MONTGOMERY COUNTY BOARD OF EDUCATION
MINUTES

May 5, 2025

The Montgomery County Board of Education convened a monthly meeting on Monday, May 5, 2025, at 6:30 pm in the Montgomery County Schools Boardroom. Board members present were Anne Evans – Board Chair, Lynn Epps - Vice Chair, Tommy Blake, Angela Smith, Bryan Dozier, Cindy Taylor, and Isai Robledo.

Board Chair Anne Evans called the meeting to order. Ms. Evans moved to adopt the agenda as submitted. Bryan Dozier made the motion with Cindy Taylor seconding. The agenda was accepted with unanimous approval from the board.

Board Chair Anne Evans shared a story inspired by the book titled "Thank You Mr. Faulker." The story was about a young girl who loved books but reading them was a challenge and a teacher that took the time to help the girl overcome this challenge and learn to read. This same young girl, as an adult, became a teacher so that she could share this same compassion and understanding with her students that may need that extra attention to grow and learn. Great teachers see what others miss, they believe when others doubt, and they light a path where the road is dark.

Candor Elementary students, Alejandro Garcia Martinez, Pedro HernandezTlacomulco, Yaritzel Betancourt-Ocampo, and Maritza Merida-Tolentino led the Pledge of Allegiance to the Flag of the United States of America.

No one signed up to speak during the public comments section.

Board Chair Anne Evans presented a Resolution of Esteem for Imogene Snuggs. Ms. Snuggs's family was present and accepted the Resolution of Esteem. Ms. Snuggs passed away on January 20, 2025. The resolution reads as follows:

MONTGOMERY COUNTY BOARD OF EDUCATION

RESOLUTION OF ESTEEM

FOR

Imogene Sophia Snuggs

WHEREAS, our Heavenly Father, in His infinite love and wisdom, saw fit to call home Imogene Sophia Snuggs on January 20, 2025, and

WHEREAS, her dedication to Montgomery County Schools for thirty-six years as a teacher, were a living testament of her integrity and skill, and

WHEREAS, her loss will be deeply felt not only by those with whom she served, but also throughout her entire community and county.

NOW, THEREFORE, be it resolved that the Montgomery County Board of Education goes on record in expressing a sense of real loss and regret in her passing; that a copy of this resolution be conveyed to her family as an indication of our deep sympathy; and that a copy of the same be filed as a part of the permanent minutes of the Board of Education.

MONTGOMERY COUNTY BOARD OF EDUCATION

Anne Evans, Chairperson

Wade Auman, Interim Secretary

Tommy Blake ~ Bryan Dozier ~ Angela Smith
Isai Robledo ~ Lynn Epps ~ Cindy Taylor

MAY 2025

Board Chair Anne Evans presented a Resolution of Esteem for Georgia Adams. Dr. Adams' family was present and accepted the Resolution of Esteem. Dr. Adams passed away on February 23, 2023. The resolution reads as follows:

MONTGOMERY COUNTY BOARD OF EDUCATION

RESOLUTION OF ESTEEM

FOR

Georgia Bonus Adams

WHEREAS, our Heavenly Father, in His infinite love and wisdom, saw fit to call home Georgia Bonus Adams on February 23, 2023, and

WHEREAS, her dedication to Montgomery County Schools for twenty-three years, ending her career as the Assistant Superintendent for Curriculum, were a living testament of her integrity and skill, and

WHEREAS, her loss will be deeply felt not only by those with whom she served, but also throughout her entire community and county.

NOW, THEREFORE, be it resolved that the Montgomery County Board of Education goes on record in expressing a sense of real loss and regret in her passing; that a copy of this resolution be conveyed to her family as an indication of our deep sympathy; and that a copy of the same be filed as a part of the permanent minutes of the Board of Education.

MONTGOMERY COUNTY BOARD OF EDUCATION

Anne Evans, Chairperson

Wade Auman, Interim Secretary

Tommy Blake ~ Bryan Dozier ~ Angela Smith
Isai Robledo ~ Lynn Epps ~ Cindy Taylor

MAY 2025

Board Chair Evans called upon Wade Auman for recognitions. Mr. Auman then called upon Adam Matthews for the Certified and Classified Employees of the Month for Candor Elementary School. Effie Arces, 4th Grade Teacher, was the certified winner. Crystal Sessoms, Teacher Assistant, was the classified winner.

Mr. Auman at this time recognized the winners of the 2025 Math Olympics. First place winner Julia Dong (WMS), second place winner Lydia Batten (WMS), and third place winner Rylei Parker (PSES).

Mr. Auman then recognized the SkillsUSA winners in Fire Fighting. Jackson Byrd-National Firefighting first place; Hunter Blake-National Firefighting second place; Antwan Little-Intermediate Firefighting second place; and Evan Strickland-Intermediate Firefighting fourth place. Due to work schedules, none of the students were able to attend.

Mr. Auman then called upon Daniel Kern, MCHS Woodworking CTE teacher, to present the SkillsUSA recognitions in Woodworking and Cabinetry. Trey Myrick-Cabinetmaking third place; and Carson Crist-Cabinetmaking fifth place.

Mr. Auman then recognized Richard Steed-HVAC first place.

Board Chair Evans stated that the next item on the agenda was the consent agenda and requested to hold the consent agenda approval until after the closed session. The board approved unanimously.

Board Chair Evans called upon Adam Matthews for the Candor Elementary presentation on "An Open Book of Endless Opportunities." Mr. Matthews stated that the mission of the CES faculty and staff is to build learners, leaders, and champions. He stated that their presentation would highlight some of the positives that are taking place at Candor Elementary. We have 24 licensed educators and last school year our EVAAS data showed that 100% of our teachers met growth. We have four international teachers who have had a major impact on Candor for the last four years. Since Covid, Candor has met growth every year and even though we are considered a low performing school with a D rating, our growth rating is at 84.2%. We are hopeful that this year we will meet 85% to come out of low performance. Accelerated Reader has helped our students to develop independent reading choices with many of our students reading over a million words. We also have four high impact tutors, three of which were former teachers, that provide strong support in ELA to improve reading fluency and math tutors who target EOG. These tutors provide 30 minute sessions with six groups of students daily. We also provide students with a variety of opportunities to grow beyond the traditional classroom setting through various clubs and groups such as Flag Team, Math and Stem Olympics, Battle of the Books, Gap Girls, and Students of the Month just to name a few. This variety offers every student on our campus the opportunity to be a part of something. Mr. Matthews stated that he would like to share that Candor is able to provide afterschool support for Pre-K – 5 students from 3:00-5:00. This includes a daily snack and transportation home sponsored by the ELISS grant. These are just a few of the endless opportunities Candor Elementary has to offer.

