

**Hyde County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022**

Approved by local Board of Education on: July 7, 2020

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Submitted to NC Department of Public Instruction on:

Hyde County 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 state wide 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. 115C150.5). 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, Hyde County Schools local AIG plan is as follows:

Hyde County Schools Vision for local AIG program:

The Hyde County Schools Academically and/or Intellectually Gifted program is committed to providing a challenging and enriching learning environment for students who reach beyond the grade level learning standards with their knowledge, determination, and ability. Our primary goal is to nurture our students' critical thinking skills, creativity, leadership potential, and social-emotional capacities by enriching their learning environment through personalized learning within the classroom and/or beyond the traditional classroom setting.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$28000.00	\$0.00	\$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

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

District Response:

Hyde County Schools will implement screening and referral processes that assist in identifying students in grades kindergarten through twelfth for Academically and/or Intellectually Gifted (AIG) identification. Our goal is to provide every student with an equal opportunity to be referred and screened for Academically and/or Intellectually Gifted (AIG) identification.

Screening Process

Hyde County Schools will use qualitative and quantitative data to construct comprehensive learner profiles during the process of identification. Qualitative data may include student observation checklists, student interest surveys, student motivation surveys, extracurricular activity checklist, and an academic portfolio. Quantitative data may include standardized end of grade assessments, end of course assessments, CogAT scores, or other nationally normed aptitude tests.

Referral Process

Any student in grades kindergarten through twelfth may be referred for Academically and/or Intellectually Gifted (AIG) screening by parents, teachers, students or administrators by submitting the Hyde County Schools Academically and/or Intellectually Gifted Referral Request form at any time during the school year. In addition, we recognize and accept all students identified as Academically and/or Intellectually Gifted in PowerSchool transferring into Hyde County Schools from another district in North Carolina. In regards to students transferring into Hyde County Schools from out of state, we will accept the out of state gifted identification as an automatic referral for Academic and/or Intellectually Gifted screening in Hyde County Schools. A Hyde County School Academically and/or Intellectually Gifted Student Referral form must be signed and returned for all referred and transferred students prior to beginning the screening process.

Kindergarten-Second Grades

School Academically and/or Intellectually Gifted Team, consisting of the district coordinator, school lead teacher, and assigned classroom teachers, will review a variety of data that may include curriculum diagnostics, progress reports, report cards, benchmarks and work samples from reading, writing, mathematics. The possible outcomes of the referral: Screening Not Recommended at this time or Recommended for Academically and/or Intellectually Gifted Screening.

Third-Twelfth Grades

The school Academically and/or Intellectually Gifted Team will continually review various data (the nationally normed assessment results, standardized testing results, academic classroom data, and teacher observation) in search of students who are demonstrating AIG student characteristics. At the end of second grade, with the

permission of the parent/guardian, the students will complete a nationally normed aptitude assessment, which is currently the Cognitive Abilities Test (CogAt Form 6A). This assessment will measure the student's reasoning skills in verbal, quantitative and non-verbal areas. The CogAt will also be provided at the end of fifth and eighth grade. The Hyde County Schools' Academically and/or Intellectually Gifted referral will be dependent on multiple points of data and identification may be obtained through one of several pathways.

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:

Hyde County Schools utilizes multiple identification opportunities and criteria for students at all grade levels to expose a student's aptitude, achievement and potential to achieve. The identification criterion includes both quantitative and qualitative data in order to develop the student's comprehensive learner profile. The evaluated criteria consist of student achievement, student aptitude, student performance, and characteristics associated with gifted students. The identification process includes both traditional and non-traditional standardized measures to ensure equity amongst all cultural groups and economic levels. Hyde County Schools uses one of the five pathways in grades 3-12 to identify a student as Academically and/or Intellectually Gifted and an additional pathway for K-2 to identify early potential for identification.

EARLY-POTENTIAL IDENTIFICATION FOR AIG GRADES K-2

Students who perform at a substantially higher level in reading and/or mathematical academics when compared with others in their age group and learning environment.

Must meet 2 of the 3 criteria for consideration of AIG Identification

__ 99th percentile Naglieri (NNAT) Nonverbal Abilities Test

__ Above Satisfactory for their most recent four quarters in mathematics and/or reading

__ Portfolio of artifacts that demonstrates high performance at least one grade level above a student's current grade level. These may include assessment scores, work samples, performance tasks, teacher observations, and parent observations.

IDENTIFICATION FOR EACH AREA OF GIFTEDNESS FOR GRADES 3-12

Pathway 1: Academically and Intellectually Gifted (AIG)

Students who perform at a substantially higher level in aptitude and academics when compared with others in their age group and learning environment.

Must meet one of the pathways listed for Academically Gifted in either reading, mathematics or both, in addition to meeting the pathway for Intellectually Gifted.

Pathway 2: Academically Gifted (AG)

Students who perform at a substantially higher level in both reading and mathematical academics, and either may or may not have a high aptitude when compared with others in their age group and learning environment in the course of an academic year.

Must meet 3 out of the 4 criteria for Mathematics and Reading

90th percentile or higher on CogAt or similar district-approved nationally normed aptitude tests.

80th percentile on mathematics and 90th percentile reading EOG/EOC or similar district approved standardized tests for current academic year

90% or higher grade for their most recent four quarters in mathematics and readings

Portfolio of artifacts that demonstrates high performance at least one grade level above a student's current grade level. These may include assessment scores, work samples, performance tasks, teacher observations, and parent observations.

Pathway 3: Academically Gifted in Mathematics (AGM)

Students who perform at a substantially higher level of performance in mathematical academics and mathematical aptitude in the course of an academic year.

Must meet 3 out of the 4 criteria for Mathematics ONLY

90th percentile or higher rank on Quantitative and Nonverbal CogAt or similar district approved nationally normed aptitude test

80th percentile or higher on Mathematics EOG/EOC or similar district approved standardized tests for current academic year

90% or higher grade for their most recent four quarters of Mathematics Course

Portfolio of mathematics artifacts that demonstrates high performance at least one grade level above a student's current grade level. These may include assessment scores, work samples, performance tasks, teacher observations, and parent observations.

