

**Weldon City Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2019-2022**

**Approved by local Board of Education on:** 27-JUN-19  
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**Submitted to NC Department of Public Instruction on:** 15-JUL-19

Weldon City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). 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 2019-2022. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

***For 2019-2022, Weldon City Schools local AIG plan is as follows:***

**Weldon City Schools Vision for local AIG program:** Weldon City Schools strives to provide high-quality instruction that will enable the students who are academically or intellectually gifted 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. The students will receive differentiated educational services beyond those ordinarily provided by the regular educational program. These provisions will be provided to students from all cultural groups, across all economic strata, and in all areas of human endeavor.

**Sources of funding for local AIG program (as of 2019)**

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$48168.00</b>	<b>\$26021.44.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## Standard 1: Student Identification

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

### **Practice A**

Develops screening and referral processes that lead to AIG identification at all grade levels.

**District Response:** Weldon City Schools (WCS) uses screening and referral processes to identify students for consideration of placement into the academically intellectually gifted (AIG) program. Recommendations can be made by classroom teachers, instructional support staff, administrators, self-nomination, peers and parents. Students in grades 3 through 8 will participate in district-wide screenings during the Fall (October) and Spring (March) to identify candidates for consideration of placement in the AIG program. Students in grades 9-12 can be recommended for consideration by their parents, teachers, peers, and self-nominations. In addition, students in grades Kindergarten through Second will participate in an academic enrichment offered by the AIG staff which is designed to build critical thinking skills.

### **Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

**District Response:** Students in Weldon City Schools will participate in broad based screening twice a year, in the fall (October) and in the spring (March), to develop a pool of students for placement in the AIG program.

Grades K-2 will be our talent development model and a special program Primary Education Thinking Skills

(P.E.T.S) will be a tool used. Teachers will use end of year data from the previous year and current benchmark data to recommend the top two students from their classes to participate in the P.E.T.S program.

All third grade students who score at the 75th percentile or higher on the Beginning of Grade tests will be administered the CogAT in the fall to determine eligibility for AIG placement upon receipt of informed parental consent.

Students in grades 4-12 can be recommended by their parents, teachers, peers, and other professionals for screening. Students can also self-nominate.

Transfer students who have been previously identified in other school districts will be reviewed for eligibility based on local requirements. If eligible, transfer students will start receiving services after a DEP is developed to meet their needs. Transfer students will receive provisional services until the

necessary documentation is received and reviewed. If the Cogat was used to determine eligibility, no further action is required and students will be placed on the official AIG roster. If the Cogat was not used to determine eligibility or if the Cogat scores do not meet local requirements, the parent/guardian will receive written notification and have the opportunity to provide informed consent for Cogat screening. If there are students in need of radical acceleration in grades K-2, the school will fill out a recommendation form and give it to the AIG Teacher. The teacher will then gather data on the student. The school's AIG team will meet, discuss, and make an appeal to the parent. If all are in agreement, the said child or children will be administered the CogAT by the school psychologist, and the team will meet to determine placement of students who score at the 97th percentile or higher and to develop an IDEP. If all are not in agreement, the child or children will be tested in third grade. Students across the district are primarily identified through an assessment process that includes achievement, aptitude, and normal referenced tests. Students must score at or above the 90th percentile on the Cognitive Test of Abilities (CogAT) to be considered for AIG.

Alternative methods for identifying students who manifest giftedness include: students with siblings currently identified, peer- or self-nominations, and rating scales completed by teachers, parents, or students. No standardized tests will be given to students in grades K-2. Students may be identified as academically gifted, intellectually gifted, or academically and intellectually gifted, according to definitions and identification pathways listed below:

-Academically Gifted (AG)-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 math.

-Academically Gifted Reading (AR)-Academically Gifted (AG)-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 area of reading.

-Academically Gifted Math (AM)--Academically Gifted (AG)-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 area of math.

-Intellectually Gifted (IG)-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 (AIG)-Academically and intellectually gifted students demonstrate evidence that meets the definition 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 the three pathways listed below:

Pathway 1: All third graders who score at the 90th percentile or higher on a nationally normed, district-approved aptitude test will be placed in their area(s) of strength. We will gather the portfolios to help develop their DEPs

Pathway 2: For 4th-12th graders who score at the 90th percentile or higher

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on a nationally normed, district-approved achievement test AND ONE of the two evidence sources listed below will be AG in their area(s) of strength. Students who score at the 97th percentile or higher in grades 3-12 AND ONE of the two evidence sources listed below will be AIG:

- Demonstration of gifted behaviors with a research-based observation tool
- Demonstration of potential for high performance utilizing a performance rubric which includes EOG and benchmark scores, final report cards from previous year, and teacher, parent and student surveys

Pathway 3: Holistic Portfolio Review is used to determine eligibility of students who demonstrate potential for high performance which includes EOG and benchmark scores, final report cards from previous years, and teacher, parent and student surveys, but that do not score at or above the 90th percentile on the CogAT after multiple administrations. The AIG Teacher will provide provisional services for at least one grading period, and the AIG Team will review a portfolio of student work samples to determine if a student is AG/IG.

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

-Academically Gifted (AG)-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, by scoring at or above the 90th percentile on an aptitude/achievement tests (and meeting other criteria) in the academic areas of reading and/or math. These students receive pull-out services for grades 3-8.

-Academically Gifted Reading (AR)-Academically Gifted (AG)-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 area of reading. Pull-out services for grades 3-8.

-Academically Gifted Math (AM)--Academically Gifted (AG)-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 area of math. In grades 3-12, these students are primarily serviced by placement in advanced math courses and the total school cluster grouping model.