Board Chair Evans called upon Wade Auman for the Teacher Appreciation Proclamation. Mr. Auman stated that the proclamation before the board states that the week of May 5-9 is National Teacher Appreciation Week, with May 6 being National Teacher Appreciation Day. Our teachers are one of our greatest investments. It would be my recommendation to approve the Teacher Appreciation Proclamation presented to you tonight. Bryan Dozier made a motion to approve with Lynn Epps seconding. The proclamation was approved unanimously by the board.

Board Chair Evans called upon Dr. Emily Shaw for policy updates for first read. Dr. Shaw stated that we have numerous policy updates for first read. These policies reflect the

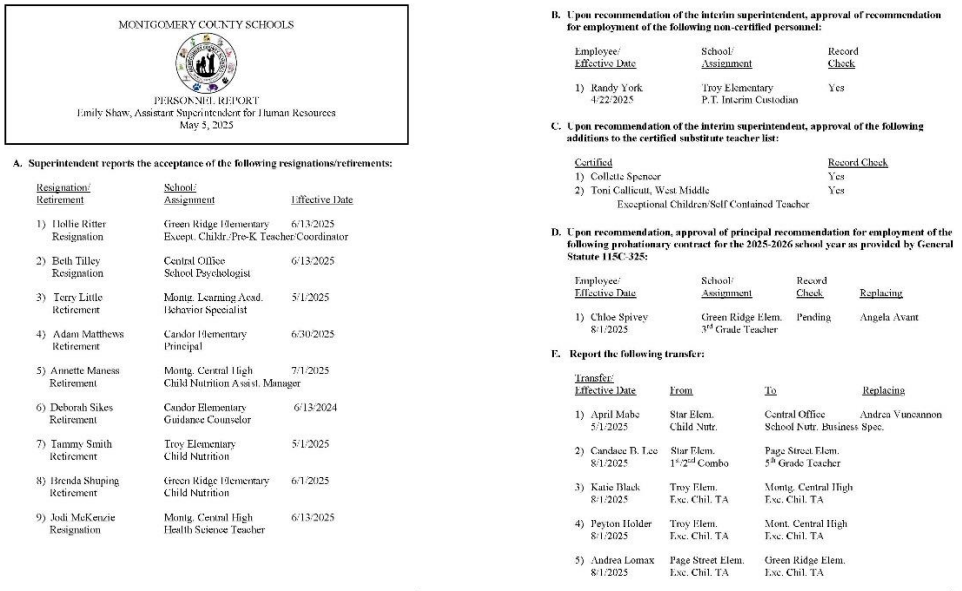
Spring NCSBA updates as well as the new Title IX regulations. These policies are up for first read and will need to be voted on at the June meeting.

Board Chair Evans then called upon Wade Auman for the Superintendent's Comments. Mr. Auman stated that he just wanted to take a moment to express his sincere gratitude to our dedicated educators who serve the students and families of Montgomery County. As you saw in Mr. Matthews' presentation and in previous school presentations, our teachers are the heart of our schools. Each day they demonstrate passion, resilience, and an unwavering commitment to our students. Our teachers inspire learning, nurture growth and build the foundation for a stronger future for our students by going above and beyond to ensure that every child feels seen, valued and empowered. He stated that he wanted to say thank you to our teachers. Your work matters and does not go unnoticed. Our community is stronger because of you, and we are very fortunate to have such talented, dedicated professionals leading our classrooms and educating our students.

Board Chair Evans then asked for a motion to go into closed session to discuss personnel and consult the board attorney. Bryan Dozier made the motion, with Tommy Blake seconding. The board approved entering closed session unanimously.

The following items were approved after the closed session with a motion by Tommy Blake and seconded by Bryan Dozier:

1) Board Minutes from April 7, 2025
2) Board Minutes from April 10, 2025 Special Called
3) Personnel and Auxiliary Report



MONTGOMERY COUNTY SCHOOLS

PERSONNEL REPORT
Emily Shaw, Assistant Superintendent for Human Resources
May 5, 2025

A. Superintendent reports the acceptance of the following resignations/retirements:

Resignation/ Retirement	School/ Assignment	Effective Date
1) Hollie Ritter Resignation	Green Ridge Elementary Except. Childr./Pre-K Teacher/Coordinator	6/13/2025
2) Beth Tilley Resignation	Central Office School Psychologist	6/13/2025
3) Terry Little Retirement	Montg. Learning Acad. Behavior Specialist	5/1/2025
4) Adam Matthews Retirement	Candor Elementary Principal	6/30/2025
5) Annette Maness Retirement	Montg. Central High Child Nutrition Assist. Manager	7/1/2025
6) Deborah Sikes Retirement	Candor Elementary Guidance Counselor	6/13/2024
7) Tammy Smith Retirement	Troy Elementary Child Nutrition	5/1/2025
8) Brenda Shuping Retirement	Green Ridge Elementary Child Nutrition	6/1/2025
9) Jodi McKenzie Resignation	Montg. Central High Health Science Teacher	6/13/2025

1

B. Upon recommendation of the interim superintendent, approval of recommendation for employment of the following non-certified personnel:

Employee/ Effective Date	School/ Assignment	Record Check
1) Randy York 4/22/2025	Troy Elementary P.T. Interim Custodian	Yes

C. Upon recommendation of the interim superintendent, approval of the following additions to the certified substitute teacher list:

Certified	Record Check
1) Collette Spencer	Yes
2) Toni Callicutt, West Middle Exceptional Children/Self Contained Teacher	Yes

D. Upon recommendation, approval of principal recommendation for employment of the following probationary contract for the 2025-2026 school year as provided by General Statute 115C-325:

Employee/ Effective Date	School/ Assignment	Record Check	Replacing
1) Chloe Spivey 8/1/2025	Green Ridge Elem. 3rd Grade Teacher	Pending	Angela Avant

F. Report the following transfer:

Transfer/ Effective Date	From	To	Replacing
1) April Mabe 5/1/2025	Star Elem. Child Nutr.	Central Office School Nutr. Business Spec.	Andrea Vuncannon
2) Candace B. Lee 8/1/2025	Star Elem. 1st/2nd Combo	Page Street Elem. 5th Grade Teacher	
3) Katie Black 8/1/2025	Troy Elem. Exc. Chil. TA	Montg. Central High Exc. Chil. TA	
4) Peyton Holder 8/1/2025	Troy Elem. Exc. Chil. TA	Mont. Central High Exc. Chil. TA	
5) Andrea Lomax 8/1/2025	Page Street Elem. Exc. Chil. TA	Green Ridge Elem. Exc. Chil. TA	

2

6) Sherry Jacobs 8/1/2025 — Page Street Elem. Exc. Chil. TA — Green Ridge Elem. Exc. Chil. TA

7) Monique Santiago 8/1/2025 — Page Street Elem. Exc. Chil. TA — Green Ridge Elem. Exc. Chil. TA

8) Abigail Amundson 8/1/2025 — Troy Elem. Exc. Chil. TA — Montg. Central High Exc. Chil. TA

F. Upon recommendation of the superintendent, approval of the following coaches:

Montgomery Central High School	Record Check
John Brown Assistant Football	Yes
Will Jackson – Assistant Football	Pending

G. Upon recommendation, approval of the following administrative contract:

Principal-Annual 12-month term commencing May 6, 2025, and ending June 30, 2027

- Kesha Collins, Mt. Gilead Elementary School

MONTGOMERY COUNTY SCHOOLS
AUXILIARY REPORT
May 5, 2025

Upon recommendation, approval of release from Montgomery County Schools requested for the 2025-2026 school year.