Pathway 4: Academically Gifted in Reading (AGR)

Students who perform at a substantially higher level of performance in reading academics and reading aptitude in the course of an academic year.

Must meet 3 out of the 4 criteria for Reading ONLY

90th percentile or higher on Verbal CogAt or similar district approved nationally normed aptitude test

90th percentile or higher on English Language Arts EOG/EOC or similar district approved standardized tests for current academic year

90% or higher grade for their most recent four quarters of English Language Arts Course

Portfolio of English Language Arts artifacts that demonstrates high performance at least one grade level above a student's current grade level. These may include assessment scores, work samples, performance tasks, teacher observations and parent observations.

Pathway 5: Intellectually Gifted (IG)

Students who perform at a significantly higher level of performance in one or more areas of a nationally normed aptitude test or intelligence test, yet failing to demonstrate advanced academic achievement.

*Must meet **one** of the following criteria:*

95th percentile or higher on COMPOSITE score on CogAt or similar district approved nationally normed aptitude test.

95th percentile or higher NONVERBAL score on CogAt or similar district approved nationally normed aptitude test.

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 Academically/Intellectually Gifted District Coordinator and Academically/Intellectually Gifted School Lead Educators will ensure that AIG screening, referral, and identification procedures respond to under-represented populations 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. The Academically/Intellectually Gifted District Coordinator and School Lead Educators will analyze and monitor sub-group data from Powerschool to identify those students to determine and clarify our underrepresented populations. The Academically/Intellectually Gifted District Coordinator will meet throughout the year with Exceptional Children Educators and English Language Learner Educators within the district to ensure that any student within that population has been provided the opportunity for identification and/or evaluation. The option of a student portfolio demonstrating above standard work samples will assist with this identification and/or referral. In addition to the CogAt, the Non-Verbal Naglieri testing may be an option for those students to demonstrate their giftedness and will be provided based on educators' recommendation or parents'/guardians' request for referral.

Practice D

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

District Response:

The Academically/Intellectually Gifted District Coordinator and Academically/Intellectually Gifted School Lead Educators will implement screening, referral, and identification processes consistently within our district. The Academically/Intellectually Gifted District Coordinator will provide all documents, organize the screening and referral processes, provide guidance on all identifications within the district with the input of the Academically/Intellectually Gifted School Lead Educator and school teams. The Academically/Intellectually Gifted District Coordinator will provide all district documentation necessary for screening, referral and identification. The Academically/Intellectually Gifted District Coordinator will provide professional learning opportunities to all administrators and educators within the district in regards to the screening, referral and identification processes. The Academically/Intellectually Gifted District Coordinator with the assistance of the District Powerschool Coordinator and school level data managers will be responsible for maintaining the identification records within Powerschool, as well as, communicating the identifications with identified student's educators.

Practice E

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

District Response:

The Academically/Intellectually Gifted District Coordinator and Academically/Intellectually Gifted School

Lead Educators will disseminate information regarding the screening, referral and identification processes to school personnel, parents/families, students and the community-at-large. All school personnel will receive written documentation, digital presentations and a virtual question/answer session regarding the screening, referral and identification processes for our district at the beginning of each school year.

All parents and guardians will receive a printed and digital quick reference brochure in either in English or Spanish regarding the procedures and pathways related to screening, referral and identification for AIG services. In addition to the brochure, parents may choose to receive a hard copy of the Academically or Intellectually Gifted Parent Guide, in either English or Spanish, upon request or access the digital format on our district website. Students will receive a flyer regarding the screening, referral and identification processes. The information will be presented to students by classroom educators through a digital presentation video created by the Academically/intellectually Gifted District Coordinator.

The Academically/Intellectually Gifted District Coordinator will create a dedicated Academic and/or Intellectually Gifted section with pages created for parents, guardians, community members and school personnel to access regarding all processes about screening, referral and identification on the district website. Each month the Academically/Intellectually Gifted District Coordinator will create an AIG digital newsletter in both English and Spanish for parents, students, school personal, and community members. A ConnectEd call or text will be delivered to parents or guardians when applicable in both English and Spanish. Academically/Intellectually Gifted District Coordinator will post AIG related information on the district and school Facebook page and Twitter Accounts.

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 Academically/Intellectually Gifted District Coordinator will establish a clear process for informing, screening, referring, and identifying students. These processes will be clearly communicated both digitally and in written form with school personnel, students and parents/guardians in both English and Spanish.

The Academically/Intellectually Gifted District Coordinator along with the District Powerschool Coordinator will document all AIG student identifications in Powerschool. The Academically/Intellectually Gifted District Coordinator in collaboration with the Academically/Intellectually Gifted Lead Educators will comprise a Google Drive file for each student identified only by student number that will include the screening, referring, identification, interest forms, observations, accomplishments, strengths/weaknesses and personalized education plans.

A hard copy of the files will be kept in a locked cabinet within the student's school building in a designated area established by the school administrator. The parent/guardian will be asked to attend a face to face or virtual conference in which parents/guardians will receive copies of all documents used in the process of identification and will be required to sign the acceptance of services document alongside the school designated Academically/Intellectually Gifted Lead Educator.

Ideas for Strengthen the Standard:

We do not have any ideas for Strengthening this Standard at this time. Once our needs assessment surveys for teachers, parents, and students are complete then areas within this standard will be spotlighted and adjusted to strengthen the standard and better meet the needs of our stakeholders.

Sources of Evidence:

Identification Pathway Matrix
Parent/Student Notice and Consent for Evaluation
Parent/Guardian Referral Form
Teacher Referral Form
Student Eligibility and Placement Record
Parent/Guardian Consent for Identification and Services for Student
Quick Reference Brochure for Parent/Guardian
Parent Guide for AIG
Student AIG Flyer
Student AIG digital presentation
District AIG Website with all associated documentation
Quarterly AIG Newsletter

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:

Hyde County Schools will provide a variety of services to Academically/Intellectually Gifted students based on student needs and interests. The Academically/Intellectually Gifted District Coordinator, Lead Educators, School Counselors, Exceptional Children, General Educators, and Media Coordinator will collaborate to create a learning environment and opportunities that meet the needs of Academically/Intellectually Gifted students within our district.