-Intellectually Gifted (IG)-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, by scoring at or above the 97th percentile on an aptitude/achievement tests (and meeting other criteria) in the academic areas of reading and/or math or in reasoning and critical thinking in areas outside of reading and math. In grades 3-8, these students are primarily serviced by access to camps, programs, academic competitions, special electives, mentorships, and advanced course placement.

-Academically and Intellectually Gifted (AIG)-Academically and intellectually gifted students demonstrate evidence that meets the definition of both academically gifted and intellectually gifted as listed above. In addition to pull-out services, students in grades 3-8 are primarily serviced by access to camps,

programs, academic competitions, special electives, mentorships, and advanced course placement. Students in grades 9-12 receive consultative services to address their specific academic, social, intellectual, and emotional needs.

### **Practice C**

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

**District Response:** The AIG Program of Weldon City Schools currently administers traditional and non-traditional tests for AIG identification that are research-based. The following standardized measures are used for screening:

- Cognitive Abilities Test (CogAt)
- End of Grade Tests (EOG)
- End of Course Tests(EOC)

The AIG program of Weldon City Schools currently uses EOG and EOC scores to measure achievement and Cognitive Abilities Test (CogAT) to measure aptitude.

Aptitude tests are administered individually and in small groups with appropriate accommodations. Students are provided opportunistic advances that facilitate eligibility with non-traditional assessments. Those assessments are:

- Student Projects
- Student work samples
- Team and group performance
- Teacher observation and checklist
- Student portfolios

Weldon City Schools AIG program ensures screening, referral, and identification procedures respond to under-represented populations who are economically disadvantaged, culturally/ethnically diverse, English language learners, highly gifted and twice exceptional. The AIG Coordinator provides training to the

Exceptional Children's department heads and English Language Learners' representative regarding gifted referral and processes as needed.

### **Practice D**

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

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**District Response:** Weldon City Schools will consistently implement the screening, referral, and identification process during the school year in order to identify students who may benefit from programs and services of the AIG program. The initial screening process is a review of the general student population to determine which students may need further assessment for placement in the Gifted Education Program. The teacher will review the classroom performance and assessment data, student performance, interests, and motivation to determine if a nomination for evaluation is warranted. Weldon City Schools will have at least two nomination periods for each school level during the Fall and Spring semester. Students in grades 3-12 will participate in nomination periods. Students who transfer into the school district with current evaluations will be placed into the AIG program to receive services as stated in their DEP. In the event that documentation of eligibility and/or a DEP is unavailable, the student will be regarded as an initial placement until eligibility can be established. Documentation of the students involved in the referral process will be reviewed with school staff and parents. In addition, the documentation of the outcomes data collection will be maintained in a student file for future reference. The procedures for screening, referral, and identification will be reviewed annually by the AIG Advisory Board to determine if they are effective in appropriately identifying students for AIG.

### **Practice E**

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

**District Response:** Each year, Academically and Intellectually Gifted (AIG) Handbook will be distributed to all schools to be displayed in high traffic locations. The handbook will also be made available to parents and the general public. Academically and Intellectually Gifted Handbook will include the screening, referral, and identification processes for AIG placement for all grade levels. The AIG program of Weldon City Schools will accept nominations for new referrals at least two times per year (once during the Fall and once during the Spring). A telephone announcement of the AIG nomination period will be delivered district-wide in addition to printed fliers at each school. Weldon City Schools will also use the school district website, parental sessions, meetings, and PTA/Parent Night Meetings to share information about the program's eligibility requirements for all students. Weldon City Schools ascertains the dissemination of information to school personnel, parents, families, students, and the community at large that is clear, equitable, and comprehensive and leads towards appropriate educational services.

### **Practice F**

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

**District Response:** The AIG Coordinator maintains a folder for each student who is nominated for AIG screening. The folders contain nomination forms/narratives, teacher, parent, and student surveys, EOG and benchmark data, most current report cards, Cogat answer sheets, and student work samples (if applicable). Whether a student is eligible for the AIG program or not, a folder is

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maintained for him/her.

**Ideas for Strengthen the Standard:** -Purchase additional aptitude measurement tools for AIG screening

-Invest in online assessments for district-wide grade level screening in grades 3 and 6

-AIG professional development for school administrators

**Sources of Evidence:** -AIG local plan

-Student DEPs

-Student AIG folders

-Nomination forms

-Teacher, student, and parent surveys

-School Reach messages

-Fall and Spring roundup flyers



## **Standard 2: 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 an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

**District Response:** Academically or Intellectually Gifted (AIG) Program of the Weldon City School System strives to identify and meet the unique academic, intellectual, social, and emotional needs of gifted students who come from diverse ethnic, cultural, and socio-economic groups. Cluster grouping is implemented. This practice is a site-based decision and varies among the different schools. Even though cluster grouping is a best practice in gifted education, there is no guarantee that gifted students will be cluster grouped in classrooms with teachers knowledgeable of gifted learners.

Another area of attention is the social and emotional component. The AIG Department, school counseling personnel, and classroom teachers strive to collaborate and provide appropriate guidance interventions to address the unique social and emotional development of gifted learners. Regular education teachers who serve identified students are encouraged to pursue add-on licensure. The cultivation of potential in the AIG population must be enhanced through an appropriate match of differentiated services to individual needs as we strive to prepare these students for success in the 21st Century. The AIG Program attempts to do this through formal identification and the talent development of potential candidates for the AIG Program. Weldon City Schools has a talent development group/program called PETS (Primary Education Thinking Skills). Efforts are being made to nurture and encourage students at all levels. Weldon City School offers a continuum of services for individual students' needs to be addressed at all grade levels: Resource Classroom, Independent Study, Extra Curricular Activities, Online Courses, Dual Enrollment, Honors Courses, Grouping Arrangements, Acceleration, etc.

