

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

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

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Submitted to NC Department of Public Instruction on: JULY 01, 2016, 16:09:35

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

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

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

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

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

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

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

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

State Funding	Local Funding	Grant Funding	Other Funding
\$628584.00	\$305818.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

District Response: Orange County Schools has a district-wide process for the screening, referral, and identification of students requiring gifted education services. All schools have established a Needs Determination Team (NDT) that is responsible for reviewing the profiles of students referred for AIG and determining if they meet identification requirements. The NDT includes an administrator, the AIG specialist or contact, classroom teachers, and other support staff. Students may be referred to the NDT a maximum of once per calendar year. Referral forms will be available on the AIG page of the OCS website and in all schools.

Screening and Referral Process:

Kindergarten-3rd Grade:

- All K-3 students will participate in universal nurturing and screening activities that promote critical thinking. Qualitative data is collected during these activities.
- All 2nd grade students take an achievement test (Iowa Assessments Form E) and all 3rd grade students take an aptitude test (currently Cogat Form 6.) Students who score at or above the 95th percentile on either test are automatically referred to the NDT. In upcoming school years, the Cogat may be administered in 2nd grade rather than 3rd grade.
- Teachers and parents may also refer students to the NDT.

Grades 4-8:

- Teachers and parents may refer students to the NDT. Students may also self-refer.
- Students who demonstrate high performance on standardized assessments, may also be referred to the NDT. The AIG department will collaborate with the Testing and Accountability department to create these lists.

Example: the testing director will provide the district AIG coach with a list of the top 5% of scorers in each subgroup on each End-of-Grade (EOG) reading and math test.

Grades 9-12:

- Teachers and parents may refer students to the NDT. Students may also self-refer.
- Students who demonstrate high performance on standardized assessments may also be referred to the NDT. The AIG department will collaborate with the Testing and Accountability department to create this list.

Example: the testing director will provide the AIG coach with a list of the top 5% of scorers in each subgroup on the Pre-ACT test.

OCS will disseminate information about the screening, referral, and identification process in a variety

of ways:

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

Written documents will be available in English and Spanish.

Practice B

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

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

Definitions:

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

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

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

Identification Pathways:

Students may qualify as academically gifted, intellectually gifted, or academically AND intellectually gifted through one of pathways listed below:

Pathway 1: Score of 95th percentile or higher on a nationally normed, district approved aptitude test
Pathway 2: Score of 95th percentile or higher on a nationally normed, district approved achievement test AND ONE of the two evidence sources listed below:

- Demonstration of gifted behaviors with a research-based observation tool
- Demonstration of potential for high performance utilizing a performance rubric

Pathway 3: Holistic Portfolio Review- the school Needs Determination Team (NDT) will review a portfolio of student work, including but not limited to:

- Standardized test scores (ie EOG/EOC, district benchmark assessment, mClass)
- Observations with a research-based observation tool
- Grades
- Work samples/artifacts
- Parent observations

A rubric for evaluating portfolios will be created at the beginning of the 2016-17 school year.

Please see the "Identification Pathways Table" for more detailed information.

Beginning with the 2016-17 identification rounds, students who score at or above the 98th percentile on both a nationally normed, district approved aptitude test and achievement test may be identified as highly gifted. For highly gifted students, additional above-level testing may be conducted to determine student needs.

When available, local norms are considered in addition to national norms.

The following assessments are administered by the OCS AIG Department:

- Cognitive Abilities Test (currently Cogat Form 6)
- Iowa Assessments Form E
- Naglieri Nonverbal Abilities Test (NNAT2)
- Woodcock Johnson Test of Achievement (WJ III)

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

Practice C

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

District Response: The screening, referral, and identification procedures will be strengthened during the 2016-19 plan cycle to better respond to the demographics of Orange County Schools and are responsive to historically underrepresented populations. To ensure equitable access to AIG identification, the AIG department will take the following actions:

- Universal nurturing experiences for all students in grades K-2
- Universal screening of all students in 2nd and 3rd grade (during the 2016-19 plan cycle the district may elect to conduct all universal screening in 2nd grade)
- Use of alternative assessments, including the NNAT2, the WJ III, and portfolios, to ensure an accurate profile of learners
- Use of local norms when available

- Work with the Testing and Accountability Department to create lists of high performing students in each subgroup (ie the top 5% of scorers in each subgroup on EOG tests)
- Communicate with the Exceptional Children (EC) and English as a Second Language (ESL) departments about upcoming referral windows

Each year, a headcount analysis of AIG student demographics will be conducted. District summary results of this analysis will be shared with stakeholders.

Practice D

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

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

- Use of common nurturing and screening materials for all K-3 students across the district
- Establishment of district-wide referral and identification windows across the year; the dates of which are published on the OCS AIG website
- Use of a flow chart and table for the various identification pathways to ensure proper data collection
- Updates for principals and school faculty prior to windows to ensure procedures are followed
- Use of a district-wide data collection record for all students under consideration for AIG

Practice E

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

District Response: The OCS AIG department maintains documentation of the identification process and service options for AIG students. A Data Collection Record (DCR) is established for each student being considered for AIG services. The DCR indicates which identification procedures and instruments were utilized with the student, and indicates the outcome of each student under consideration. Beginning in 2016-17, a copy of the DCR will be sent home with the identification results letters.