Curriculum/Instructional services for kindergarten to fifth grade may include cluster grouping, flex grouping, curriculum compacting, push in and/or pull out, and/or subject acceleration. Services for sixth through eighth graders may include subject acceleration, push in and/or pull out, and/or curriculum compacting. Services for ninth through twelfth grade may include Honors courses, North Carolina Virtual Public Schools courses, Beaufort Community College courses, and/or North Carolina School of Science and Mathematics courses. All current and potential Academically/Intellectually Gifted students within Hyde County Schools will have a personalized (differentiated) education plan developed by the school Academically/Intellectually Gifted Lead Educator and team in collaboration with the classroom educator. The personalized (differentiated) education plan will be a working document and re-evaluated every semester to ensure students are receiving services that are meeting their needs and interests.

Social-emotional learning sessions for current and potential Academically/Intellectually Gifted students will be provided monthly by the school counselors across all grade levels within our district. Additional social-emotional support will be provided as needed by the classroom educators.

The Academically/Intellectually Gifted District Coordinator will provide bimonthly Academically/Intellectually Gifted sessions for students that may include critical thinking activities, STEM activities, project-based learning activities, and investigative activities based on giftedness. These services will be provided to third through eighth grade students. These services will also be offered to students demonstrating potential for Academically/Intellectually Gifted programs known as Talent Development.

Practice B

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

District Response:

All Academically/Intellectually Gifted policies, procedures, curriculum and instructional resources will be

presented, evaluated and approved by the Academically/Intellectually Gifted team which includes the Superintendent of Schools, District Academically/Intellectually Gifted coordinator, District Curriculum and Instruction director, Exceptional Children director, Principals, Academically/Intellectually Gifted Lead educators, Exceptional Children educators, English Language Learners educator, School Counselors, Media Coordinator and a grade span representative.

The Academically/Intellectually Gifted Coordinator is responsible for creating a Google Site accessible by all Hyde County Educators that will include a comprehensive list of resources appropriate for current and potential Academically/Intellectually Gifted students, in addition to methods of personalizing students learning needs and social/emotional support. A shared, collaborative Google Drive will be accessible by all educators within the district to share docs, slides, and sheets appropriate in supporting students' instructional needs and interests.

The Academically/Intellectually Gifted Coordinator will publish all documents, policies, and procedures will be published on the Hyde County School district website for references and accessibility by all teachers, parents, students, and community members.

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:

Hyde County Schools Academically/Intellectually Gifted team in collaboration with the student's classroom educator will develop personalized (differentiated) education plans for each identified and potentially identifiable academically/intellectually gifted student. The personalized (differentiated) education plans may contain curriculum diagnostic reports, benchmark assessments, end of grade/course data, examples of student work, and aptitude testing results. Best practices will be placed into the personalized education plans to meet the student's need and growth in regards to their identification or potential identification. The best practices may include extended content, curriculum compacting, enrichment activities, project-based learning, vertical collaboration for enrichment and/or content acceleration. Students may be flexibly grouped within the classroom to better serve the student's 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:

The Academically/Intellectually Gifted Coordinator will provide a beginning of the year Academically/Intellectually Gifted Guide for all administrators and educators. The guide will include the Academically/Intellectually Gifted plan, procedures, expectations and services.

The Academically/Intellectually Gifted Coordinator will deliver a beginning and end of year professional learning session regarding our plan, services, program expectations, legislative regulations, social-emotional support, and personalizing (differentiating) instruction for identified AIG and potential identifiable students. All of the above will be placed as resources within the Hyde County Schools Google Site for Educators and

some information will be published on the Hyde County Schools public website.

Virtual webinar invitations concerning ongoing professional learning opportunities regarding personalizing (differentiating) instruction in the classroom will be provided when available through the NCAGT, Renzulli, Duke Tips, and NCDPI. Professional learning will be delivered to all staff members regarding curriculum compacting and project-based learning in coalition with our district program. Our chosen aptitude test will deliver a professional learning session focused on using testing data to identify students' strengths and weaknesses based on testing data.

A quarterly newsletter will inform educators with current legislative decisions regarding Academically/Intellectually Gifted students and the services available to them, as well as strategies and instructional practices to enhance those students' learning and reach their social-emotional needs. The newsletter will be also provided to parents/guardians.

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:

Hyde County Schools Academically/Intellectually Gifted Coordinator will conduct Academically/Intellectually Gifted team meetings that will address the district AIG plan implementation, North Carolina Department of Instruction updates, service delivery options, available and needed resources, vertical alignment amongst grade levels, and available and needed professional developments.

Personalized (differentiated) Education Plans for potential and identified Academically/Intellectually Gifted Students will be entered into PowerSchool and hard copies will be provided to administrators and instructional staff at the beginning of the school year. In addition to PowerSchool entry, each potential or identified AIG student will have a Google Drive folder that will contain data and work samples to support student identification and ensure student needs are being met maintained by the student's educator(s) and monitored by the AIG Lead educator and AIG District Coordinator.

As all of our schools throughout the district are located on one campus, transitioning from one building to another is less strenuous on the students. Mainland Hyde and Ocracoke both implement programs and teacher meetups regarding movement from elementary to middle school. Currently, we do not implement a specified introduction between eighth and ninth grade since all grades sixth through twelfth grades are located on one campus. With this in mind, Hyde County Schools will provide Academically/Intellectually Gifted students with an opportunity to meet with the school counselors in regards to social-emotional needs incurred prior to entry, as well as opportunities provided to them in regards to class scheduling with NCVPS, Beaufort Community College, NC School of Math and Science and Duke Tips.

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:

Hyde County Schools Academically/Intellectually Gifted team members will collaborate to support the social and emotional needs of Academically/Intellectually Gifted students. The team members include all school counselors, grade level educators, exceptional children educators, an English Language Learner educator and all administrators. Many of these team members also reside on the School Improvement Team, Multi-Tiered System Team, and Digital Learning committee.