Gifted students are encouraged to participate in Spelling Bee, Charger Ambassadors, Gravity Games, Robotics, Hour of Code, Quiz Bowl, Battle of the Books, North Carolina Governor's School, and other enrichment opportunities.

### **Practice B**

Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:** The AIG Program and services are adapted to the learner's area of AIG

identification as stated in the DEP and the various service options. AIG services are provided in the area(s) of identification, and AIG programs and services are aligned with each area of AIG identification. Most of AIG funding is directed toward AIG personnel, but as funding is available, resources are and will be used to enhance the program through field trips for students, professional development for AIG personnel, and additional resources.

The Differentiated Education Plans (DEP) outline and provide a variety of options in areas of reading, math, critical thinking skills, and problem-solving skills as aligned with student eligibility data. This data, in regards to student performance, student achievement, student aptitude, teacher observation of the student, student interest, and student motivation, is collected on the Individual Student Eligibility Record and analyzed to make an appropriate service delivery match for each student. The DEP for students outlines the most conducive learning environment and content modifications for each student. Through any and all learning environments, the AIG teacher provides support to students on an as-needed basis. This support might include any of the following: talent development support, counseling, tutoring support, or serving as a facilitator to ensure that the needs of the student are being met by working with other stakeholders. Additionally, The AIG teacher may provide support to classroom teachers in adapting, accelerating, replacing, or enriching the regular classroom curricula and instruction to meet the unique needs of gifted learners and acquiring resource materials to meet the needs of gifted learners.

The six AIG standards are reflected in the goals of Weldon City Schools' AIG Program. The goals of the AIG program are designed to give the students the greatest amount of instruction and support that will allow them to be successful in their areas of strength. The resources of the LEA are essential in providing support to the academic and social/emotional needs of the AIG students. These components must align with their current classroom practices in order to provide effective educational experience for the students. The district benchmarks and formative assessments will give the regular education teachers opportunities to evaluate the students' individual progress and to plan for differentiation to address the individual strengths and areas for improvement in the classroom.

### **Practice C**

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

**District Response:** Weldon City Schools' AIG Program uses support personnel to assist teachers in the implementation of instructional practices and planning. Weldon City Schools will drive accelerated achievement for all students to eliminate the achievement gap, with a focus on the well-being of students, and professional development for teachers and other school personnel. Weldon City Schools' Beginning Teacher Mentors and Support Coaches and consultants work with all of our teachers in developing differentiated lessons for all learners. The AIG Teacher continues to collaborate and communicate with teachers and support staff to enrich the well-being of the AIG students socially, emotionally, and academically. Student data is reviewed on a regular basis to further address the needs of all AIG students and other students with advanced learning needs.

### **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:** Information concerning the AIG Program and plan is disseminated through emails, at staff meetings, on the AIG Coordinator-created Edmodo Staff Resource page, during professional development sessions, and on the Weldon City Schools district website. Weldon City Schools AIG Plan will be shared with each school leader in the Weldon City Schools district within the first month of school. A printed copy of the plan will be provided to each school site and made available electronically. The AIG teacher will inform stakeholders of current research, trends, and methods of differentiation via Edmodo. DEPs are available in PowerSchool for teachers of gifted students to ensure differentiation of instruction. Specifics about the AIG Program will be available at each school through the AIG handbook and AIG teacher/coordinator who can provide access to the AIG Plan, procedures, and forms. The AIG Plan will be posted on the district website. The "Home Page" of the district's AIG website will include Article 9B (N.C.G.S.115C- 150.5), vision and mission statements, and the AIG Program Standards.

### **Practice E**

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

**District Response:** The AIG Coordinator/Teacher will monitor and maintain AIG records for all gifted learners. The AIG Coordinator/Teacher will facilitate transition meetings to develop DEPs and provide updated student rosters yearly. She/he will conduct transition meetings with teachers and administrators at each school level as the student's transition from each level. The transition meeting will include dialogue between the AIG Coordinator/Teacher and receiving teachers to discuss student strengths and progress along with effective and proven gifted instructional strategies which have worked well with each student in the AIG program. The AIG Coordinator/Teacher will remove student records from the feeder school and deliver them to the next school within the district.

The AIG records are kept separate from the student cumulative and/or Exceptional Children's record. The AIG teacher will keep all records of students who are deemed to be high achievers in grades K-12.

### **Practice F**

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

**District Response:** The AIG Department will work collaboratively with other school personnel to

ensure that the affective domain of these students is effectively addressed. We will collaborate with counselors, regular education teachers, and families to address the social and emotional needs of AIG students by:

- Referring students to school counselors who have been trained to address the unique social and emotional needs of students
- Beginning each academic year with activities that promote discussions of the challenges of being gifted
- Encouraging regular classroom teachers to be cognizant of social and emotional issues that may be present in their students and to refer these students to school counselors when appropriate
- Providing information to parents on the social and emotional issues facing gifted students in DEP meetings and via Edmodo
- Providing resources for counselors, teachers, and parents to help them better understand the social and emotional issues facing gifted learners via Edmodo

### **Practice G**

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

**District Response:** As governed by the North Carolina State Board of Education policy, the opportunity for acceleration may begin with early entrance to kindergarten. Students in elementary and middle schools are currently grade/course accelerated on a case-by-case basis. Weldon City Schools currently does not offer Credit by Demonstrated Mastery but dual enrollment, curriculum compacting, honors courses and distance learning are available as a means of acceleration.

### **Practice H**

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

**District Response:** The AIG program will facilitate opportunities for traditionally under-represented AIG populations in order to offer consistent programs and address the needs of all students regardless of their circumstances.