For identified students, Differentiated Education Plans (DEPs) indicate the area in which the student is identified as gifted, and lists the service options that match the student's area of identification. The DEP is updated annually and sent home to families for review and signature. School-based AIG specialists host information sessions for families regarding the identification process and service options, and are available for phone and in-person conferences.

All documents are available in English and Spanish.

Ideas for Strengthen the Standard: - Hold focus groups of students and families from historically

7/20/2016

- under-represented populations to generate ideas to increase diversity in the AIG program
- Create electronic AIG folders for each identified student
 - Upgrade to Cogat Form 7

Sources of Evidence: - Identification Pathways Table

- Referral and Identification Flow Chart
- Data Collection Record
- AIG Headcount Analysis

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

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

For students who are academically gifted in math, differentiated curriculum includes:

- Conducting pre-assessments to identify students who need compacted math units
- Providing open-ended math tasks and tiered assignments
- Using supplemental materials designed for mathematically talented students
- Offering a compacted math curriculum in middle school, resulting in students completing at least one high school math course while still in middle school
- Offering honors, Advanced Placement (AP), and International Baccalaureate (IB) level courses in high school

For students who are academically gifted in reading, differentiated curriculum includes:

- Providing narrative and informational texts at varying levels of complexity
- Creating opportunities for intellectual discussion, such as book clubs or Socratic seminars
- Using supplemental materials designed for advanced readers and writers
- Offering English I, a high school course, for advanced readers in 8th grade
- Offering honors, AP, and IB courses in high school

For students who are intellectually gifted, differentiated curriculum includes:

- Providing exposure to activities that promote higher order thinking, such as logic puzzles and analogies
- Offering enrichment projects in content areas that match student interest

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

Credit by Demonstrated Mastery for high courses is available as an acceleration option for middle

and high school students, and single subject acceleration will be available in math and English language arts in grades 3-8. K-2 students may attend targeted instructional activities at higher grade levels, such as a kindergarten student joining a 1st grade guided reading group during a portion of the literacy block.

Digital resources and blended learning may also be used to adapt the curriculum. For example, teachers may offer enrichment/extension activities or self-paced lessons on their Google Classroom page. Several AIG specialists have developed advanced reading units that students access via Google Classroom. Beginning in 2016-17, all teachers in OCS will use Canvas, an online learning platform, to support their curriculum.

Practice B

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

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

Over the course of the 2016-19 plan cycle, the AIG department will work to ensure that AIG specialists and classroom teachers who work with AIG students are familiar with and utilize the following instructional practices:

- Compacting
- Tiered assignments
- Learning menus/contracts

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

Practice C

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

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

K-5:

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

6-8:

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

At the high school level teachers of AP and IB courses utilize materials suggested by the College Board and the International Baccalaureate.

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

Practice D

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

District Response: OCS works to provide learning experiences that expose students to 21st century content and skills at an advanced level. These learning experiences are particularly valuable for AIG students, and currently include opportunities to engage in real-world problem solving within the core curriculum, such as Cognitively Guided Instruction (CGI) problems in elementary math, and Socratic seminars during which students connect literature and informational texts in middle school English Language Arts. Additionally, there are many extracurricular opportunities for students to engage in real-world problem solving and leadership. Offerings vary by school, and may include but are not limited to:

Elementary:

- GeoBee
- Robotics Club

Middle School:

- Robotics Club
- Habitat For Humanity
- Spelling Bee

High School:

- National Honor Society
- Key Club
- Student Government
- Model UN
- Future Business Leaders of America

Digital learning platforms, such as discussion forums on Google Classroom or Todaysmeet.com, are also used to foster collaboration and communication skills. Beginning in 2016-17, Canvas will be used as the online learning platform.

Practice E

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

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

- mClass Reading Assessments (K-3)
- Teachers College Reading Assessments (4-5)
- Assessing Math Concepts (AMC) Math Assessments (K-2)
- Math unit pre-assessments (3-8)
- Iowa Algebra Aptitude Test (5)
- District-wide benchmark assessments in ELA, Math, and Science (3-8, Science 5 and 8 only)
- District-wide benchmark assessments in English II, Biology, and Math I in high school

At the end of the 1st, 2nd, and 3rd quarters, each school conducts a data meeting at which administrators, teachers, support staff, and central office personnel are present. Assessment results are discussed, with particular importance on how those results are utilized to group students flexibly and provide targeted instruction based on those needs.

Summative assessments, such as EOGs and EOCs, are also used when determining appropriate class or cluster placements for the upcoming school year.