School counselors will meet monthly with a small group or individual students regarding their social and emotional needs. An additional support of assigning mentors may be available to address the social-emotional needs of Academically/Intellectually Gifted students.

Cluster grouping and collaboration may be available within the classroom setting and during pull outs to support social and emotional needs.

School counselors, PowerSchool Coordinator and school administrators are responsible for overseeing all course selections. The Academically/Intellectually Gifted Coordinator will provide AIG identification documents and the personalized (differentiated) education plans with school counselors, PowerSchool Coordinator and school administrators to assist and advise in course selections and other service options for social and emotional needs.

The Academically/Intellectually Gifted Coordinator will begin to build a resource library of books and other materials that focus on Social and Emotional Needs of Academically/Intellectually Gifted Students. These resources will be available for any staff member who would like to check out to expand their knowledge of the social and emotional needs of students.

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:

Hyde County Schools follow the North Carolina State Board of Education Policy CCRE-001 guidelines for Credit By Demonstrated Mastery. The process includes a completed student application and the completion of End of Course assessment within the state testing windows. If the student meets or exceeds the score determined by the NC State Board of Education policy to qualify, the student will advance to the next course.

Hyde County Schools encourages dual enrollment for high school students in collaboration with Beaufort Community College. Academically/Intellectually Gifted students are provided the opportunity to enroll in a variety of courses to pursue or obtain their Associates Degree while in high school.

Hyde County Schools offer whole grade acceleration for elementary and middle grades students that meet the following criteria:

- academically and Intellectually Gifted identification determined by aptitude testing results
- social and emotional development
- significantly higher classroom diagnostic data

- portfolio of student work that demonstrates advancement
- teacher(s) and/or AIG committee recommendation

The final decision for whole grade acceleration will be determined by the building level administrator.

In Hyde County Schools the opportunity for acceleration may begin as early as kindergarten as governed by the North Carolina State Board of Education policy. The building administrator and the Academically/Intellectually Gifted Coordinator will help to oversee the process in collaboration with the student's parent/guardian.

All grade levels and subject areas will have the ability to compacted curriculum in order to serve identified or potentially identifiable Academically and/or Intellectually Gifted students.

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:

All Hyde County School students are eligible for referral for gifted services. Hyde County Schools screens all students at the end of second grade with parent/guardian consent using either the Naglieri or CogAT, universal screener. Additional screening occurs in third, fifth, eighth grade or at any time a parent/guardian, educator, or student requests identification.

All Academically/Intellectually Gifted policies, procedures, and information will be accessible on the Hyde County Schools website in both English and Spanish. Any hard copies provided to parents/guardians regarding the Academically/Intellectually Gifted program or opportunities will be written in both English and Spanish.

Hyde County Schools has placed three exceptional children educators on the district Academically/Intellectually Gifted team, as well as, the English Language Learner educator to ensure students are properly identified and represented in our district.

Hyde County Schools has constructed a series of pathways to assist in the increased identification of Academically/Intellectually Gifted students across all populations within our district. These pathways provide multiple ways for identification. Students who do not meet the pathways but display advanced skills and abilities, determined by the classroom educator and AIG team, have the opportunity to join the Academically/Intellectually Gifted students through a Talent Development program. The identified Talent Development students may participate in the bimonthly Academically/Intellectually Gifted pull outs, enrichment activities and other opportunities. Talent Development students may be supported through compacting curriculum at the discretion of the classroom educator. Talent Development students will also have a personalized education plan which will contain student work samples, diagnostics, and other data points.

Practice I

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

District Response:

Hyde County Schools provide various opportunities for students to enrich their interests and strengths through extra-curricular activities and enrichment opportunities. Such opportunities and activities may include:

- Job Shadowing/Mentoring
- Academic Competitions
- Field Trips
- Exploratory Classes
- Independent Studies
- Passion Projects through Renzulli

Every educator associated with the student will receive a personalized education plan which will include Renzulli's student interest survey data. Through this collection of data educators will have knowledge of students interests and passions to stimulate learning opportunities within the classroom setting.

Ideas for Strengthen the Standard:

We do not have any ideas for Strengthening this Standard at this time. Once our needs assessment surveys for teachers, parents, and students are complete then areas within this standard will be spotlighted and adjusted to strengthen the standard and better meet the needs of our stakeholders.

Sources of Evidence:

- Personalized (differentiated) Education Plan templates
- Sign in sheets or calendar invites for school counselor meetups
- Sign in sheets or calendar invites for student pullouts with AIG coordinator
- AIG Google Site for Educators
- Shared Google Drive for teacher collaboration of materials
- District AIG Webpages
- AIG Guide for administrators and educators
- Sign in sheets or calendar invites for professional learning
- Quarterly Newsletter

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:

Hyde County Schools is a 1:1 school district that implements the concept of blended learning models throughout our district. Through the ease of access to technology educators have the opportunity to personalize learning experiences for all students through various programs and instructional strategies. Schools provide enrichment, extension and/or acceleration opportunities that may include but not limited, to flexible grouping within the classroom, advanced courses, internships or job shadowing, compacting curriculum, Credit by Demonstrated Mastery, and enrichment groups.

The Academically/Intellectually Gifted Coordinator and Lead Educator will collaborate with the classroom teachers to assist, clarify and suggest regarding personalized (differentiated) instructional strategies. Personalized (differentiated) education plans will be based on formative and summative assessment data, interest survey outcomes, learning style inventories and social-emotional needs.

The Academically/Intellectually Gifted Coordinator will provide pull out services for students identified or potentially identifiable for third through eighth grade. High School students will have the option of dual enrollment and/or Credit by Demonstrated Mastery. Hyde County Schools provides this through Beaufort Community College courses and NC School of Math and Science courses.

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:

Hyde County Schools will implement research-based instructional practices and strategies to support student interests and needs through the use of interest inventories and surveys, student learning profiles, project-based learning opportunities, contests, competitions and academic enrichment opportunities.