Montgomery County Schools to Randolph County Schools

-

Montgomery County Schools to Stanly County Schools

-

Montgomery County Schools to Moore County Schools

4) Budget Resolution

441 Page Street • P.O. Box 427
Troy, North Carolina 27371-0427
PHONE: (910) 576-6511 • FAX: (910) 576-2044

Attached you will find a budget amendment for your consideration for the year ending June 30, 2025.

Fiscal Year 2024/2025 Budget Amendment # 7

State Funds

1) A decrease of $14,713.00 to the State Budget Fund (Fund 1):

$14,713.00 decrease to PRC 056 (Transportation) – The district had to revert funds back to the state because of a change in the state's calculation to determine each district's allotment for the 2025 fiscal year.

Local Funds

2) No change to the Local Fund Budget (Fund 2)

Federal Funds

3) An increase of $2371.00 to the Federal Funds Budget (Fund 3):

Beginning this year, the district is required to implement a change in the way federal funds are reported. When the district receives federal grants, funds are typically available to the district for 27 months. For this reason, federal funds can be carried over for up to two years. In the past, the district combined previous funding with new funding into one budget, but beginning this year, the district must create a separate budget for each year's funding. For example, PRC 060 might have Budget Year 2023 funding, Budget Year 2024 funding and Budget Year 2025 funding whereas in the past we could lump all the funding into one budget.

$3071.00 decrease to PRC 103 Year 2025 (Title II Supporting Effective Education Funds) – The state reconciled the balances in the federal grants and either allotted any surplus funding or reverted any deficit funding to the districts.

$458.00 increase to PRC 104 Year 2025 (Title III English Language Acquisition Funds) – The state reconciled the balances in the federal grants and either allotted any surplus funding or reverted any deficit funding to the districts.

$66.00 increase to PRC 108 Year 2025 (Title IV Student Support Funds) – The state reconciled the balances in the federal grants and either allotted any surplus funding or reverted any deficit funding to the districts.

$26.00 increase to PRC 111 Year 2025 (Title III English Language Acquisition Funds) – The state reconciled the balances in the federal grants and either allotted any surplus funding or reverted any deficit funding to the districts.

$3993.00 increase to PRC 118 Year 2024 (Special Needs Targeted Assistance Funds) – The state reconciled the balances in the federal grants and either allotted any surplus funding or reverted any deficit funding to the districts.

$899.00 increase to PRC 119 Year 2024 (Pre-School Targeted Assistance Funds) – The state reconciled the balances in the federal grants and either allotted any surplus funding or reverted any deficit funding to the districts.

Capital Outlay Funds

4) A increase of $25,150.00 to the Capital Outlay Budget Fund (Fund 4):

$22,000.00 increase to PRC 802.99 (Capital Outlay Expenses) – The central office is having to replace the HVAC system in the EC Department.

$3150.00 increase to PRC 802.05 (Capital Outlay Expenses) – These funds were used to replace the carpet at Mt Gilead Elementary.

Child Nutrition

5) No change to the Child Nutrition Fund Budget. (Fund 5):

Special Local Fund 8

6) No change to the Special Local Fund 8 Budget (Fund 8):

7) Overall, these adjustments resulted in an increase of $12,808.00 to the total 2024 - 2025 budget for Montgomery County Schools.

I will be available to answer any questions you may have.

This amendment is an action item and will require a vote.

Budget Amendment # 7

#6

Montgomery County Administration Unit

The Montgomery County Board of Education at a meeting on the 5th day of May 2025, passed the following resolution:

Be it resolved that the following amendments be made to the Budget Resolution for the fiscal year ending June 30, 2025.

Expense Code	Description of Code	Increase	Decrease
	STATE FUNDS		
	Revenues		
1.3100	State Revision #85 PRC 056		$14,713.00
	Net Change in State Revenues	-$14,713.00	
	Expenses		
1.6000.056	PRC 056 Transportation		$14,713.00
	Net Change in State Expenses	-$14,713.00	
	Net Change in State Budget	-$14,713.00	

Explanation: **Adjustments made for actual revenues and expenditures.**	
Total Appropriation in Current Budget	**$31,822,765.00**
Amount of Increase	**-$14,713.00**
Total Appropriation in Current Amended Budget	**$31,808,052.00**

Budget Amendment # 7

#6

Expense Code	Description of Code	Increase	Decrease
	LOCAL FUNDS		
	Revenues		
	Expenses		
	Net Change in Local Revenues	$0.00	
	Net Change in Local Budget	$0.00	

Explanation: Adjustments made for actual revenues and expenditures.	
Total Appropriation in Current Budget	**$7,533,867.56**
Amount of Increase	**$0.00**
Total Appropriation in Current Amended Budget	**$7,533,867.56**

Budget Amendment # 7

#6

Expense Code	Description of Code	Increase	Decrease
	FEDERAL FUNDS		
	Revenues		
3.3600.103	PRC 103 Title II Supporting Effective Education		$3,071.00
3.3600.104	PRC 104 Title III English Language Acquisition	$458.00	
3.3600.108	PRC 108 Title IV Student Support	$66.00	
3.3600.111	PRC 111 Title III English Language Acquisition	$26.00	
3.3600.118	Special Needs Targeted Assistance	$3,993.00	
3.3600.119	Pre-School Targeted Assistance	899.00	
	Net Change in Federal Revenues	**$2,371.00**	
	Expenses		
3.5000.103	PRC 103 Title II Supporting Effective Education		$3,016.50
3.8000.103	PRC 103 Title II Supporting Effective Education		$54.50
3.5000.104	PRC 104 Title III English Language Acquisition	445.85	
3.8000.104	PRC 104 Title III English Language Acquisition	$12.15	
3.5000.108	PRC 108 Title IV Student Support	$66.00	
3.5000.111	PRC 111 Title III English Language Acquisition	$25.31	
3.8000.111	PRC 111 Title III English Language Acquisition	$0.69	
3.5000.118	Special Needs Targeted Assistance	$3,887.08	
3.8000.118	Special Needs Targeted Assistance	$105.92	
3.5000.119	Pre-School Targeted Assistance	$875.15	
3.8000.119	Pre-School Targeted Assistance	$23.85	
	Net Change in Federal Expenses	$2,371.00	
	Net Change in Federal Budget	$2,371.00	