Practice F

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

District Response: During the 2016-19 Plan Cycle, the AIG department will work to strengthen the curricular and instructional practices used to meet AIG students' social and emotional needs. This includes using instructional strategies and grouping practices that support social and emotional growth for all identified students, as well as targeted support for students who need additional social and emotional guidance.

Tier 1 (embedded supports available to all AIG students):

- Cluster grouping and advanced courses to provide an intellectual peer group
- High quality learning experiences that provide opportunities for choice and interest-based learning, such as utilizing learning contracts, interest surveys, and online materials
- Opportunities for extracurricular activities based on strengths and interests, such as student government, interest-based organizations, and honor societies

Tier 2 (targeted support for some AIG students as needed):

- Targeted social skills groups, such as bibliotherapy
- Executive functioning and organizational support

Tier 3 (significant support for a few AIG students):

- Referral to the school-based support team for further investigation (possible services may include counseling or social skills services)

Practice G

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

District Response: We will address nurturing the potential of young students with differentiated curriculum and instruction, and the use of research-based supplemental materials.

OCS is working to ensure that all K-3 students will have the opportunity to engage in high-end learning tasks. Using the workshop model for balanced literacy, classroom teachers can provide students with appropriately challenging reading materials and use student data to appropriately group students for guided reading. In math workshop, classroom teachers can use Cognitively Guided Instruction (CGI) problem sets to engage students in high level thinking, or use tiered problem sets from the Primary Challenge Math book. AIG specialists may attend PLCs to offer ideas and resources for differentiation in the regular classroom. AIG specialists may also offer pull-out sessions on a flexible, rotating basis.

The AIG department uses the Primary Education Thinking Skills (PETS) curriculum to offer young students exposure to higher order thinking activities. In 2015-16, all first grade students participated in PETS. In 2016-17, this program will expand to include all kindergarten and 1st grade students.

Prior to the administration of the Cogat, all 3rd grade students participate in activities that mimic the skills assessed on the Cogat, including analogies, number puzzles, and pattern recognition. If the district elects to shift the Cogat to 2nd grade, then 2nd grade students will participate in these activities.

Practice H

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

District Response: AIG specialists will continue to meet regularly with grade level and content area PLCs to develop and implement differentiated curriculum and instruction for AIG students, at minimum once per month. Additionally, the AIG specialists will continue to meet monthly for their own PLC to collaborate, review data, and design curriculum and instruction. AIG specialists have access to Individual Education Plans (IEPs) for twice exceptional students, and will be expected to meet with EC specialists at least twice per year to discuss student needs and progress. It is recommended that the AIG specialist attend IEP meetings for students who receive both EC and AIG services.

Practice I

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

District Response: DEPs are written for all AIG identified students in kindergarten through 8th grade. For grades K-5, the DEP lists the AIG service options that will be provided to the student, including:

- Consultation/collaboration with classroom teachers
- Cluster grouping
- Flexible grouping
- Push-in/co-teaching services
- Pullout services

The K-5 DEP will also list instructional strategies that the student may receive, including:

- Compacting
- Tiered assignments
- Learning menus/contracts

DEPs for 6th-8th grade students will reflect:

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

OCS will be in the process of developing DEPs for AIG students in high school. The high school DEP will include:

- Honors, AP, and IB courses to be taken

- Advanced courses in Career and Technical Education (CTE) and the arts
- Online course and enrichment options
- Extracurricular activities
- Credit by Demonstrated Mastery
- Middle College and College and Career Pathways (CCP) options

All DEPs must be signed by a parent/guardian. Families may make an appointment with their school's AIG specialist to review the DEP at any time. DEPs will also be available in Spanish.

Ideas for Strengthen the Standard: - Dedicated time for collaboration with other specialists, such as the literacy coaches and media specialists

- Develop school master schedules to build in planning time for AIG specialists and co-teachers during the school day
- Add AIG personnel to support expanded K-3 nurturing opportunities

Sources of Evidence: - Differentiated lesson plans and assignments

- Data meeting PowerPoint presentations
- DEPs

Standard 3: Personnel and Professional Development

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

Practice A

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

District Response: OCS employs two district-level employees to guide the AIG program and plan. The Director of Literacy, Professional Development, and AIG oversees the overall plan implementation and the AIG budget. The director also participates in district-level leadership meetings to ensure the needs of AIG learners are addressed in district initiatives.

The AIG Differentiation Coach supports school-based personnel in implementing curriculum and instructional strategies for AIG learners, analyzes AIG student performance and headcount data, and assists the director with monitoring implementation of the AIG plan. The coach meets with the AIG specialists a minimum of once per month.

Practice B

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

District Response: Each elementary and middle school has an AIG-licensed specialist on staff. The specialists provide both direct and indirect services to AIG students, and support enrichment activities. AIG specialists will spend 70% of their instructional time engaged in direct services, which include:

- Pull-out services
- Co-teaching/push-in services
- Nurturing and enrichment activities

AIG specialists will spend 30% of their time engaged in indirect services, which include:

- Attending PLC meetings to collaborate on instructional design and/or analyze student data
- Developing resources and materials to be used for enrichment in the regular classroom
- Observing teachers and offering peer feedback

The AIG specialists share their schedule with their principals and the AIG differentiation coach at the beginning of each school year.