The AIG program will offer the P.E.T.S. program for students in grades K through 2. This program will provide thinking skills and strategies to selected students. Students will be monitored for growth and identified as a high achiever in the lower grades. The AIG teacher will facilitate a grade level screening during the second semester of Grade 2. The AIG teacher will collaborate with regular classroom teachers in order to identify strategies that may offer differentiation to students who are high achievers but not placed in the AIG program. The AIG Coordinator/Teacher will provide information about the characteristics of twice-exceptional students and bright versus gifted learners.

At the high school level, the AIG teacher will support the guidance counselors and/or college advisor by providing information regarding college access to all students. For example, this may include providing students with links to scholarship opportunities, organizing field trips to public and private institutions, and sponsoring writing workshops. Additionally, the AIG Coordinator/Teacher will collaborate with the high school guidance departments to inform students with qualifying scores about North Carolina 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:** The AIG program will provide opportunities for the students to develop cognitive, social, and emotional skills. The students will participate in competitive events within the school system, region, and state. The events will be designed to build problem-solving, critical thinking, social skills, and interests of the students. Some activities include:

- Charger Ambassadors
- WEGA 4H Club
- Battle of the Books
- Duke TIP
- North Carolina Governor's School
- Spelling Bee
- Gravity Games
- Robotics Club
- Quiz Bowl
- WAHACA Book Club
- SADD
- FBLA
- Beta Club
- National Honor Society

The AIG Coordinator/Teacher and district-wide personnel will facilitate the events along with parental involvement.

**Ideas for Strengthen the Standard:** -Expand extracurricular opportunities (Odyssey of the Mind, Mathletes)

- Look into making Credit by Demonstrated Mastery an option for students in Weldon City Schools
- Create a quick guide to programs and services for Weldon City Schools personnel

**Sources of Evidence:** -School schedule of DEP meetings

- DUKE TIP program materials
- North Carolina Governor's School Records

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- Club agendas and sign-in sheets
- Field trip itineraries
- AIG local plan
- Student DEPs
- Edmodo pages (staff, parents, students)
- AIG Handbook
- Transfer of Records Document

### **Standard 3: 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:** Weldon City Schools will adapt the NC Standard Course of Study (SCOS) accordingly to address a range of advanced ability levels in Language Arts, Mathematics, and other content areas as appropriate to ensure maximum growth in intellectual areas and/or specific academic fields. Weldon City Schools believes the curriculum should be accelerated to meet the child's unique needs and interests. The teacher will strive to accommodate the varied levels of student knowledge and learning by implementing strategies and best practices that will promote increased achievement. The school staff will use NCSCOS and curriculum guides to address acceleration as needed. The AIG Coordinator/Teacher will collaborate with the classroom teacher in identifying strategies that will enhance the range of advanced ability levels. The DEP will be reviewed annually in order to plan for acceleration of the NCSCOS.

The AIG Teacher will also participate in Professional Learning Community (PLC) meetings with grade level and subject area staff to ensure needs of gifted learners are met. Opportunities for co-teaching (AIG Teacher and Regular Education teacher) are available as needed. Teachers will consistently use student assessment data to inform instruction. Students will participate in computer-based programs to accelerate learning.

#### **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:** Weldon City Schools supports the use of effective research-based instructional strategies to meet students' learning needs. The AIG Coordinator/Teacher 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 and Advanced Placement courses based on their strengths and interests. Additionally, students may take courses not available in Weldon City Schools through North Carolina Virtual Public School (NCVPS) or dual enrollment at an institution of higher education (Halifax Community College). Students in the high school setting will consultative services instead.

Over the course of the 2019-22 plan cycle, the AIG teacher will work to ensure that classroom

teachers who work with AIG students are familiar with and utilize the following instructional practices:

- Tiered assignments
- Learning menus/contracts
- Technology-based instructional teaching and learning tools

### **Practice C**

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

**District Response:** The AIG Coordinator/Teacher will promote and engage in diverse instructional practices that focus on unique learning styles of the higher achievers. Evidence-based resources/models that enhance student learning include:

- Revised Bloom's Taxonomy
- Costa's Levels of Questioning
- Depth of Knowledge
- Fruyer Model
- Hour of Code
- Family Code Night
- Philosophical Chairs
  - Cooperative Learning Groups
- Learning Centers
- Problem Based Learning
- Convergent/Divergent Thinking
- Marzano Vocabulary
- Academic competitions (Battle of the Books, Spelling Bee, Quiz Bowl)

### **Practice D**

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

**District Response:** Technology integration will be used routinely and transparently to support curricular goals. Through projects, students will acquire and refine their analytical and problem-solving skills as they work individually and collaboratively to find, process, and synthesize information. The high students may participate in Virtual Public School Courses, Dual Enrollment (Halifax Community College) and other 21st Century learning opportunities in order to develop their communication and collaboration skills. The AIG Coordinator/Teacher will monitor student progress and meet with students upon request to discuss their progress.

Some of the ways that the AIG Coordinator/Teacher will foster the development of future-ready skills are:



- Facilitate writing and scholarship workshops
- Provide speaking and listening rubrics during presentations
- Guide students in developing time management skills by creating schedules and calendars
- Provide information about leadership programs and camps
- Use Cornell Note-taking as a tool to teach critical thinking
- Conference with students who would like to complete independent study projects
- Facilitate student-led tutorial sessions
- Sponsor ACT/SAT prep workshops/resources
- Share information about camps, programs, and leadership opportunities that cultivate and enhance leadership skills

### **Practice E**

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

**District Response:** Intentional, flexible grouping practices are implemented throughout the district to facilitate effective instruction and support the growth of AIG students. Regular education classroom teachers are encouraged to group students using assessment data to appropriately differentiate instruction. All students will participate in standardized tests given within the district:

- District-wide benchmark assessments
- BOGs
- EOGs
- EOCs

Assessment results are discussed, with particular importance on how those results are utilized to group students flexibly and provide targeted instruction based on student 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**

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

**District Response:** Weldon City School AIG program will incorporate instructional strategies to address aspects of social and emotional needs within curriculum and instruction for the AIG students. The students in the AIG program will participate in group activities and extracurricular activities which allow them to interact with peers who may face similar social challenges. The school counselor, with the support of the AIG teacher, may host quarterly group meetings in order to address social and emotional issues. The purpose of the meetings will be to offer an expressive outlet for the AIG student as well as to expose the students to coping strategies for social situations that they may encounter. The AIG program Coordinator/Teacher will provide information for parents, staff, and community members in order to better assist in handling the affective needs of AIG students.