Explanation: **Adjustments made for actual revenues and expenditures.**	
Total Appropriation in Current Budget	**$4,421,890.08**
Amount of Increase	**$2,371.00**
Total Appropriation in Current Amended Budget	**$4,424,261.08**

Budget Amendment # 7

#6

Expense Code		Description of Code	Increase	Decrease
		CAPITAL OUTLAY FUND		
		Revenues		
4.4000.802	99	County Sales Tax Fund	22,000.00	
4.4000.802	5	County Sales Tax Fund	3,150.00	
4.4000.802				
4.4000.802				
4.4000.802				
		Net Change in Capital Outlay Revenues	**$25,150.00**	
		Expenses		
4.9000.802	99	Replace HVAC system in EC department	22,000.00	
4.9000.802	5	Replace carpet in Mt Gilead Elementary	3,150.00	
4.9000.802				
4.9000.802				
4.9000.802				
		Net Change in Capital Outlay Expenses	**$25,150.00**	
		Net Change in Capital Outlay Budget	$25,150.00	

Explanation: **Adjustments made for actual revenues and expenditures.**	
Total Appropriation in Current Budget	**$4,070,002.42**
Amount of Increase	**$25,150.00**
Total Appropriation in Current Amended Budget	**$4,095,152.42**

Expense Code	Description of Code	Increase	Decrease
	CHILD NUTRITION FUND		
	Revenues		
	Expenses		
	Net Change in Child Nutrition Budget	$0.00	

Explanation: **Adjustments made for actual revenues and expenditures.**	
Total Appropriation in Current Budget	**$4,100,560.00**
Amount of Increase	**$0.00**
Total Appropriation in Current Amended Budget	**$4,100,560.00**

Budget Amendment # 7

#6

Expense Code	Description of Code	Increase	Decrease
	LOCAL FUND 8		
	Revenues		
	Total Changes in Fund 8 Revenues	$0.00	
	Expenses		
	Total Change in Fund 8 Expenses	$0.00	
	Net Change in Local Fund 8 Budget	$0.00	

Explanation: Adjustments made for actual revenues and expenditures.

Total Appropriation in Current Budget	$16,840,638.90
Amount of Increase	$0.00
Total Appropriation in Current Amended Budget	$16,840,638.90

Summary of Budget Changes

Previous Budget	**$68,789,723.96**
State Budget Change	-$14,713.00
Local Budget Change	$0.00
Federal Budget Change	$2,371.00
Capital Outlay Budget Change	$25,150.00
Child Nutrition Budget Change	$0.00
Fund 8 Budget Change	$0.00
Total Change in Budget	***$12,808.00***
Current Budget	**$68,802,531.96**

Passed by majority vote by the Board of Education of Montgomery County on the 5th day of May, 2025.

Anne Evans
Chairman, Board of Education

Secretary, Board of Education

5) Distribution Request-Candor Roof Replacement

MONTGOMERY COUNTY SCHOOLS
Life-Ready
Globally Competitive

441 Page Street • P.O. Box 427
Troy, North Carolina 27371-0427
PHONE: (910) 576-6511 • FAX: (910) 576-2044

Attached are the distribution request forms related to the Needs Based Public School Capital Fund grant received by the district from the state to perform renovations to our school buildings. There are two request forms, both related to work done at Candor Elementary. The first is a request that was previously approved, but an error was discovered, and so this is a correction of the previously approved request.

The 2nd request relates to the roof at Candor Elementary being replaced. This request is for the first installment in the amount of $82,946.43.

Both forms require the Board of Education Chair to sign.

Please let me know if you have any questions.

Mitch Taylor
Finance Officer
Montgomery County Schools

DISTRIBUTION REQUEST
NEEDS-BASED PUBLIC SCHOOL CAPITAL FUND
NORTH CAROLINA EDUCATION LOTTERY
Date of Request: May 5, 2025

DPI USE ONLY
Approved:
Date:

County: Montgomery
Address: 102 Spring St Troy, NC 27371
LEA: Montgomery County Schools
Address: 441 Page St Troy, NC 27371

Contact Person: Frankie Maness
Title: County Manager
Phone: 910-576-6511
Email: mitch.taylor@fin.montgomery.k12.nc.us

Project Title: Candor Elementary School - Needs Based Capital Improvement Grant
Project Address: 414 S Main St Candor, NC 27229

The Needs-Based Public School Capital Fund is governed by Article 38B of GS 115C-546. The purpose of the NBPSCF is to assist counties with their critical public school building capital needs. Grant funds may be used for construction of new public school buildings, as well as additions, repairs, and renovations to existing public school buildings. Grant funds cannot be used for real property acquisition, or for capital improvements to administrative buildings. Grant funds may be utilized for a lease agreement per GS 115C-546.13. ***Do Not use this Distribution Request Form for lease payments.***

Total Project Costs *(per signed agreement)*	State Grant		Local Match		Total
Planning / Design	$109,953.00	+	$ 8734.00	=	$ 174,888.00
Construction	$ 887,036.00	+	$ 47,212.00	=	$ 934,248.00
Other	$ 0	+	$ 0	=	$ 0
Total	$ 1,062,987.00	+	$ 55,947.00	=	$ 1,118,934.00

Design Firm: BFI Engineers Inc
Date of Design Contract: 2/18/2025 — Bid Date (x actual __ estimated):
General Contractor: Rike Roofing Services, Inc — Date of Construction Contract: 2/18/2025
Construction Start Date (x actual __ estimated): 4/11/2025 — Completion Date (__ actual x estimated): 6/30/2025

Local Matching Fund Requirement: __ 1:1 | __ 1:3 ---- or ---- __ 0% | x 5% | __ 15% | __ 25% | __ 35%

Source(s) of matching funds:

Project Costs (as of date): 2/3/2025	State Grant		Local Match		Total
Planning / Design	$ 7600.00	+	$ 400.00	=	$ 8000.00
Construction	$ 247,873.39	+	$ 13445.97	=	$ 260,919.36
Other	$	+	$	=	$
Total	$ 255,473.39	+	$ 13,445.97	=	$ 268,919.36