At the high school level, an assistant principal serves as the contact for AIG students. The assistant principal with AIG responsibilities oversees the headcount at their school, periodically reviews AIG student progress and grades, and supports other activities in which AIG students are involved.

Practice C

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

District Response: To meet this standard, beginning in 2016-17, each school will be required to complete and submit a professional development plan for the year to district curriculum and instruction leaders. This plan must be data-informed, and must include strategies to address the needs of gifted learners. Additionally, school-based AIG specialists regularly attend grade-level and/or content area PLC meetings to discuss strategies for meeting the needs of advanced learners, and provide resources to classroom teachers for use in the regular classroom. At minimum, AIG specialists meet with each grade level or content area once per month. AIG specialists also meet in their own PLC once per month. At the beginning of each school year, the AIG PLC will develop their own PD plan for the year that is data-informed and includes learning outcomes to be achieved.

Practice D

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

District Response: In elementary school, AIG students are placed in cluster groups in general education classrooms. In middle school, AIG students are placed in cluster groups or advanced courses for English Language Arts and Math. AIG specialists consult and collaborate with these classroom teachers during their grade level or content area PLC a minimum of once per month. Beginning in 2016-17, classroom teachers with AIG clusters will be expected to be familiar with and utilize three instructional strategies for advanced learners:

- Tiered assignments
- Compacting
- Learning menus or contracts

Cluster groups should be no smaller than five students, unless there are fewer than five students in a grade level at a school who are identified as AIG.

AIG high school students receive advanced content in honors, AP, and IB courses. Professional development is available from the College Board and International Baccalaureate.

Practice E

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

District Response: Professional development opportunities across the district are outlined in Standard 3, Practice B. Additionally, classroom teachers and other staff who work with AIG students

may choose to complete locally created, online professional development modules. There are currently five modules available, each worth one Continuing Education Unit (CEU) credit. AIG specialists may offer sessions to work through the modules with classroom teachers, or teachers may choose to complete these modules at their own pace. One module, which focuses on characteristics and behaviors of gifted learners, is also open to administrators and support staff such as guidance counselors. All online course modules are aligned with best practices in gifted education.

Practice F

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

District Response: AIG specialists meet monthly for their own PLC. Each year, the specialists will develop a plan for their own professional development to be conducted during the PLC. These decisions are data-informed. Classroom teachers of AIG students participate in professional development outlined in their school PD plans. School-based AIG specialists also regularly attend grade-level or content area PLC meetings to discuss data, instructional strategies, and resources, at least once per month.

Ideas for Strengthen the Standard: - Partner with an IHE to offer the AIG add-on license at a subsidized rate
- Send a cohort of teachers and administrators to the North Carolina Association for the Gifted and Talented (NCAGT) annual conference

Sources of Evidence: - AIG PLC agendas
- School PD 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.

District Response: OCS offers a variety of programs and services to support AIG students K-12.

PROGRAM SERVICE OPTIONS K-3

The goal of AIG services for young students is to provide exposure to higher order thinking skills and nurture emerging talents.

Kindergarten- The AIG specialist collaborates with classroom teachers to provide enrichment opportunities in the classroom. Beginning in 2016-17, all kindergarteners will participate in the Primary Education Thinking Skills (PETS) curriculum. This is a research-based higher order thinking curriculum.

1st Grade- All students take part in the PETS curriculum. The AIG specialist may also collaborate with classroom teachers to provide differentiated materials and activities in the regular classroom.

2nd – 3rd Grade- The AIG specialist collaborates with classroom teachers to provide enrichment materials in reading and math. The AIG specialist may also work with small groups of students on a rotating basis. All 3rd graders take part in thinking activities to prepare for the Cogat. If the district elects to move the Cogat testing to 2nd grade, then 2nd graders will participate in Cogat preparation activities.

PROGRAM SERVICE OPTIONS 4-8

Having multiple service options for AIG students allows us to meet students' unique learning needs. All services an AIG student receives are indicated on his/her DEP.

Cluster Grouping: A group of AIG students (typically 5-9) with similar abilities are placed in a class together for the purpose of providing differentiated instruction and an intellectual peer group.

Flexible Grouping: An instructional strategy by which advanced learners are grouped by common ability, readiness levels, learning styles, or student interests to receive modified curriculum and instruction. This may include curriculum compacting, tiered assignments, and/or extension menus. Students are often pre-assessed prior to group formation, and groups are formed and re-formed based on demonstrated needs.

Consultation/Collaboration: The AIG specialist and classroom teacher work together to plan modified curriculum and instruction for AIG students. The lessons are usually delivered by the classroom

teacher.

Push-in/Co-teaching: The AIG specialist goes into the classroom and teaches with the classroom teacher, embedding acceleration and enrichment into the regular classroom lessons.