In addition, the AIG program will offer students alternative strategies for coping with social situations and resource materials for teachers, parents, and students by consulting with district personnel (Behavior Specialist, School Social Worker, etc.) as needed. The students in grades K-2 will participate in the P.E.T.S. program in order to address character development and critical thinking skills. The AIG teacher will facilitate the implementation of this program. Surveys will be administered to the students, parents, and staff in order to get an understanding of the needs that should be addressed.

### **Practice G**

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

**District Response:** The Primary Education Thinking Skills (P.E.T.S.) program will be used to enhance and enrich the curriculum of grades K-2 students. The AIG Coordinator/Teacher will provide small group sessions based on data-driven student nominations. The AIG teacher and classroom teacher will monitor the progress of the students and identify those children who may be potential candidates for future placement in the AIG program.

### **Practice H**

Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** The AIG personnel will collaborate with other professional staff in order to meet the needs of the AIG students and implement differentiated curriculum and instruction. The DEP will be developed with input from AIG teacher, regular education teachers, parents and other related instructional staff knowledgeable of the student in order to address the individual needs of students. The AIG Coordinator/Teacher will participate in the district-wide professional development and other curriculum meetings at the school level in order to advocate for the programs and services for gifted students.

### **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 3rd through 12th grade. For grades 3-12, the DEP lists the AIG service options that will be provided to the student, including:

- Consultation with AIG Coordinator/Teacher
- Cluster grouping

- Flexible grouping
- Push-in/co-teaching services
- Pull-out/Push-in delivery models
- Dual Enrollment
- Special Programs (North Carolina Governor's School, School of Math & Science, Duke TIP)
- Academic Competitions (Spelling Bee, Battle of the Books, Quiz Bowl)

The 3-8 DEPs will also list instructional strategies that the student may receive, including:

- Curriculum Compacting
- Computer Based Instruction
- Tiered Assignments
- Learning Centers/Higher Order Thinking
- Advanced Content
- Possible content modifications
- Independent Study

DEPs for 9th-12th grade students will reflect:

- Honors, AP, and Concurrent Enrollment
- Consultation service only
- Distance Learning
- Special Electives

The AIG Coordinator/Teacher will develop a flexible DEP schedule to allow parents/guardians the option of attending meetings at any school in the district regardless of the school their children attend. The meeting hours and model of meeting (in-person, Skype, Google Hangout) will be flexible to accommodate families. make repeated, reasonable attempts to ensure that all DEPs are signed by a parent/guardian. Families may make an appointment with their school's AIG Coordinator/Teacher to the review the DEP at any time. DEPs will also be available in Spanish upon request.

**Ideas for Strengthen the Standard:** -Purchase a variety of research-based supplemental resources  
-Provide more opportunities for advanced content/acceleration at the high school  
-Provide professional development on social and emotional needs of gifted learners

**Sources of Evidence:** -Common Core Standards  
-School Master Schedule  
-Student DEP updated in PowerSchool  
-Standardized Assessments (End of Grade or Course Tests)  
-AIG Teacher Lesson Plans  
-Student DEPs  
-AIG Teacher Schedule  
-AIG Teacher Conferences  
-Edmodo page

## **Standard 4: 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:** Weldon County Schools employs at least one full time AIG-licensed educator who serves in the dual role as AIG Coordinator/Teacher to ensure that the program meets all state and local standards for students who are identified as academically gifted. The role of the AIG Coordinator/Teacher also involves the development, implementation, monitoring, annual review and revisions of the AIG local plan.

The AIG Coordinator/Teacher:

- Supplies information and resource materials for enrichment and interest activities for all identified students
- Provides eligible students with information and assists with applications for participation in the enrichment programs such as Duke TIP, Talent Search, North Carolina School of Science and Math, academic competitions and other enrichment programs.
- Facilitates sessions with elementary, middle, and high school AIG students & general education teachers
- Assesses students for North Carolina Governor's School and coordinates the process
- Screens and assesses students for AIG identification
  - Prepares and maintains folders for each AIG student
- Updates AIG student files and places documents and work samples in the folders
- Organizes and coordinates district wide Spelling Bee
- Monitors program effectiveness ensuring AIG students are served appropriately
- Chairs local AIG Advisory Board
- Meets with parents as needed regarding gifted services
  - Provides support to staff as it pertains to understanding the local AIG program and plan

### **Practice B**

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

**District Response:** Weldon City Schools currently employees one AIG-licensed teacher. The AIG-licensed Specialist

provides both direct and indirect services to AIG students and supports enrichment activities. The direct services that the AIG Coordinator/Teacher engages in to address the academic, intellectual, social and emotional needs of gifted learners include but are not limited to:

- Using the pull-out service model to provide differentiated instruction for AIG students in grades 3-8
- Co-teaching/push-in services
- Consulting with students in grades 9-12 by request
- K-2 talent development and enrichment activities
- Sponsoring/co-sponsoring organizations/clubs (Book Club, Quiz Bowl, National Honor Society)

The indirect services that the AIG Coordinator/Teacher engages in include but are not limited to:

- 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 per request
- Updating and maintaining Edmodo pages for staff, parents, and students
- Screening, Identifying, and Reporting Data for AIG program services
- Developing DEPs
- Updating and entering PowerSchool data
- Heading the AIG Advisory Board

The AIG Coordinator/Teacher will share her schedule with principals at the beginning of the school year.