Grant Funds Requested	All Prior Requests		This Request		Total
Planning / Design	$ 7600.00	+	$ 0	=	$ 7600.00
Construction	$ 164,926.66	+	$ 82,946.43	=	$ 247,873.39
Other	$ 0	+	$ 0	=	$ 0
Total	$ 172,526.96	+	$ 82,946.43	=	$ 255,473.39

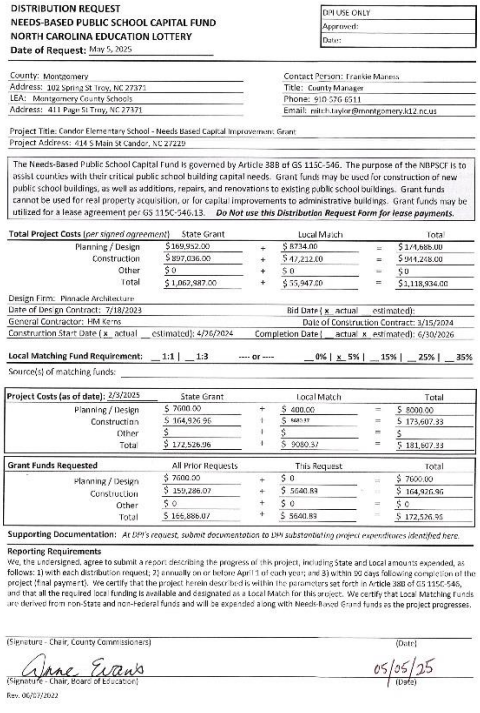
Supporting Documentation: *At DPI's request, submit documentation to DPI substantiating project expenditures identified here.*

Reporting Requirements
We, the undersigned, agree to submit a report describing the progress of this project, including State and Local amounts expended, as follows: 1) with each distribution request; 2) annually on or before April 1 of each year; and 3) within 90 days following completion of the project (final payment). We certify that the project herein described is within the parameters set forth in Article 38B of GS 115C-546, and that all the required local funding is available and designated as a Local Match for this project. We certify that Local Matching Funds are derived from non-State and non-Federal funds and will be expended along with Needs-Based Grant funds as the project progresses.

[Signature - Chair, County Commissioners] [Date]

Anne Evans — 05/05/25
[Signature - Chair, Board of Education] [Date]

Rev. 06/07/2022



DISTRIBUTION REQUEST
NEEDS-BASED PUBLIC SCHOOL CAPITAL FUND
NORTH CAROLINA EDUCATION LOTTERY
Date of Request: May 5, 2025

DPI USE ONLY
Approved:
Date:

County: Montgomery
Address: 102 Spring St Troy, NC 27371
LEA: Montgomery County Schools
Address: 411 Page St Troy, NC 27371

Contact Person: Franklin Maness
Title: County Manager
Phone: 910 576 6511
Email: mitch.taylor@montgomery.k12.nc.us

Project Title: Candor Elementary School - Needs Based Capital Improvement Grant
Project Address: 414 S Main St Candor, NC 27229

The Needs-Based Public School Capital Fund is governed by Article 38B of GS 115C-546. The purpose of the NBPSCF is to assist counties with their critical public school building capital needs. Grant funds may be used for construction of new public school buildings, as well as additions, repairs, and renovations to existing public school buildings. Grant funds cannot be used for real property acquisition, or for capital improvements to administrative buildings. Grant funds may be utilized for a lease agreement per GS 115C-546.13. ***Do Not use this Distribution Request Form for lease payments.***

Total Project Costs (*per signed agreement*)	State Grant		Local Match		Total
Planning / Design	$169,952.00	+	$ 8734.00	=	$ 174,686.00
Construction	$897,036.00	+	$ 47,212.00	=	$ 944,248.00
Other	$ 0	+	$ 0	=	$ 0
Total	$ 1,062,987.00	+	$ 55,947.00	=	$ 1,118,934.00

Design Firm: Pinnacle Architecture
Date of Design Contract: 7/18/2023 — Bid Date (x actual __ estimated):
General Contractor: HM Kern — Date of Construction Contract: 3/15/2024
Construction Start Date (x actual __ estimated): 4/26/2024 — Completion Date (__ actual x estimated): 6/30/2026

Local Matching Fund Requirement: __ 1:1 | __ 1:3 ---- or ---- __ 0% | x 5% | __ 15% | __ 25% | __ 35%

Source(s) of matching funds:

Project Costs (as of date): 2/3/2025	State Grant		Local Match		Total
Planning / Design	$ 7600.00	+	$ 400.00	=	$ 8000.00
Construction	$ 164,926.96	+	$ [illegible]	=	$ 173,607.33
Other	$	+	$	=	$
Total	$ 172,526.96	+	$ 9080.37	=	$ 181,607.33

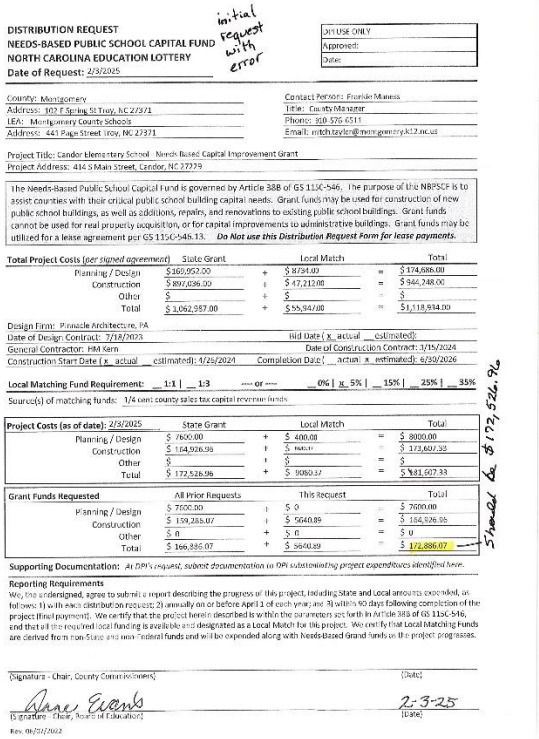
Grant Funds Requested	All Prior Requests		This Request		Total
Planning / Design	$ 7600.00	+	$ 0	=	$ 7600.00
Construction	$ 159,286.07	+	$ 5640.89	=	$ 164,926.96
Other	$ 0	+	$ 0	=	$ 0
Total	$ 166,886.07	+	$ 5640.89	=	$ 172,526.96

Supporting Documentation: *At DPI's request, submit documentation to DPI substantiating project expenditures identified here.*

Reporting Requirements
We, the undersigned, agree to submit a report describing the progress of this project, including State and Local amounts expended, as follows: 1) with each distribution request; 2) annually on or before April 1 of each year; and 3) within 90 days following completion of the project (final payment). We certify that the project herein described is within the parameters set forth in Article 38B of GS 115C-546, and that all the required local funding is available and designated as a Local Match for this project. We certify that Local Matching Funds are derived from non-State and non-Federal funds and will be expended along with Needs-Based Grand funds as the project progresses.