Pull-out Resource: The AIG specialist works with AIG students outside of the regular classroom on special projects or units that enrich or extend what is being taught in the classroom.

Advanced Courses (6-8 only): Classes in which the curriculum is extended and enriched beyond the regular curriculum so students may explore more advanced topics with greater depth and complexity.

PROGRAM SERVICE OPTIONS 9-12

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

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

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

Governor's School: Gifted high school students may apply to attend the North Carolina Governor's School, a summer program that provides students with highly advanced coursework in humanities, social sciences, mathematics, sciences, and visual/performing arts.

Practice B

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

District Response: OCS works to ensure that the programs and services provided to AIG students align with their area of identification and support the AIG program's goal of supporting students' academic, intellectual, and social and emotional growth.

For students who are academically gifted in math, service models and instructional practices utilized include:

- Cluster grouped classes (elementary)
- Advanced classes (middle school)
- Consultation/collaboration between classroom teachers and AIG specialists (elementary/middle school)
- Co-taught classes (elementary/middle school)

- Flexibly grouped pull-out sessions (elementary/middle school)
- Compacted curriculum
- Tiered assignments
- Learning menus/contracts
- Honors, AP, and IB courses (high school)
- Online courses (middle/high school)

For students who are academically gifted in reading, service models and instructional practices utilized include:

- Consultation/collaboration between classroom teachers and AIG specialists (elementary/middle school)
- Co-taught classes (elementary/middle school)
- Cluster grouped classes (elementary)
- Advanced classes (middle school)
- Flexibly grouped pull-out sessions (elementary/middle school)
- Tiered assignments with texts offered a varying levels of complexity
- Learning menus/contracts
- Honors, AP, and IB courses (high school)
- Online courses (middle/high school)

For students who are intellectually gifted, service models and instructional practices utilized include:

- Consultation/collaboration between classroom teachers and AIG specialists (elementary/middle school)
- Flexibly grouped pull-out sessions (elementary/middle school)
- Learning menus/contracts
- Honors, AP, and IB courses (high school)
- Online courses (middle/high school)

Each student's DEP indicates the service models and instructional practices to be used that year to meet his/her needs.

In addition to the service models and instructional practices listed above, enrichment activities will be offered during school-wide intervention/enrichment times. Enrichment projects are periodically offered in science and/or social studies.

Practice C

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

District Response: OCS works to ensure that the AIG programs and services are integrated into the total instructional program of the district. At the district level, the AIG director attends Curriculum and Instruction Leadership meetings to ensure that AIG is considered as instructional decisions are made. The AIG differentiation coach and AIG specialists will also serve on curriculum mapping teams, ensuring that differentiation is embedded into units of study.

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

The district strategic plan also calls for "the provision of engaging learning opportunities for all students to prepare them for citizenship, higher education, and careers." The AIG department works to create learning experiences that address this part of the strategic plan. This includes offering opportunities for real-world problem solving, critical thinking, and collaboration.

Practice D

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

District Response: In order for our AIG students to receive appropriate services, AIG specialists must work with other stakeholders within the school. In elementary and middle school, classroom teachers review and sign DEPs. AIG plan and policy updates are shared at beginning of year faculty meetings. All teachers and other support staff can access information about the plan and program on the AIG page of the OCS website. AIG specialists will continue to attend grade level and content area PLC meetings at least once per month. During quarterly school data meetings, information about AIG student demographics and differentiated curriculum and instruction is shared. The AIG director and AIG differentiation coach will continue to communicate with district leadership and principals regarding AIG policies and practices.

Practice E

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

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

The AIG students transitioning to the high school will receive a variety of consultations pertaining to high school. Middle school AIG specialists will complete DEPs for rising 9th graders, and hand deliver AIG folders to the high schools. Additionally, AIG students will participate in presentations from the high school guidance counselors regarding course selection, as well as a presentation from the assistant principal with AIG responsibilities regarding supports for AIG students at the high school

level.

Practice F

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

District Response: Classroom teachers and AIG specialists communicate with school counseling personnel when concerns arise. In some schools, guidance counselors serve on the Needs Determination Team. During the 2016-19 plan cycle, the AIG department will work to provide more opportunities for personnel who work with AIG students and guidance counselors to collaborate. For example, the AIG specialist may work with the guidance counselor to include counseling services on DEPs for students who may require targeted support.

Practice G

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

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

An early entrance to kindergarten letter, flowchart, checklist, and notification and consent form are available on the Elementary Education page of the OCS website. Families who wish to enroll children in kindergarten who are not yet 5 by the August 31st cutoff date may pursue this option.

For whole grade level acceleration in grades K-8, the Iowa Acceleration Scale (IAS) is used to determine student readiness. The IAS examines student aptitude, achievement, and social and emotional readiness. During the 2016-19 plan cycle, a policy for single subject acceleration in ELA and math in grades 3-8 will be developed. Middle school students may currently take high school courses in math and English I, and receive high school credit for those courses.