All Hyde County educators will be provided the opportunity to attend a variety of professional learning addressing curriculum compacting, critical thinking in the classroom, creation of personalized (differentiated) education plans, progress monitoring for academic growth, flexible grouping, and project based learning or passion projects. Teachers will be encouraged to use the NCDPI Remote Learning resources including the NCAIGT and Duke Tip resources within their classrooms with AIG and Talent Development students.

Hyde County Schools Academically/Intellectually Gifted Coordinator will provide bimonthly pull outs for

identified AIG and Talent Development students throughout the district. Additional services will be provided by classroom educators and the Media Coordinator. Students may have additional opportunities to participate in a variety of clubs and extracurricular activities through the 21st century program, Math Olympiad program, Battle of the Books competition, and Coding Club.

Hyde County Schools will continue to offer advanced classes, subject and/or grade acceleration, and Credit by Demonstrated Mastery.

Practice C

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

District Response:

Hyde County Schools in collaboration with the classroom educators and instructional support staff use evidence-based resources to support the varying needs of advanced learners throughout our district.

Kindergarten through eighth grade students and educators have the opportunity to use a digital portfolio program to create personalized learning experiences through tailored assignments and the sharing of student portfolios, which are shared with their families.

Kindergarten through eighth grade students and educators use the digital diagnostic curriculum for Math and English Language Arts curriculum which allows students to work through their content standards at their own pace based on data driven collection. Gifted students often progress through curriculum content standards for their grade level into the next grade level.

Second grade through twelfth grade has access to the digital current events reading comprehension program that allows students to choose their reading interest, as well as, allowing classroom educators to personalize article assignments based on students reading lexiles and interest level.

Renzulli Learning has been purchased for the whole district, which will provide all students the opportunity to tailor their learning based on their interests. The classroom educators and the Academically/Intellectually Gifted Coordinator will utilize the Renzulli program for all identified Academically/Intellectually Gifted students, as well as, identified talent development students. Renzulli Learning will give students the opportunity to explore their interests through game-play, activities, articles and creations.

Each educator will receive digital programs training in terms of personalization usage from the Academically/Intellectually Gifted Coordinator. Each educator will receive training from the Renzulli Learning staff regarding how to use Renzulli within our classrooms.

Hyde County Schools will maintain a collection of resources that will include a list of effective instructional materials and assessment tools for academically and intellectually gifted students. The collection may include EVAAS data, Benchmark data, Diagnostic data, interest inventories, career inventories, Dual Enrollment classes, Credit by Mastery guidelines and assistance, NCDPI AIG resources, Duke Tip resources, and NCAAGT resources.

Practice D

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

District Response:

Hyde County Schools promotes the development of future-ready skills for identified Academically/Intellectually Gifted and Talent Development students through real world circumstances presented by a variety of opportunities that may include competitions and projects that are academic and interest-based, mentoring and job shadowing opportunities, project-based learning based on interests, digital portfolios creations, and community service projects.

Hyde County Schools identified AIG and Talent Development students have the opportunity to engage in creative and collaborative learning and interest activities through their bi-monthly sessions with the district Academically/Intellectually Gifted Coordinator during pull out sessions. Within the classrooms students have the opportunity to use Renzulli Learning to explore and develop their passions through project based learning.

Academically/Intellectually Gifted students have the opportunity to participate in Honors classes, Beaufort Community College Courses, and NC School of Science and Math courses. The students may pursue their interests through these choices of courses.

Practice E

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

District Response:

Hyde County Schools formative and summative assessment data will be used to personalize learning, curriculum and instruction. The data may include End-of-Grade, End-of-Course, EVAAS, lower grade diagnostic program, NC Check ins, Benchmarks, curriculum program diagnostics, K-2 Assessments, and aptitude tests. The Academically/Intellectually Gifted Coordinator along with the district team of educators will consistently collect and analyze data at the school and district level.

Based on the Hyde County Instructional Framework, educators are expected to obtain a prior knowledge assessment and, based on the results, to guide the student through necessary steps to grow their knowledge in the specified area of content. Through this type of personalization AIG students will be given the opportunity to progress through curriculum based on their prior knowledge. Our core curriculum for kindergarten through eighth grade mathematics and English Language Arts, assesses students and guides them to the appropriate level of learning based on data collection. This is a useful tool to personalize a student's learning within the classroom.

Practice F

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

District Response:

Hyde County Schools school counselors will meet with Academically/Intellectually Gifted students once a

month either individually or in a small group setting focusing on social and emotional needs and support. The Hyde County Academically/Intellectually Gifted Coordinator will provide professional development and training that informs educators about gifted characteristics and how to support their social and emotional needs of these students.

Hyde County School educators will enhance their classroom focus by applying the concepts learned from *Growth Mindset* by Carol Dweck and building on that with the book *Innovator's Mindset* by George Couros. The concept of obtaining a growth mindset is essential for our Academically/Intellectually Gifted and Talent Development students when moving forward and stretching their learning to their highest potential. Teachers will use the recommendations and ideas within the book with their students.

The district Academically/Intellectually Gifted webpage will contain social-emotional resources, articles, and suggestions that will assist to educate all stakeholders.

Practice G

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

District Response:

Hyde County Schools cultivates and develops potentially gifted kindergarten through third grade students who demonstrate higher learning levels based on the data analysis of the Early Learning Inventory, district curriculum diagnostics, and the kindergarten through second grade mathematics assessment with an early nurturing program.

The early nurturing program will provide students with the opportunity to read at a higher level using digital programs. Students will have the opportunity to enhance their higher level thinking skills using Osmo, Beebots, Code.org and other STEM based programs. Students may receive the weekly critical thinking puzzle to work on in their classroom setting. The potential gifted students may be provided with flex grouping within the classroom setting to enhance their learning growth and support their social and emotional needs. These students will receive differentiated learning opportunities to nurture their potential throughout the year.

The Academically/Intellectually Gifted Coordinator will provide resources to support K-3 educators with information regarding personalizing learning experiences, creating a growth mindset within the classroom, and how to enhance higher-level thinking skills in the classroom.