(Signature - Chair, County Commissioners) (Date)
Anne Evans 05/05/25
(Signature - Chair, Board of Education) (Date)

Rev. 06/27/2022



DISTRIBUTION REQUEST
NEEDS-BASED PUBLIC SCHOOL CAPITAL FUND
NORTH CAROLINA EDUCATION LOTTERY
Date of Request: 2/3/2025

initial request with error

DPI USE ONLY
Approved:
Date:

County: Montgomery
Address: 102 E Spring St Troy, NC 27371
LEA: Montgomery County Schools
Address: 441 Page Street Troy, NC 27371

Contact Person: Franklin Maness
Title: County Manager
Phone: 910 576 6511
Email: mitch.taylor@montgomery.k12.nc.us

Project Title: Candor Elementary School - Needs Based Capital Improvement Grant
Project Address: 414 S Main Street, Candor, NC 27229

The Needs-Based Public School Capital Fund is governed by Article 38B of GS 115C-546. The purpose of the NBPSCF is to assist counties with their critical public school building capital needs. Grant funds may be used for construction of new public school buildings, as well as additions, repairs, and renovations to existing public school buildings. Grant funds cannot be used for real property acquisition, or for capital improvements to administrative buildings. Grant funds may be utilized for a lease agreement per GS 115C-546.13. ***Do Not use this Distribution Request Form for lease payments.***

Total Project Costs (*per signed agreement*)	State Grant		Local Match		Total
Planning / Design	$169,952.00	+	$ 8734.00	=	$ 174,686.00
Construction	$897,036.00	+	$ 47,212.00	=	$ 944,248.00
Other	$	+	$	=	$
Total	$ 1,062,987.00	+	$ 55,947.00	=	$ 1,118,934.00

Design Firm: Pinnacle Architecture, PA
Date of Design Contract: 7/18/2023 — Bid Date (x actual __ estimated):
General Contractor: HM Kern — Date of Construction Contract: 3/15/2024
Construction Start Date (x actual __ estimated): 4/26/2024 — Completion Date (__ actual x estimated): 6/30/2026

Local Matching Fund Requirement: __ 1:1 | __ 1:3 ---- or ---- __ 0% | x 5% | __ 15% | __ 25% | __ 35%

Source(s) of matching funds: 1/4 cent county sales tax capital revenue funds

Project Costs (as of date): 2/3/2025	State Grant		Local Match		Total
Planning / Design	$ 7600.00	+	$ 400.00	=	$ 8000.00
Construction	$ 164,926.96	+	$ [illegible]	=	$ 173,607.33
Other	$	+	$	=	$
Total	$ 172,526.96	+	$ 9080.37	=	$ 181,607.33

Grant Funds Requested	All Prior Requests		This Request		Total
Planning / Design	$ 7600.00	+	$ 0	=	$ 7600.00
Construction	$ 159,286.07	+	$ 5640.89	=	$ 164,926.96
Other	$ 0	+	$ 0	=	$ 0
Total	$ 166,886.07	+	$ 5640.89	=	$ 172,886.07

should be $172,526.96

Supporting Documentation: *At DPI's request, submit documentation to DPI substantiating project expenditures identified here.*

Reporting Requirements
We, the undersigned, agree to submit a report describing the progress of this project, including State and Local amounts expended, as follows: 1) with each distribution request; 2) annually on or before April 1 of each year; and 3) within 90 days following completion of the project (final payment). We certify that the project herein described is within the parameters set forth in Article 38B of GS 115C-546, and that all the required local funding is available and designated as a Local Match for this project. We certify that Local Matching Funds are derived from non-State and non-Federal funds and will be expended along with Needs-Based Grand funds as the project progresses.

(Signature - Chair, County Commissioners) (Date)
Anne Evans 2-3-25
(Signature - Chair, Board of Education) (Date)

Rev. 06/27/2022

6) Summer Hours

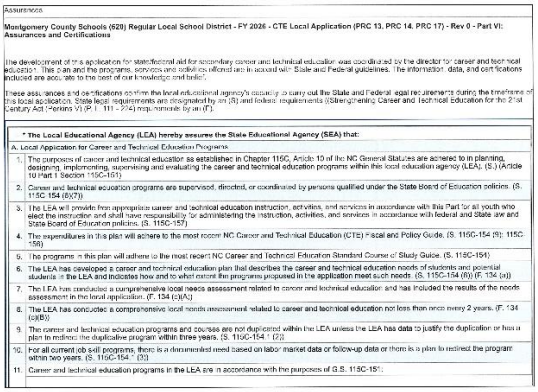
441 Page Street • P.O. Box 427
Troy, North Carolina 27371-0427

May 5, 2025

RE: Summer Hours Recommendation:

Montgomery County Schools will transition to summer working hours beginning June 23, 2025, and remain effective through July 25, 2025. During this time, offices will be open from 7 am until 5 pm Monday- Thursday. The offices will be closed on Fridays from June 27, 2024, through July 25, 2025.

7) 2024-25 Local Application for CTE State/Federal Funding Final Submission



Assurances

Montgomery County Schools (620) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part VI: Assurances and Certifications

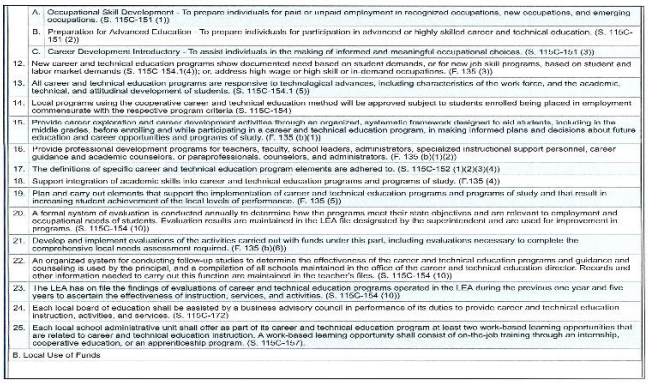
The development of this application for state/federal aid for secondary career and technical education was coordinated by the director for career and technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief.

These assurances and certifications confirm the local educational agency's capacity to carry out the State and Federal legal requirements during the timeframe of this local application. State legal requirements are designated by an (S) and federal requirements (Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (P.L. 115 - 224) requirements by an (F).