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

A wide array of AP and IB courses are available at the high school level. These include in-person classes and online options. Students may also enroll in community college courses via the Middle College or College and Career Pathways programs.

Practice H

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

District Response: During the 2016-19 plan cycle, the AIG department will work to strengthen intentional programming for historically under-represented populations. This begins with providing opportunities for all of our very youngest learners to participate in higher order thinking activities. To do this, all kindergarten and 1st grade students will participate in the Primary Education Thinking Skills (PETS) curriculum, and all 3rd graders participate in Cogat preparation activities. If the district elects to administer the Cogat in 2nd grade, then 2nd graders will participate in Cogat preparation activities.

The AIG department will also work to provide intentional programming for highly gifted students. This may include whole grade level or single subject acceleration, or opportunities for independent learning contracts in areas of interest to the student.

At the high school level, the AIG department will support the guidance counselors in providing information on the college process to students, particularly for students who are the first in their families to attend college. For example, this may include providing students with links to scholarship opportunities, providing brochures from public and private institutions, or offering an admissions essay writing seminar during lunch tutorials. Additionally, the AIG department will collaborate with the high school guidance departments to inform students with qualifying scores about the NC Governor's School, and offer support and feedback during the application process.

Practice I

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

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

Elementary School:

- Battle of the Books
- GeoBee
- Spelling Bee
- Math and Science Nights
- Robotics Camp
- Environmental Clubs
- Student Council

Middle School:

- Mock Trial
- Robotics Club

- Student Government
- Habitat for Humanity
- Athletic teams

High School:

- National Honor Society
- Subject-specific Honor Societies
- Key Club
- Habitat for Humanity
- Student Government
- Future Business Leaders of America
- Future Farmers of America
- Robotics Club
- Athletic teams

Practice J

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

District Response: OCS uses flexible grouping on a consistent basis at the elementary and middle school level. Groups are formed and re-formed based on demonstrated students needs on a variety of formative assessment tools. These tools include district-wide benchmark assessments, pre-assessments in math, reading level assessments, and teacher-made quizzes and exit slips. Flexible groups can occur within the class, or across classrooms. For example, students may take a pre-assessment prior to the start of a math unit, and then students are grouped with others of similar skill levels. Advanced readers may be grouped together in a book club, with opportunities to analyze and interpret the text. Flexible groups may also be created based on student interests and choices. For example, a teacher may create a differentiated product menu, where students can choose how to demonstrate their understanding of content. The teacher may then group students who have chosen the same type of product together so that they can collaborate and offer feedback to one another. During the 2016-19 plan cycle, OCS will work to provide professional development to high school teachers to strengthen flexible grouping practices there.

Ideas for Strengthen the Standard: - Create a quick guide to programs and services for OCS personnel

- Host a district informational meeting on acceleration opportunities, such as early entrance to kindergarten, whole grade level acceleration, and single subject acceleration
- Expand extracurricular opportunities, such as Odyssey of the Mind and Idea Expo

Sources of Evidence: - DEP forms

- District data meeting presentations
- AIG specialist schedules

Standard 5: Partnerships

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

Practice A

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

- academic and intellectual
- social and emotional.

District Response: The OCS AIG department will work to intentionally strengthen partnerships with families and the community during the 2016-19 plan cycle. To do this, department will:

- Develop a Parent Guide to the AIG Program, which will include information on the referral and identification process, programming options, and resources for families
- Create a Google form on the Orange County website and individual school websites where businesses, community organizations, and individuals can offer ways to work with or support AIG students
- Coordinate with the AIG Advisory Committee to establish a working group of parents to support extracurricular activities and events, such as inviting guest speakers to schools
- Continue to meet with the AIG Advisory Committee at least three times per year to gather stakeholder feedback

Practice B

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

District Response: Sharing information about the AIG policies, plan, and program with stakeholders is a priority for OCS. The AIG specialists will hold a yearly information session for families at their schools, and update their staff at a beginning-of-year faculty meeting. The identification criteria, programming options, personnel, procedures to resolve disagreements, and the current plan are available on the AIG page of the OCS website. Additionally, beginning in 2016-17, the AIG department will share information about the AIG program and policies during the annual district-wide Comprehensive Needs Assessment meeting. The AIG department will also:

- Post information about AIG policies and programs on the AIG page of the OCS website
- Develop and post the AIG Parent Guide on the website, and make hard copies available in all schools
- Update and disseminate brochures about the AIG program, which will include:
 - An overview of the identification process

- An overview of services
- AIG personnel contact information

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

Practice C

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

District Response: The AIG department established an AIG Advisory Committee in the fall of 2015. The group includes parents, classroom teachers, administrators, instructional support staff, and community members. To ensure continued use and effectiveness of the committee, the following steps will be taken:

- The committee will meet a minimum of three times per school year
- Guidelines on the following items will be developed:
 - Committee service terms
 - Attendance and tardiness
 - Open and closed sessions
- The AIG department will work with school-based outreach personnel to recruit committee members that represent the diversity of the community

Practice D

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

District Response: To ensure that families and the community are informed about opportunities available to AIG students, there will be quarterly district AIG newsletters and monthly school-based AIG newsletters distributed to the community, beginning with the 2016-17 school year. These newsletters will be available online and hard copy. The newsletters will be available in English and Spanish. Interpretation services are available for the annual district Comprehensive Needs Assessment and for in-person conferences with AIG specialists and classroom teachers.