Students in grades kindergarten through third grade will have access to the Renzulli Learning program to enhance their learning based on their interest surveys within their classrooms. Educators across the district will have the opportunity to attend a professional learning session with the experts at Renzulli Learning and focus on ideas such as curriculum compacting, personalized learning based on student interests, and allowing students to create passion projects of their interest.

Practice H

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

District Response:

An Academically/Intellectually Gifted team has been created which includes representatives for K-2, 3-5, 6-8, 9-12 grade levels, school counselors, exceptional children educators, English language learners educator, and the media coordinator. The team members provide feedback concerning the district plan, as well as, suggestions for areas of growth. The team members conduct all school recommendations and identifications as well as the construction of all personalized (differentiated) education plans for identified AIG and Talent Development students. The team will meet yearly to update strategies and methods for personalizing (differentiating) student learning to meet their needs. In addition to addressing student academic needs this team will also focus on the social-emotional needs of our academically/intellectually gifted students, as well as focus on the growth mindset for these students.

In collaboration with the district Curriculum and Instruction Director, Academically/Intellectually Gifted team, and the District Leadership team, the program Renzulli Learning has been purchased for the entire district. This program will provide students the opportunity to survey their interests while the program personalizes their learning opportunities based on the survey information. The program provides lessons of learning, project-based learning opportunities, and much more. Hyde County School district also provides iReady as our curriculum for language arts and mathematics for all kindergarten through eighth grade students to provide instruction based on student diagnostic results. The above resources may be implemented in the classroom by the classroom educators as well as in the AIG pull out sessions.

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:

North Carolina Department of Instruction and Hyde County Schools' policies mandate a Personalized (Differentiated) Education Plan be maintained for all identified Academically/Intellectually Gifted students and will be reviewed annually. The Academically/Intellectually Gifted Coordinator will create the original document plan and the Academically/Intellectually Gifted Lead Educator at each school will develop the document in collaboration with the other members of the school AIG team, parents, students and the classroom teacher.

The Personalized (Differentiated) Education Plan will reflect the ongoing services that best fit with the student's needs, interests, talents, and career goals. The Personalized (Differentiated) Education Plan should be signed and shared with all persons involved in the student's learning. The Academically/Intellectually Gifted District Coordinator will review and monitor all Personalized (Differentiated) Education Plans for fidelity.

Ideas for Strengthen the Standard:

We do not have any ideas for Strengthening this Standard at this time. Once our needs assessment surveys for teachers, parents, and students are complete then areas within this standard will be spotlighted and adjusted to strengthen the standard and better meet the needs of our stakeholders.

Sources of Evidence:

District AIG Webpages

AIG Google Site for educators with resources

AIG Team meetings sign in sheets, calendar invites, and agenda

Renzulli Learning Diagnostics

Personalized (Differentiated) Education Plans

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:

The Hyde County Schools Academically/Intellectually Gifted Coordinator will begin college coursework to obtain the North Carolina AIG licensure. In addition to the courses, the Coordinator may apply to take the Praxis for certification to expedite the certification process.

The Academically/Intellectually Gifted Coordinator will attend the state and regional AIG meetings in order to build relationships, obtain advice from other AIG coordinators or specialists and stay up to date with resources, practices and strategies that benefit our students.

The Academically/Intellectually Gifted Coordinator will form an AIG team that consists of teacher leaders from varying grade levels, English language learner educators, exceptional children educators, district leaders, school administrators, and school counselors. The purpose of this team will be to advise and provide feedback to the Academically/Intellectually Gifted coordinator pertaining to AIG student identification, student services, student support, and student opportunities. In terms of AIG program improvement, the team will advise about needed professional learning for all staff and parent/guardian informative sessions.

The Academically/Intellectually Gifted coordinator will be responsible for the following:

- Managing, directing and administering state funding allocated to the district AIG program
- Developing, overseeing, and communicating Academically/Intellectually Gifted guidelines, policies, procedures, and protocols
- Participating in professional learning opportunities that address research-based practices, strategies, and materials that promote AIG students
- Providing professional development opportunities and training for all staff members regarding AIG practices, strategies and social/emotional support for AIG students
- Overseeing all AIG test training, testing and identification within the schools

Practice B

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

District Response:

Hyde County Schools is in the process of growing our AIG certified staff. Hyde County Schools currently employs one certified Academically/Intellectually Gifted teacher leader. Certified AIG educators and others seeking certification will collaborate with school-based educators to implement and monitor the local AIG plan, program, and services. These educators will monitor AIG records, coordinate school level AIG screening and identification, and report school level AIG headcount. The school level AIG lead educators will oversee the

development and implementation of the identified AIG and Talent Development students' personalized (differentiated) education plan. These educators will provide professional learning opportunities for fellow teachers that support AIG students and their families academically, socially and emotionally. Finally, these AIG persons will advocate for all gifted students in their school.

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:

All Hyde County School educators will have continuous access to online modules related to topics associated with differentiating/personalizing curriculum, characteristics of gifted learners, curriculum compacting, and social/emotional support. These modules will build the educators' knowledge regarding best practices for AIG students to better meet their needs. These online modules will better prepare our educators in their pursuit of AIG licensure.

Hyde County School educators will also have the opportunity for face-to-face delivery of professional learning regarding chosen programs associated with social and emotional needs of students, compacting curriculum within the classroom, project-based learning within the classroom, and how to interpret aptitude data. Learning opportunities will be delivered by a AIG certified staff, those pursuing their certification, and program trainers.

Hyde County Schools may provide additional topics of professional learning based on the data retrieved from the federal Critical Needs Assessment to better support educators with meeting the needs of AIG students. Also, Hyde County School educators may be provided with personalized learning sessions regarding AIG to address needs identified by the educator, school administrators, or district leaders.

