior/Student Interest and Motivation. The principal or principal’s designee shall conduct an interview with the child and a more structured interview with the parent to determine if the child is able to successfully move to the new grade level.
5. Completion of the Iowa Acceleration Scale, the most current edition, shall be accomplished to assist the principal in making an informed decision regarding the promotion. An AIG specialist will manage the completion process.
6. After considering all factors, including input from the committee, the principal shall decide whether to grant the request for enrollment within four weeks after receiving all information. If the principal determines that the child has not adjusted to the grade level setting, the principal shall retain the right to reverse enrollment from the now current grade level to the original grade level.
7. Parents may be required to supply information in addition to that required by this policy.
8. Decisions related to early admission to kindergarten shall be made pursuant to applicable state board policy.

Chatham County Schools will not conduct testing for grade acceleration.

Accepted tests include: CogAT, ERB, and Iowa Assessments. ACT and SAT scores may be considered at the discretion of the district administrator who oversees the AIG Department. The administered level of the CogAT shall be two grade levels above the student’s current grade.

Chatham County Schools may require parents to supply information in addition to that required by this policy and may also require specific tests or other measures to provide information relating to the factors listed in this policy.

Chatham County Schools will not conduct testing for Early Admission to Kindergarten.

***Statute Related to Military Families – Abridged***

Article 29B.

Interstate Compact on Educational Opportunity for Military Children.

**§ 115C-407.5.  Interstate Compact on Educational Opportunity for Military Children.**

The Interstate Compact on Educational Opportunity for Military Children is hereby enacted into law and entered into with all jurisdictions legally joining therein in the form substantially as follows:

ARTICLE I.

PURPOSE.

It is the purpose of this compact to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by:

A.        Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school district(s) or variations in entrance/age requirements.

B.        Facilitating the student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content or assessment.

C.        Facilitating the qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities.

D.        Facilitating the on-time graduation of children of military families.

E.         Providing for the promulgation and enforcement of administrative rules implementing the provisions of this compact.

F.         Providing for the uniform collection and sharing of information between and among member states, schools and military families under this compact.

G.        Promoting coordination between this compact and other compacts affecting military children.

H.        Promoting flexibility and cooperation between the educational system, parents and the student in order to achieve educational success for the student.

ARTICLE V.

PLACEMENT & ATTENDANCE.

A.        Course placement - When the student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school and/or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

B.        Educational program placement - The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.

D.        Placement flexibility - Local education agency administrative officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered under the jurisdiction of the local education agency.