As stated in Standard 1, Practice A, all documentation related to individual students' identification and programming is available in English and Spanish.

If documents are requested in other languages, translation applications such as Google Translate may be used.

Practice E

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

District Response: The AIG department will work to expand and strengthen partnerships with businesses and organizations during the 2016-19 plan cycle. We will continue to provide extracurricular opportunities through Duke Tip, and will continue to support AIG specialists who are applying for Piedmont Electric Bright Ideas grants. The department will work with the AIG Advisory Committee to establish a working group of parents to support extracurricular activities, events, and partnerships, such as inviting guest speakers to schools.

Ideas for Strengthen the Standard: - Offer learning sessions to support families, such as parenting gifted children

- Partner with local businesses and organizations to offer scholarships for students to attend summer programs for advanced learners
- Develop a parent mentoring program in which parents of newly identified students are paired with parent who has familiarity and experience with the program

Sources of Evidence: - AIG Advisory Committee agendas

- Parent Guide to the AIG Program
- District and school-based newsletters

Standard 6: Program Accountability

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

Practice A

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

District Response: OCS develops a written AIG plan in accordance with state legislation and policy. In developing the plan, feedback is gathered from a variety of stakeholders and data is collected and analyzed. See Standard 6, Practice H for more information about the feedback and data utilized when making AIG policy and program decisions.

Practice B

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

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

- A Data Collection Record is completed for each student referred to the NDT to ensure proper data collection
- A headcount analysis will be completed annually to monitor AIG demographics
- All AIG specialists submit their schedule to their principal and the district AIG coach for review
- The AIG coach visits AIG specialists and classroom teachers to observe classes
- During some monthly AIG PLC meetings, there is time dedicated to compliance measures, such as updating the headcount in Powerschool
- AIG student performance is shared during quarterly school data meetings

Practice C

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

District Response: The AIG department receives both local and state funds. The AIG director monitors the budget in collaboration with the district Chief Financial Officer to ensure that funds are utilized for the AIG program.

Practice D

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

District Response: The AIG department collects, analyzes, and shared data regarding AIG students. At the district level, an annual headcount analysis is conducted to monitor identification rates and demographics. Additionally, the district AIG coach provides an analysis of AIG student performance on EOGs and EOCs to school-based AIG specialists and principals. Summaries of the district-wide AIG subgroup performance will be shared with the AIG Advisory Committee.

At the school level, AIG specialists share data about AIG demographics and student performance with grade level and content area PLCs, and during quarterly school data meetings. Data sources include benchmark assessments and identification round results. Teachers, administrators, support staff, and central office staff are present at data meetings.

Beginning in 2016-17, annual drop-out data for AIG students will be collected and analyzed.

Practice E

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

District Response: The representation and performance of under-represented populations in the AIG program is a priority for OCS. To monitor the representation of under-represented populations, reporting mechanisms in Powerschool are utilized to create an annual headcount analysis. This analysis currently includes information about representation of student who are culturally/ethnically diverse and twice-exceptional. Beginning in 2016-17, this analysis will also include information about gifted English language learners and highly gifted students.

To monitor performance the AIG department currently maintains and shares data about the AIG subgroup performance on EOGs and EOCs. Beginning in 2016-17, the AIG department will collaborate with the Testing and Accountability department to disaggregate the AIG subgroup performance data to include performance information about students who culturally/ethnically diverse, English language learners, highly gifted, and twice-exceptional.

Practice F

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

District Response: The Human Resources department maintains the credentials of personnel serving AIG students. This list is shared with the AIG director. The HR department also monitors the completion of professional development for licensed teachers via the online OCStorm system.

Practice G

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

District Response: Currently, OCS distributes surveys once every three years to parents, teachers, administrators, and students to gather feedback from stakeholders on the AIG program. To strengthen this practice, beginning with the 2016-17 school year, surveys will be distributed annually. Feedback from stakeholders will be also be elicited during the annual district Comprehensive Needs Assessment.