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:

Currently, Hyde County Schools only has one certified Academically/Intellectually Gifted educator. In addition to our significantly limited number of certified personnel our schools are extremely small. On our Ocracoke campus there is only one educator per grade level in prekindergarten through eighth grade and one educator per subject area in ninth through twelfth grade. On our Mattamuskeet campus there are two educators per grade level in prekindergarten through fifth grade, two educators for mathematics and english and one educator for social studies and science in sixth through eighth grade, and one educator per subject area in ninth through twelfth grade. Based on our limited options clustering grouping with an AIG certified educator is nearly impossible; however, students will experience flexible grouping within the classroom when beneficial to the student.

Practice E

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

District Response:

Hyde County Schools' professional development opportunities align with district AIG program goals, School Improvement Plans, the Multi-Tiered System of Supports, and the district initiative for growth mindset and personalized learning.

Practice F

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

District Response:

The Hyde County School district provides various opportunities for educators to receive professional learning and growth through district level online modules, face to face sessions, and one to one sessions. Personalized (differentiated) learning will remain a continuous focus within all of schools and will be addressed during MTSS meetings, AIG team meetings, SIT meetings, and PLC meetings.

Ideas for Strengthen the Standard:

Hyde County Schools will strengthen Standard 4 by growing our academically/intellectually certified staff members within our district.

Sources of Evidence:

Professional learning sign in sheets, calendar invites, and agendas
AIG Team sign in sheets, calendar invites, and agendas
AIG certification add-on licensure
AIG Google Site for Educators with resources

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 Hyde County School Academically/Intellectually Gifted Coordinator will provide AIG information to parents, students, and community members on the district website. Quarterly AIG newsletters will be shared digitally via email to AIG parents from the AIG coordinator. At the end of each school year, the AIG Coordinator will send out an AIG parent survey to gather data that will assist in identifying areas of needed growth and strength.

Parents of Academically/Intellectually Gifted students will partner with the student's classroom teacher who will be implementing the personalized (differentiated) education plan created by the classroom teacher in collaboration with the AIG school team. The classroom teacher is responsible for personalizing (differentiating) instruction and social/emotional support for the identified student and updating parents of any changes to the plan.

The school counselor, in collaboration with the AIG team and classroom teacher will provide parents with information regarding social and emotional support for the student.

The AIG School Lead teacher and the classroom teacher will provide parents with all information regarding the student's AIG identifications, information, support, and opportunities. Parents may contact the AIG School Lead teacher with any suggestions or concerns regarding their student.

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:

Hyde County Schools will provide students, parents, and other stakeholders access to the AIG plan and supporting AIG information in the following ways:

- District AIG website with links to informational resources
- Quarterly AIG Newsletter
- Parent informative brochure
- Connect Ed Calls

-District Facebook Page Posts

All materials will be available in both 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:

Hyde County Schools will strive to have a diversified district Academically/Intellectually AIG Advisory Committee that monitors the AIG plan and program. The committee will consist of district administrators, school administrators, AIG Lead educators, grade level span classroom educators from various grade levels, school counselors, exceptional children educators, an English language learner educator, and voluntary AIG parents.

District Response:

Hyde County Schools will share opportunities with parents/families and stakeholders on the district website page. The AIG plan and up to date information will be shared through quarterly newsletters and through the Facebook page. At individual schools, the AIG Lead Educator, classroom educators, and school counselors will inform parents through ConnectED and Facebook posts about upcoming AIG events and opportunities.

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:

Hyde County Schools partners with a higher education institution to provide students with educational opportunities. Hyde County School students have access to courses offered through the North Carolina School of Math and Science, and the Duke Tip Program. In terms of business and industry partners, Hyde County Schools will work toward partnering with the CTE program to establish opportunities for our students to job shadow and expand their experiences.

Ideas for Strengthen the Standard:

We do not have any ideas for Strengthening this Standard at this time. Once our needs assessment surveys for teachers, parents, and students are complete then areas within this standard will be spotlighted and adjusted to strengthen the standard and better meet the needs of our stakeholders.

Sources of Evidence:

AIG District Webpage
AIG Quarterly Newsletters
AIG Parent/Guardian Surveys
AIG Student Surveys
AIG Parent/Guardian Brochures
ConnectEd Calls

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 Hyde County School District has established an AIG committee with a variety of stakeholders that has and will work to continually provide feedback regarding the improvement of our district AIG plan and meet the needs of our students.

Every semester standard will be sent to AIG committee members to gather any suggestions or improvement ideas for growth. The AIG plan will be submitted to the local Board of Education for approval and will then be resubmitted to the State Board of Education for approval and feedback.

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 Hyde County School Academically/Intellectually Gifted Plan will be monitored continually through regular meetings with the AIG committee and continual surveys to gather feedback regarding the plan. Continual formal and informal meetings with classroom educators, parents, and administrators will occur to better meet the needs of the students. The AIG Coordinator will attend state and regional meetings to better share current legislation, trends and best practices to advance our AIG program.

The AIG Coordinator, alongside the AIG Lead Teachers, will monitor all AIG student records to ensure Personalized (differentiated) Education Plans are being fulfilled and any other student AIG services are being provided as written.

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 Hyde County School District AIG Coordinator in collaboration with the AIG leadership team and finance officer will ensure the state AIG funds are being used to support the AIG program and students.

Based on a yearly school AIG needs assessment survey, the AIG Budget will support AIG coordinator and lead educators' incentives, reimbursement of AIG Praxis exam for licensure, purchase of updated testing materials,

purchasing of AIG curriculum program, purchasing of support resources for classroom educators, and professional learning opportunities.

Practice D

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

District Response:

Hyde County Schools AIG Leadership Team will collect and analyze AIG student and potential AIG student data every semester and share the results with school administrators and district leaders. The data collected will be analyzed in regards to subgroups of entire school populations and identified AIG students focusing on students' achievement, student growth and annual drop-out data. The data will be used to better address AIG school needs and student needs in order to grow our AIG program and population.

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:

Hyde County Schools will annually allow every second grade student with parent/guardian approval the opportunity to participate in a universal screener to ensure all demographics have an equal opportunity to qualify for Academically/Intellectually Gifted identification.

Hyde County school-based AIG Lead Educator and AIG team in collaboration with classroom educators will regularly examine student records and data to determine potentially identifiable AIG and Talent Development students and services. They will monitor high performing academic performance and collect evidence such as work samples, diagnostic assessments, and student interests to compile a deeper student profile with the input of English Language Learners and Exceptional Children educators.