|  |  |
| --- | --- |
| **AIG Plan Glossary 2016-19** | |
|  | |
| **21st Century Content/Skills** | Examples include: presenting your work to a group, developing a world view, analyzing data. |
| **2e** | Twice-exceptional |
| **Acceleration** | Moving ahead of peers in content or in grade level. Often called "grade skipping" if moving up a grade. |
| **Acute circumstances** | Circumstances that may affect the demonstration of student abilities. Examples include but are not limited to ongoing poverty, poor home situation or illness. |
| **ADM** | Average Daily Membership - the total number of students enrolled in a school at the time of the report. |
| **Advanced Learner** | A student who learns content very quickly or exhibits knowledge ahead of peers but is not identified as AIG. |
| **Advisory Board** | A group of persons interested in and impacted by the AIG Program. The group assists in evaluating implementation and new plan construction. |
| **Affective** | Social or emotional qualities. |
| **AG** | Academically gifted in both Math and Reading. |
| **AI** | Placed as highly gifted intellectually and highly gifted in BOTH reading and math with a ≥98th percentile score on accepted aptitude test in reading comprehension and math. |
| **AIG** | Academically or Intellectually Gifted. |
| **AM** | Academically gifted in Math. |
| **AR** | Academically gifted in Reading. |
| **Area of Identification** | Math or Reading or both. |
| **Atypical Gifted Behaviors** | Students demonstrate abilities through less academic means such as humor, leadership, game-making, conversational skills, underachievement, behavior problems. |
| **Battery Scores** | Scores for the major groups of small tests within standardized tests. |
| **CCS** | Chatham County Schools. |
| **CCSNDT/CCS Needs Determination Team** | The placement or identification team for the CCS. This group makes the final placement decisions. |
| **CLED** | Culturally, Linguistically, Economically Diverse. |
| **Co-teach** | Two teachers working together in a classroom teaching situation. Each teacher is equally responsible for teaching. |
| **CogAT** | Cognitive Abilities Test - an abilities or aptitude test currently used by Chatham County Schools as an evaluation tool. |
| **Compacting Curriculum** | Allows students to test out of an area of the curriculum. The time they save thusly is dedicated to their own interests. Generally related to extension style activities. |
| **Criteria** | Qualities that may be considered when making a placement decision. |
| **CTE** | Career Technical Education department |
| **DEP** | Differentiated Education Plan for gifted students. |
| **Differentiation** | Tailoring learning options and strategies to best serve students at whatever level of readiness, skill, ability, maturity, and affective need they are. |
| **EC** | Program for students with unique needs. These students are designated thusly through the Exceptional Children's Department. |
| **ELL** | English Language Learners. Students who are in the ESL Program. |
| **Enrichment** | Additions to the Standard Course of Study. Directly tied to the SCOS. |
| **EOC** | End of Course test. |
| **EOG** | End of Grade test. |
| **ESL** | Program for teaching English as a Second Language. |
| **Education Value Added Assessment System (EVAAS)** | Software system that analyzes student EOG/EOC data for trends, to predict future student success and to identify student weaknesses in order to address them. |
| **Exceptional Children** | Students with unique needs. These students are designated thusly through the Exceptional Children's Department. EC |
| **Extension** | Additions beginning with the SCOS but branching into student interests and topics beyond the SCOS. |
| **Face Time** | Direct service time with an AIG specialist. |
| **Flexible Groups** | Student groups that have students moving in and out of groups according to one or more of these: readiness, skill, ability, maturity, mastery of content and affective need. |
| **Formative Assessment** | An assessment given before content is covered to determine the current level of mastery. |
| **Genius Hour** | Time when students are focused on their choice of topics and methods. Developed in cooperation with teachers. |
| **Governor's School** | A summer program open to NC students in the 11th grade. |
| **Grade skipping** | Moving ahead a grade level from the currently enrolled or anticipated enrollment grade level. |
| **Grouped Classrooms** | Classrooms containing multiple numbers of students identified as AIG. Sometimes groups may be determined by identification in a subject area. |
| **Headcount** | Numerical number of identified, placed students that includes their program designation along with other data. |
| **HG** | Highly gifted: Highly gifted in either reading or math with ≥98th percentile score on accepted tests in reading comprehension or math with one other criteria met. |
| **Identified** | Placed in the AIG program within one of the state AIG categories. |
| **IDEP** | Individual Differentiated Education Plan for gifted students with a unique educational need. |
| **IEP** | Individual Education Plan for exceptional child. |
| **IG** | Highly gifted intellectually in both reading and math with ≥98th percentile score on accepted tests in reading comprehension and math with one other criteria met. |
| **Inventory** | List of student behaviors that may indicate giftedness. |
| **Iowa Test of Basic Skills** | Sometimes referred to as Iowa or ITBS, it is an achievement test recognized nationally and used across our country and in international settings. |
| **LEA** | Local Education Agency - the group that runs a school district. Ours would include the Chatham County Schools' Board of Education. |
| **Lead Teacher** | Job title of the person assisting the Executive Director of Exceptional Children's and AIG Programs with the AIG Program. |
| **Model Teacing** | Demostration teaching. |
| **Myths** | Misunderstandings about gifted education and gifted students. |
| **NCAGT** | North Carolina Association for the Gifted and Talented |
| **NCSCOS** | North Carolina Standard Course of Study - the state Department of Public Instruction's curriculum. |
| **Needs Determination Team or NDT** | Team at the school that makes recommendations regarding identification of students. |
| **Nurture** | Cultivating potential in students. Designed for non-identified students. |
| **Pacing Guide** | Details what is to be studied and when. |
| **Parent University** | Presentations for the community regarding students and topics that impact families and education. While aimed at gifted students' parents usually, the presentations most often apply to every parent. |
| **Pathways** | Qualifying criteria and method for placement. |
| **Placement** | Identification of a student and participation in the AIG program. |
| **PLC** | Professional Learning Community - group of educators using data to determine best educational route to student success. |
| **Portfolio** | 1. Student chosen example of his/her work completed within the school environment. 2. Series of tasks our county uses to add to evaluation data. |
| **Problem-based Learning Units** | A real world problem is presented. Students develop the approaches to solving the problem. Students are given specific roles in the problem solving. Teams may be used. Research is done by students. Answers or solutions are presented to an interested audience. |
| **Professional Development** | Education for teachers or other professionals that adds to their current knowledge or skills set. |
| **Program Facilitator** | Educator who assists in implementing a program area of the educational plan. |
| **Pull Out** | Working with students in a separate location for instruction. |
| **Push In** | Working with students in their classroom. |
| **Referral** | Submission of a student name for evaluation for placement in the AIG Program. |
| **Renzulli** | A major figure in current AIG research and development of materials, he developed a behavioral scale that helps identify gifted students. |
| **Rigor** | Challenging, requiring high levels of thinking |
| **Screening** | Mass testing of students |
| **Service Options** | General types of differentiation within which different strategies may be used. |
| **Specialist** | An educator who works with particular subjects or student groups. |
| **Stakeholders** | All persons having impact. |
| **STEAM** | Science, Technology, Engineering, Arts and Math |
| **STEM** | Science, Technology, Engineering and Math |
| **Strategies** | Specific methods or techniques used in education. |
| **Student Driven Learning** | Students decide on how and sometimes what they will learn. Students work with teachers to define the expectations for these situations. This type of learning is proven to be relevant, ultimately related to the curriculum skills, and enthusiastically done. |
| **Subgroup** | In testing, a smaller and specific part of the general population of test-takers. The identification of subgroups provides data related to growth and more. |
| **Subtest** | Major groups within standardized tests. |
| **Summative Assessment** | An assessment given after content is covered to determine the new level of mastery. |
| **Transfer Student** | A student coming in from another county, state, or alternative school. |
| **Twice-exceptional** | Gifted with some type of exceptionality such as a learning disability. 2e |
| **Typical Gifted Behaviors** | Students demonstrate abilities through such means as high performance, curiosity, pleasing behaviors, self-motivation and perfectionism. |
| **Under-represented Populations** | Groups who are not identified in equitable numbers when compared to the entire AIG identified group. These include culturally, ethnically, linguistically, economically, twice-exceptional, exceptional children. |
| **WIDA** | Group that designs tests for English Language Learners. The testing is called ACCESS. |
| **Window** | Time frame. |