Practice H

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

District Response: Multiple sources of qualitative and quantitative data are used to review and revise the AIG plan. Stakeholder feedback includes:

- Surveys of parents, teachers, administrators, and students
- Input from the AIG Advisory Committee
- Feedback from district leaders, including the Chief Academic Officer, the Directors of Elementary and Secondary Education, and the Director of Testing and Accountability
- Public comment window for draft plan

Other quantitative data is used to inform plan decisions, including:

- 3-year AIG headcount analysis, with breakdowns by race/ethnicity and gender
- AIG subgroup performance data on EOGs, EOCs, and the ACT

Practice I

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

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

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

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

Practice J

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

District Response: The goals, identification criteria, and service options of the OCS AIG Program are clearly communicated to parents/guardians. The referral form, Data Collection Record, and permission to test form ensure that families are aware of the referral and identification process. Transfer students who were identified as gifted in their previous district will continue to be identified as gifted in Orange County. Services for transfer students will match demonstrated needs. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following procedures should be followed to resolve any disagreements.

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

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

STEP II: APPEAL TO THE DIRECTOR OF AIG AND THE AIG DIFFERENTIATION COACH

1. The parent/guardian may appeal the decision of the NDT and the building principal within 10 school days of receipt of the Appeals Decision Letter. The appeal must be made in writing to the Director of AIG and the AIG Differentiation Coach. The conference shall be scheduled within 10 school days of receipt of the written request. The school AIG specialist and the child's teacher(s) may be invited to this conference along with the parent/guardian.
2. The Director of AIG and the AIG Differentiation Coach shall review the concern. During the conference, they may request further information from the child's teacher(s), the school AIG specialist, the NDT, or the principal.
3. Minutes will be recorded on the Needs Determination Team Appeals Agenda and Meeting Notes form and signatures will be obtained from all those present.
4. The Director of AIG and the AIG Differentiation Coach will send an Appeals Decision Letter to the parent/guardian within 10 school days of the conference.

STEP III: APPEAL TO THE DIRECTOR OF ELEMENTARY OR SECONDARY EDUCATION AND THE CHIEF ACADEMIC OFFICER

1. The parent/guardian may appeal the decision of the Director of AIG and the AIG Differentiation Coach within 10 school days of receipt of the Appeals Decision Letter. The appeal must be made in

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writing to the Director of Elementary or Secondary Education and the Chief Academic Officer. The appeal may be mailed to: Chief Academic Officer, Orange County Schools; 200 East King Street; Hillsborough, NC 27278. The conference shall be scheduled within 10 school days of receipt of this request.

2. The Director of Elementary or Secondary Education and the Chief Academic Officer will review the concern. During the conference with the parent/guardian, they may request further information from the child's teacher, the AIG specialist, the parent/guardian, the principal, and/or the Director of AIG.
3. Minutes shall be recorded on the Needs Determination Team Appeals Agenda and Meeting Notes form, and signatures will be obtained from those present.
4. The Director of Elementary or Secondary Education and Chief Academic Officer will send an Appeals Decision Letter to the parent/guardian within 10 school days of the conference.

STEP IV: APPEAL TO THE SUPERINTENDENT*

1. The parent/guardian may appeal the decision of the Director of Elementary or Secondary Education and the Chief Academic Officer to the Superintendent within 10 school days of receipt of the Appeals Decision Letter. The appeal must be made in writing. The appeal may be mailed to: Superintendent; 200 East King Street; Hillsborough, NC 27278. This conference shall be scheduled within 10 school days of the receipt of the request for appeal.
2. The Superintendent will review the concern. During the conference with the parent/guardian, he/she may request further information from the child's teacher(s), the school AIG specialist, the parents, the principal, the Director of AIG, and/or the Chief Academic Officer.
3. Minutes shall be recorded on the Needs Determination Team Appeals Agenda and Meeting Notes form and signatures will be obtained from those present.
4. The Superintendent will send an Appeals Decision Letter to the parent/guardian within 10 school days of the conference.

*At this point, the Superintendent may request mediation in order to resolve the concern. This shall be done by an impartial mediator.

STEP V: APPEAL TO THE LOCAL BOARD OF EDUCATION

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

STEP VI: STATE LEVEL GRIEVANCE PROCEDURE

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

The issues for review shall be limited to:

- Whether the local system failed to determine eligibility for services within its gifted education program.
- Whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately

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with regard to the child.

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

Ideas for Strengthen the Standard: - Host town-hall style meetings to elicit feedback on the AIG plan and program

- Seek out additional funding sources for AIG students and programs

Sources of Evidence: - AIG Plan

- Headcount Analysis

- Procedures for Resolving Disagreements

Glossary (optional):

Appendix (optional):

OrangeCountySchoolsAcademicallyIntellectuallyGiftedIdentificationPathwaysTable.pdf (*Appendix - Standard 1*)

ReferralandAIGStudentDataCollectionRecord_updated52016.pdf (*Appendix - Standard 1*)

AIG Elementary DEP (1).docx (*Appendix - Standard 2*)

AIG High School DEP.docx (*Appendix - Standard 2*)

AIG Middle School DEP (3).docx (*Appendix - Standard 2*)

AIG Personnel responsibilities.docx (*Appendix - Standard 3*)

Copy of Permission to Test for Gifted Education (1).docx (*Appendix - Standard 6*)

AIG Signature Page 2016.pdf (*Local Board Approval Document*)