### **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:** Professional development will be provided for all individuals who are working with students in the AIG program. This professional development may be offered in a variety of ways, such as school wide or district wide meetings, online opportunities, individual teacher or grade level sessions, emails, Edmodo pages, etc. The professional development sessions will present research on current trends and meeting the needs of gifted learners.

Classroom teachers, including exceptional children's personnel, will be offered annual sessions in the following areas: Identification and placement, Differentiation of Instruction, and Social and Emotional Needs. School Counselors will be offered annual sessions in the social and emotional needs of gifted learners. School administrators will be offered training in identification of gifted learners and evaluating classrooms for differentiated learning experiences. Parents will be offered annual sessions in identification and placement and characteristics of giftedness.

### **Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

**District Response:** The general education teachers of AIG students will be encouraged to complete specific

introductory professional development sessions that will be offered by Weldon City Schools. This professional development may be offered in a variety of ways (Email, PLC's, etc.) The professional development sessions will include: Introduction to the Gifted Learner, Differentiating Instruction for the Gifted Learner, and Meeting the Social/Emotional Needs of the Gifted Learner. The AIG Coordinator/Teacher will share information/resources from AIG licensure classes completed at the University of North Carolina at Charlotte. General education teachers are encouraged to earn an AIG add-on license.

### **Practice E**

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

**District Response:** A professional development calendar will be submitted at the beginning of the school year to outline sessions designed to enhance the AIG program and other staff in Weldon City Schools. The professional development calendar will be reviewed and approved by the school and district administrators in order to maximize the opportunities for collaboration between the classroom leaders. This process will ensure that the AIG program alignment is consistent with the district goals and initiatives.

### **Practice F**

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

**District Response:** The AIG Coordinator/Teacher will use Google (docs, hangout, slides, email) as a primary means to plan and refine applications of professional development learning. The AIG Coordinator/Teacher will collaborate with school and district leaders to determine how to best provide opportunities for other teachers to plan, implement, and refine applications of their professional development learning. The AIG Coordinator/Teacher will attend meetings (grade level, staff, district, departmental, and school improvement) to share strategies that will maximize the student performance in the classroom and resource settings.

**Ideas for Strengthen the Standard:**

- Develop local requirements for AIG professional development
- 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
- Integrate AIG within other professional development initiatives across the district.

**Sources of Evidence:**

- Class schedules for AIG students
- Counselors' schedules
- PowerSchool reports
- DEPs

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- Community forum/Faculty/School Board meeting agendas
- AIG School Representatives/Team Meetings
- Professional Learning Communities agendas/sign-in sheets
- Job description of AIG Coordinator/Teacher
- AIG Coordinator/Teacher Schedule
- AIG local plan
- AIG Coordinator/Teacher North Carolina educator license

## **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 that are intentional and meaningful to support the following needs of AIG students:

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

**District Response:** The AIG program works to meet the needs of the whole child. Hence, effective communication must be conducted with the parents/families and community in order to access all available resources that will be beneficial to the students. The individual schools and districts will sponsor activities that will be designed to improve communication and community relations. The district will conduct the following activities to meet the goals set forth for parental involvement and community relations:

- Sponsor Parent Night for enrichment and informational purposes
- Attend PTA meetings in order to share AIG information
- Publish and update the AIG Edmodo pages to provide awareness of information to parents
- Establish a volunteer program for community and student participation, such as field trips, mentorship, preschool reading activities, etc.
- Develop a partnership with local businesses to provide educational enhancement experiences
- Submit articles to the local newspaper to showcase students' accomplishments (Spelling Bee/Quiz Bowl)
- Collaborate with schools to provide parents with information regarding AIG issues/information
- Invite community members and families to be members of the district-wide AIG Advisory Board
- Maintain current and establish new relationships with Halifax Community College
- Use technology to build relationships in the global community and distance learning environments
  - Invite guest speakers (in-person or virtually) to share interest- and needs-based presentations with AIG students
- Develop learning contracts that address the social and emotional needs of AIG students

### **Practice B**

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

**District Response:** The district will sponsor parent and community events to share information about the AIG program. The AIG Coordinator/Teacher will have regular AIG Advisory Board meetings (face-to-face and virtually) to steer the AIG program. This board will share the goals of the AIG program,



solicit feedback from stakeholders to plan for growth within the program. The Advisory Board will also review the AIG handouts and websites annually to make sure that the most current information is included before distribution. The AIG webpage will be updated regularly to keep the most current information available to the public.

The AIG Coordinator will share program achievements with school board members, administrators, parents, teachers, staff, students, and community members at school board meetings and community forums. The AIG local Plan and program information is shared with building and central level administrators for dissemination to teachers, support staff, counselors, social workers, parents, volunteers, and community members who visit the schools or request the information.

### **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:** Weldon City Schools has created an AIG Advisory Board that is a representative of the diversity of our AIG population. The AIG Advisory Board is comprised of the AIG Coordinator/Teacher, parents, community members, regular education teachers, and EC representatives, school and central level administrators, school board members, and other support staff. The board assists with the development, implementation, and monitoring of the AIG Plan. The Advisory Board also shares information with the community. The Advisory Board meets face-to-face and virtually at least monthly.

### **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, the AIG Coordinator/Teacher works with school administrators to disseminate information through School Reach, letters to parents, Curriculum Nights & PTA meetings, and through flyers in common areas. The AIG Coordinator also regularly updates and maintains a webpage (Edmodo) for parents and community members.