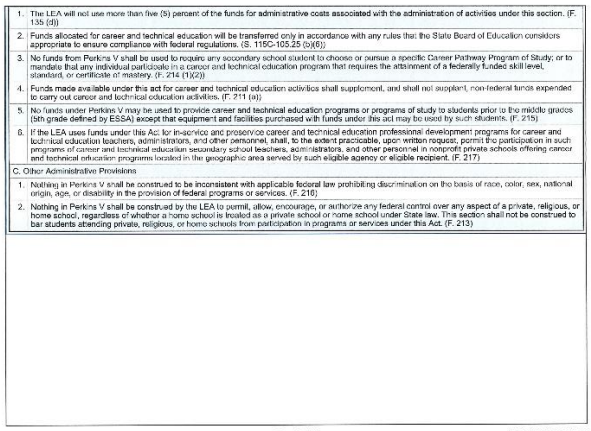
*** The Local Educational Agency (LCA) hereby assures the State Educational Agency (SEA) that:**

A. Local Application for Career and Technical Education Programs

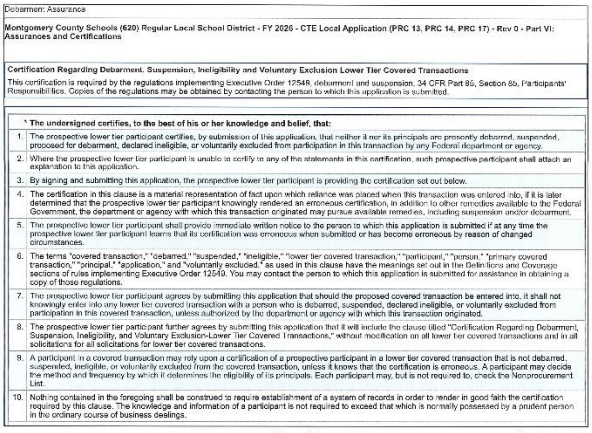
1. The purposes of career and technical education as established in Chapter 115C, Article 10 of the NC General Statutes are adhered to in planning, designing, implementing, supervising and evaluating the career and technical education programs within the local education agency (LEA). (S.) (Article 10 Part 1 Section 115C-151)
2. Career and technical education programs are supervised, directed, or coordinated by persons qualified under the State Board of Education policies. (S. 115C-154.6(c)(7))
3. The LEA will provide free appropriate career and technical education instruction, activities, and services in accordance with this Part for all youth who elect the instruction and shall have responsibility for administering the instruction, activities, and services in accordance with federal and State law and State Board of Education policies. (S. 115C-157)
4. The expenditures in this plan will adhere to the most recent NC Career and Technical Education (CTE) Fiscal and Policy Guide. (S. 115C-154 (6); 115C-156)
5. The programs in this plan will adhere to the most recent NC Career and Technical Education Standard Course of Study Guide. (S. 115C-154)
6. The LEA has developed a career and technical education plan that describes the career and technical education needs of students and potential students in the LEA and indicates how and to what extent the programs proposed in the application meet such needs. (S. 115C-154 (6)) (F. 134 (a))
7. The LEA has conducted a comprehensive local needs assessment related to career and technical education and has included the results of the needs assessment in the local application. (F. 134 (c)(A))
8. The LEA has conducted a comprehensive local needs assessment related to career and technical education not less than once every 2 years. (F. 134 (c)(B))
9. The career and technical education programs and courses are not duplicated within the LEA unless the LEA has data to justify the duplication or has a plan to redirect the duplicative program within three years. (S. 115C-154.1 (2))
10. For all current job skill programs, there is a documented need based on labor market data or follow-up data or there is a plan to redirect the program within two years. (S. 115C-154.1 (3))
11. Career and technical education programs in the LEA are in accordance with the purposes of G.S. 115C-151.



A.	Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (S. 115C-151 (1))
B.	Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled career and technical education. (S. 115C-151 (2))
C.	Career Development Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151 (3))
12.	New career and technical education programs show documented need based on student demands, or for new job skill programs, based on student and labor market demands (S. 115C 154.1(4)); or, address high wage or high skill or in-demand occupations. (F. 135 (3))
13.	All career and technical education programs are responsive to technological advances, including characteristics of the work force, and the academic, technical, and attitudinal development of students. (S. 115C-154.1 (5))
14.	Local programs using the cooperative career and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (S. 115C-154)
15.	Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. (F. 135 (b)(1))
16.	Provide professional development programs for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. counselors, and administrators. (F. 135 (b)(1)(2))
17.	The definitions of specific career and technical education program elements are adhered to. (S. 115C-152 (1)(2)(3)(4))
18.	Support integration of academic skills into career and technical education programs and programs of study. (F.135 (4))
19.	Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance. (F. 135 (5))
20.	A formal system of evaluation is conducted annually to determine how the programs meet their state objectives and are relevant to employment and occupational needs of students. Evaluation results are maintained in the LEA file designated by the superintendent and are used for improvement in programs. (S. 115C-154 (10))
21.	Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive local needs assessment required. (F. 135 (b)(6))
22.	An organized system for conducting follow-up studies to determine the effectiveness of the career and technical education programs and guidance and counseling is used by the principal, and a compilation of all schools maintained in the office of the career and technical education director. Records and other information needed to carry out this function are maintained in the teacher's files. (S. 115C-154 (10))
23.	The LEA has on file the findings of evaluations of career and technical education programs operated in the LEA during the previous one year and five years to ascertain the effectiveness of instruction, services, and activities. (S. 115C-154 (10))
24.	Each local board of education shall be assisted by a business advisory council in performance of its duties to provide career and technical education instruction, activities, and services. (S. 115C-172)
25.	Each local school administrative unit shall offer as part of its career and technical education program at least two work-based learning opportunities that are related to career and technical education instruction. A work-based learning opportunity shall consist of on-the-job training through an internship, cooperative education, or an apprenticeship program. (S. 115C-157).
B. Local Use of Funds	



1.	The LEA will not use more than five (5) percent of the funds for administrative costs associated with the administration of activities under this section. (F. 135 (d))
2.	Funds allocated for career and technical education will be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations. (S. 115C-105.25 (b)(6))
3.	No funds from Perkins V shall be used to require any secondary school student to choose or pursue a specific Career Pathway Program of Study; or to mandate that any individual participate in a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (F. 214 (1)(2))
4.	Funds made available under this act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities. (F. 211 (a))
5.	No funds under Perkins V may be used to provide career and technical education programs or programs of study to students prior to the middle grades (5th grade defined by ESSA) except that equipment and facilities purchased with funds under this act may be used by such students. (F. 215)
6.	If the LEA uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel, shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical education programs located in the geographic area served by such eligible agency or eligible recipient. (F. 217)
C. Other Administrative Provisions	
1.	Nothing in Perkins V shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of federal programs or services. (F. 216)
2.	Nothing in Perkins V shall be construed by the LEA to permit, allow, encourage, or authorize any federal control over any aspect of a private, religious, or home school, regardless of whether a home school is treated as a private school or home school under State law. This section shall not be construed to bar students attending private, religious, or home schools from participation in programs or services under this Act. (F. 213)