The Academically/Intellectually Gifted program has included multiple ways to receive identification through various pathways. The pathways provide a broader spectrum of identification to better identify students in underrepresented populations.

The Academically/Intellectually Gifted team will compare data obtained through PowerSchool and EVAAS to determine our underrepresented populations and adjust methods within our program to better reach those potential students.

Academically/Intellectually Gifted professional learning opportunities will include a strong emphasis on serving and meeting the needs of all students, particularly students who are in underrepresented populations.

Practice F

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

District Response:

The Hyde County Schools Human Resource Department maintains current data and records of all Academically/Intellectually Gifted certified personnel and classroom educators who will serve AIG students. The information is monitored by the District AIG Coordinator and shared with the AIG Leadership Team and administrators.

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:

Hyde County Schools will maintain an open-door approach when pursuing feedback from all stakeholders to improve AIG services and programs. Hyde County Schools will provide the opportunity to students, parents/guardians, educators, and other stakeholders to provide feedback through surveys delivered via email and on the district AIG website. They will also be given the opportunity to provide feedback at face to face meetings for their student's personalized (differentiated) education plans. Additional surveys will be dispersed within the Quarterly AIG Newsletters.

Practice H

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

District Response:

Hyde County Schools will utilize data obtained from student academic reports, aptitude and achievement reports, interest surveys, program evaluation surveys, and both formal and informal feedback from various stakeholders. The data will guide future practices and program improvements that reach a diverse group of students and families. Our goal is to grow our program, resources, and services to positively impact student identification, student personalized learning plans, and student services and opportunities.

Practice I

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

District Response:

Hyde County Schools AIG program evaluation and plan progress will be provided to all AIG Leadership Team members and all school educators during planned meetings. AIG data will also be shared with parents during individual meetings with the AIG Lead teacher and classroom teachers. Appropriate AIG information will be shared on the district website, in the quarterly newsletter and on the district Facebook page.

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:

In order to safeguard the rights of Academically/Intellectually Gifted students and families, Hyde County

School district has written policies, procedures, and practices, in addition to the 2019-2022 AIG Plan which has been approved by the Hyde County School Board of Education. The AIG Plan, policies, and procedures will be posted on the district's website and shared with the AIG Leadership Team and all school educators during the beginning of the year training either virtually or face to face. Parents will be provided notification of access to the AIG information through our district Facebook page linking to our district website and brochures. Hard copies of the 2019-2020 AIG Plan will be available at each school site to be shared with any stakeholder upon request.

Our objective is to provide clear communication regarding the identification criteria and process as well as possible services and opportunities for the student. Nomination forms will be accessible to ensure parents/guardians and other stakeholders are aware of the referral and identification processes. Parents/guardians will be provided a Parents' Rights Handbook for their potentially identifiable child and again at the annual Personalized (differentiated) Education Plan conference with the designated AIG Lead educator and team members, as well as the classroom educator(s). All Academically/Intellectually Gifted handbooks, forms, materials, policies and procedures will be translated into the student's native language as needed.

The Hyde County School Superintendent, Academically/Intellectually Gifted Coordinator, School Administrators, School Lead Educators, and AIG Leadership Team members are responsible for ensuring the plan, including procedures and policies, is followed with fidelity.

The Hyde County Schools AIG Parents' Rights Handbook will explain the due process procedures regarding the Hyde County School Academically/Intellectually Gifted identification process. The due process procedures are as follows:

Step 1: Parent/guardian/student/stakeholder may make a written request for a conference with the classroom educator, AIG Lead Educator and school AIG team to discuss concerns about the placement decision. This request should be placed within the student's curriculum folder to ensure documentation. The request form will be located on the district website in student's native language when needed. The AIG Lead Educator and School AIG team will review the student's record, nomination, identification, and service delivery decisions. The team may opt to gather additional information from classroom educators and/or parents/guardians. All documentation will be kept in the student's curriculum folder. Finally, the AIG Lead Educator and School AIG team will arrange a conference with written documentation with the parent/guardian within ten school days of the request and maintain all documentation regarding the request.

Step 2: Parent/Guardian may appeal the decision in writing to the School Administrator and/or AIG Coordinator within ten days after receiving the written decision of the AIG Lead Teacher and AIG team. The School Administrator and AIG Coordinator will review the grievance and conduct a meeting with the parent/guardian within ten school days of receiving the written appeal. A written response will be provided to the parent/guardian within ten school days concerning the results of the review.

Step 3: Parent/Guardian may then appeal the decision of the School Administrator and AIG Coordinator within ten school days of receiving the response. The Superintendent of Schools will then review the grievance and conduct a meeting within ten days of receiving the appeal from the parent/guardian. The Superintendent of Schools will respond in written form concerning the outcome within ten school days to the parent/guardian,

School Administrator and AIG Coordinator.

Step 4: Parent/Guardian may then appeal to the Local School Board of Education in writing within ten days following the written response from the Superintendent of Schools. The Local School Board of Education will offer a final written decision to the parent/guardian and Superintendent of Schools within thirty days of receiving the appeal.

If the local grievance procedure does not resolve the disagreement, then the state grievance procedure would be implemented by the parent/guardian.

Step 5: Parent/Guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the NC General Statutes. The scope of the review will be limited to: (i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student: or (ii) whether the local plan gifted education has been implemented appropriately in regard to the student's needs. Following the hearing, the administrative law judge will make a decision that contains findings of fact and conclusions of law-notwithstanding the provisions of Chapter 150B of NC General Statutes.

Ideas for Strengthen the Standard:

We do not have any ideas for Strengthening this Standard at this time. Once our needs assessment surveys for teachers, parents, and students are complete then areas within this standard will be spotlighted and adjusted to strengthen the standard and better meet the needs of our stakeholders.

Sources of Evidence:

Grievance Documentation
Meeting sign in sheets, agendas, and minutes
Needs Assessment Surveys
Evaluation Surveys