All material is created to meet the diversity of students in their native language (upon request). Planned activities are placed in a calendar format and accessible on our district website. Collaboration with the English Language Learner Teacher/personnel and Federal Programs Director assist in making the information available to the students and their families. In cases where necessary, interpreters are used as a support for the parents during meetings and parent activities.

### **Practice E**

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

**District Response:** The partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community will enhance and gain support for the AIG programs and services. North Carolina Virtual Public Schools, Halifax Community College, Roanoke Valley Daily Herald, Halifax County Public Library, Halifax County 4-H Club, Center for Energy Education (C4EE), ABC2, Project Lift Community Efforts and other local business leaders and organizations provide support for AIG programs and services in a variety of ways. Some of them include:

- Providing news media coverage
- Organizing service learning projects
- Sponsoring academic competitions and camp opportunities
- Sponsoring college tours and guest speakers
- Facilitating College and Career Fairs
- Organizing transfer parties for early college students who are graduating with Associates degrees
- Providing support services for academic, social, and emotional needs

Additionally, the Carolina College Advising Corps College Adviser (Weldon High School and Roanoke Valley Early College) provides guidance to high school students in the area of college readiness.

**Ideas for Strengthen the Standard:** -Showcase AIG student achievements with community partners.

- Include a glossary of acronyms and terms so that everyone has the same understanding of vocabulary.
- Offer interest and needs based sessions to support families, such as parenting gifted children

**Sources of Evidence:** -AIG Advisory Board Google Classroom

- AIG Correspondences to Parents and Communities
- Meeting Agendas
- Newspaper articles
- Flyers
- Parent Contact Logs

## **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 local board of education and sent to SBE/DPI for review and comment.

**District Response:** The AIG program and services will be documented in the Weldon City Schools local AIG plan. The plan will be developed with input from school staff, school and district administrators, parents and community members. The plan will be submitted by the AIG Coordinator to the Superintendent and School Board for review before being submitted to SBE/DPI for review and comment.

### **Practice B**

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

**District Response:** Weldon City Schools local AIG plan will be monitored for implementation of all AIG program components to ensure fidelity in implementation. The AIG department will monitor the implementation of the program and plan to ensure compliance with state legislation and policies, and local policies. There are several structures that will be utilized to monitor implementation including but not limited to:

- AIG analyses will be completed bi-annually to monitor AIG demographics (Fall and Spring)
- The AIG Coordinator/Teacher will submit his/her schedule to principals and the district personnel to ensure that all students receive adequate services based on available resources
- Building level administrators/teachers of AIG students will share AIG student assessment data with the AIG Coordinator/Teacher for service planning purposes.

### **Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

**District Response:** The funds allotted are monitored by the AIG Coordinator, AIG Facilitator and district Finance Officer to ensure fidelity for the local AIG program according to state policy. Funds are utilized in accordance with state legislation. The AIG state allotted funds will be used for activities involving the AIG students in the school and community. These funds are allocated using the state chart of accounts. Some expenditures include: AIG teacher salaries and benefits, Field trips and

travel to competitions, organization membership fees and tuition (i.e. NC Governor's School, etc.), instructional and program supplies and materials, professional development and travel.

#### **Practice D**

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

**District Response:** The AIG Coordinator/Teacher will use a variety of data sources to monitor students in the AIG program. This data will be used to discuss trends within Weldon City Schools. The data will also be used to assess program effectiveness and formulate strategies on an annual basis. Some sources include but are not limited to:

- BOG test results
- EOG test results
- EOC test results
- Case 21 benchmark data
- PowerSchool discipline and attendance reports
- Transfer student data
- Cogat fall and spring screening results
- Quarterly report cards

#### **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 AIG Coordinator/Teacher will monitor the representation and retention of underrepresented populations within Weldon City Schools. Programs and activities will be implemented that are designed to target these students. The AIG coordinator will monitor the AIG program activities that are implemented within the schools to make sure that they address the diverse population of students. Assessment data will be collected for all grade 2 students to identify high achievers who could be overlooked in a typical learning environment. Students in grades K-12 will be monitored through the use of districtwide benchmark assessments, schoolwide assessment programs, and the use of the P.E.T.S. program to identify high achievers and students who could potentially qualify for the AIG program. Students who are identified as potentially under-represented will be monitored on a case by case basis to determine if interventions are needed to develop their academic skills.

The AIG Coordinator/Teacher will work with the PowerSchool Coordinator to monitor the representation, performance, and retention of underrepresented populations in the local AIG program. She will train and communicate with ELL and EC teachers as needed to learn about possible candidates for the AIG program.

### **Practice F**

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

**District Response:** The AIG Teacher will have a valid and current AIG license issued by the state of North Carolina or be working to achieve licensure as stated in the policies of Weldon City Schools. The AIG Coordinator will hold a valid and current license in the areas of education and administration. The personnel licenses will be kept in the Office of Human Resources at the Weldon City Schools District Administrative Offices. The personnel credentials will be reviewed annually by Human Resources to ensure that they are current.

### **Practice G**

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

**District Response:** The AIG Coordinator/Teacher will distribute annual surveys to various stakeholders and collaborate with students, parents/families, teachers, and other stakeholders in order to assess the quality of the program. The information from the surveys, student performance data, class observations, and conferences will be used to identify areas of focus within the program. The information will be used to formulate strategies that will provide improved activities to enhance the program's effectiveness.

### **Practice H**

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

**District Response:** The AIG program will collect student performance data in the areas of Reading, Math, Science, Attendance, Drop Out, EOGs, EOCs, and also a list of interventions, strategies, programs, and services that are sponsored by the AIG program. With the upcoming school year, the AIG Coordinator/Teacher will work with the district-wide technology department to create and maintain a digital suggestion/comment box for changes to or commendations of the AIG program. Surveys will be sent home for students and parents to fill out regarding the AIG program. All data is reviewed annually to evaluate the AIG program

### **Practice I**

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

**District Response:** To ensure that the public is aware of the progress of students who receive services in the AIG program, the AIG Coordinator/Teacher works with the district-wide technology department to disseminate data from evaluation of the local AIG program to the public. The data will

be compiled in an AIG Report that will show the trends within the data collected each year. The annual report will be provided to each school and provided for AIG stakeholders and the general public upon request.

### **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:** Weldon City Schools AIG Parent Rights Handbook is designed to include all information that describes the

following: the state definition of giftedness, Article 9B state legislation, Weldon City Schools education goals,

eligibility criteria, the identification process, service options, transfer data, and the due process appeals

procedure. Handbooks are available upon request.

Weldon City Schools Advisory Board will work to establish and update written policies that safeguard the rights of AIG students. To further communicate the philosophy and goals of local AIG initiatives, the program produces literature, maintains a website, and a calendar of events to inform the community of the activities.

Weldon City Schools safeguards the rights of AIG students and their parents/families. Written procedures and policies are established that will identify parents and families rights. Parents/families are guided through the referral and placement process, reassessment procedures, transfers from LEAs and procedures for resolving disagreements. Parents/families are given prior notice to give informed consent for evaluation of the child, must complete the parent checklist, review necessary documentation, and confer with AIG Coordinator/Teacher on the DEP (differentiated education plan) if the child scored at the 90th percentile or higher or if the child is identified using an alternate pathway.

Multiple attempts to acquire parental signature(s) on the DEP will be made before the child begins receiving services. An AIG fact sheet is developed to share with parents at DEP meetings.

Weldon City Schools' Due process procedures regarding Academically Gifted Identification and service decisions is as follows:

-Step I-Learning Environment Team Conference: Parent/Guardian may submit a written request for a conference to discuss concerns about the team's recommendation for his/her child. Learning Environment Team will review the student's record and gather additional information to update the individual student profile. The Learning Environment Team grants a conference within 5 school days of receipt of the written request and responds in writing at least 5 school days to conference date. If the disagreement is not resolved at the Learning Environment Team conference, proceed to Step II.

-Step II-Principal Conference (if principal was a part of the Learning Environment Team, proceed to

Step III): Parent/Guardian may make a written request within 30 days for a conference with the principal. Principal reviews the recommendations with the chairperson of the Learning Environment Team. Principal grants, in writing, the conference within 5 school days of receipt of request and schedules the conference within 5 school days of receipt of the request.

If the disagreement is not resolved at the Principal's Conference, then proceed to Step III.

-Step III-Appeal to Assistant Superintendent: Parent/Guardian may appeal principal's decision in writing to the AIG Coordinator and Assistant Superintendent within 5 school days of receipt of appeal. AIG Coordinator and Assistant Superintendent shall review the grievance within 5 school days of receipt of appeal. AIG Coordinator and Assistant Superintendent shall respond, in writing, to the parent and principal regarding the results of their review within 10 school days from receipt of appeal. If the grievance is not resolved at Step III, then proceed to Step IV.

-Step IV-Appeal to Superintendent: Parent/Guardian may appeal decision of AIG Coordinator and Assistant Superintendent to Superintendent within 5 school days of receipt of the appeal. Superintendent shall review the grievance within 5 days of receipt of the appeal. Superintendent shall respond, in writing, the results of his/her review within 10 school days to the parent/guardian and the principal. If the grievance is not resolved at Step IV, then proceed to Step V.

-Step V-Appeal to Weldon City Schools Board of Education: Parent/Guardian may appeal to the Board of Education, in writing, within 10 school days following receipt of the Superintendent's written response to his/her appeal. The Board shall offer a final written decision within 30 days of receipt of this letter.

In the event that the local grievance procedures fail to resolve the disagreement, then the state level grievance procedure should be followed.

-Step VI-State Level Grievance Procedure: Parent may file a written petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

-Whether the local administrative unit improperly failed to identify the child as academically or intellectually gifted or

-Whether the local plan has been implemented appropriately in regard to the child.

Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decisions of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

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**Ideas for Strengthen the Standard:** -Through quarterly AIG Advisory Board meetings, the AIG team will maintain, analyze, and share student performance growth, annual dropout data, attendance, and discipline data for AIG students; developing strategies for next steps to address student needs.

- Create updated surveys for various stakeholders
- Create digital suggestion/comment AIG box for Weldon City Schools district webpage
- Develop an AIG fact sheet that can be shared at DEP meetings and other information events for AIG students, parents & community members.
- Seek out additional funding sources for AIG students and programs
- Digitize AIG Handbook for easy distribution and accessibility for all stakeholders

**Sources of Evidence:** -Local AIG Plan

- AIG Fund Budget Reports
- AIG Coordinator/Teacher Performance Review Documents
- Student Performance and Drop Out Data
- Student Performance Reports
- AIG Coordinator/Teacher P.E.T.S. Group Student List
- Personnel Licenses



**Glossary (optional):**

WCS---Weldon City Schools

SBE---State Board Of Education

DPI---Department of Public Instruction AIG---Academically Intellectually Gifted P.E.T.S---Primary Education Thinking Skills D.E.P.---Differentiated Education Plan

EOC---End of Course

EOG---End of Grade

COGAT---Cognitive Abilities Test

PLC---Professional Learning Community

**Appendix (optional):**

2019-2022WCS AIG Local Plan - Final (1).pdf (*Local Board Approval Document*)

20190627\_180454.jpg (*Local Board Approval Document*)