Debarmen: Assurance

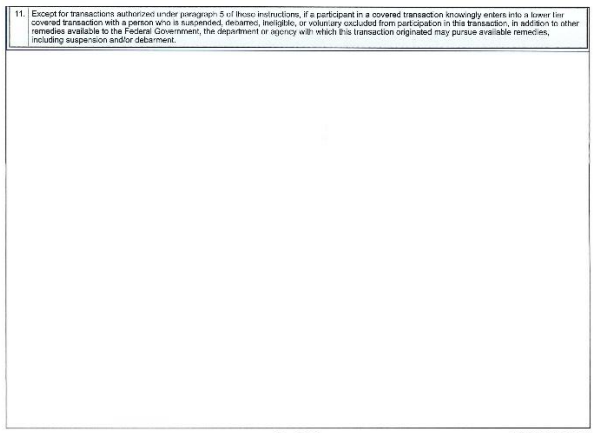
Montgomery County Schools (620) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part VI: Assurances and Certifications

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

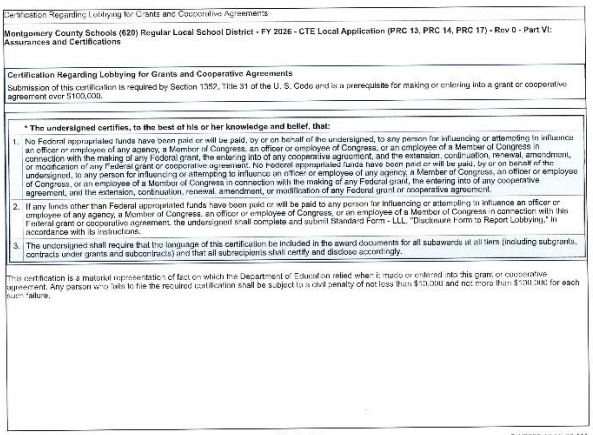
This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, Section 85, Participants' Responsibilities. Copies of the regulations may be obtained by contacting the person to which this application is submitted.

*** The undersigned certifies, to the best of his or her knowledge and belief, that:**

1. The prospective lower tier participant certifies, by submission of this application, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this application.
3. By signing and submitting this application, the prospective lower tier participant is providing the certification set out below.
4. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
5. The prospective lower tier participant shall provide immediate written notice to the person to which this application is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
6. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "application," and "voluntarily excluded," as used in this clause have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this application is submitted for assistance in obtaining a copy of those regulations.
7. The prospective lower tier participant agrees by submitting this application that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
8. The prospective lower tier participant further agrees by submitting this application that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
9. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
10. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.



11.	Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntary excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.



Certification Regarding Lobbying for Grants and Cooperative Agreements

Montgomery County Schools (620) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part VI: Assurances and Certifications

Certification Regarding Lobbying for Grants and Cooperative Agreements

Submission of this certification is required by Section 1352, Title 31 of the U. S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over $100,000.

*** The undersigned certifies, to the best of his or her knowledge and belief, that:**

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the Department of Education relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

2025-2026 LOCAL APPLICATION
FOR CAREER AND TECHNICAL EDUCATION (CTE)*
STATE/FEDERAL FUNDING
FINAL SUBMISSION FOR OVERALL APPROVAL

All programs, services and activities administered through this local application will be in accord with the CTE assurances listed in Part VI of the local application. The development of this application for state/federal funding for secondary career and technical education was coordinated by the director for career and technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief. The Assurances in Part VI will be carried out.

This application, when completed and approved by the local board of education, finance officer, and the superintendent of schools, becomes an agreement between the local board of education and the State Board of Education. This application is a necessary part of the State Board of Education's accountability to the General Assembly of North Carolina and the United States Department of Education.

Montgomery — Local Education Agency
620 — LEA Number
5/1/25 — Date

APPROVED BY:
Superintendent:
Name: Farrell W. Thomas II
Signature

Board of Education Chairperson:
Name of Chairperson
Signature

Finance Officer:
Name: Mitch Taylor
Signature

PREPARED BY:
Director, Career and Technical Education
Name: Matthew J. Swain
Signature

**Career and Technical Education is the administrative name which encompasses vocational and technical education in North Carolina. For the purposes of this plan, these terms are synonymous.*

8) 2025-26 Board Meeting/BOE School Visits Schedule

2025-2026 MCBOE BOARD MEETINGS

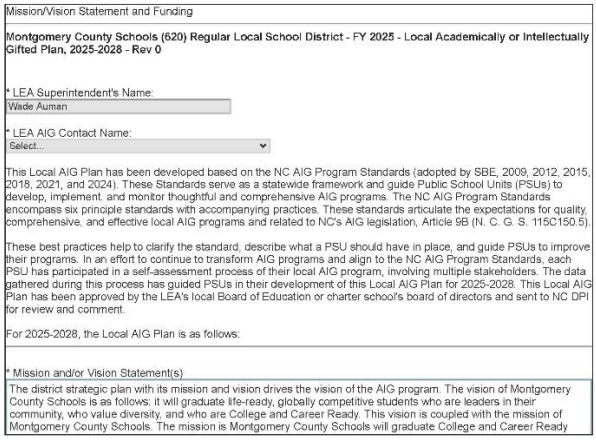
Day	Date	Time	Location
Monday	July 14, 2025	6:30 pm	Boardroom
Monday	August 4, 2025	6:30 pm	Boardroom
Monday	September 8, 2025	6:30 pm	Boardroom
Monday	October 6, 2025	6:30 pm	Boardroom
Monday	November 3, 2025	6:30 pm	Boardroom
Monday	December 8, 2025	6:30 pm	Boardroom
Monday	January 12, 2026	6:30 pm	Boardroom
Monday	February 2, 2026	6:30 pm	Boardroom
Monday	March 2, 2026	6:30 pm	Boardroom
Monday	March 30, 2025	6:30 pm	Boardroom
Monday	May 4, 2026	6:30 pm	Boardroom
Monday	June 1, 2026	6:30 pm	Boardroom

2025-2026 MCBOE SCHOOL VISITS

Day	Date	Time	Location
Thursday	**October 23, 2025**	**8:30 am**	**Mt. Gilead**
Thursday	October 23, 2025	10:00 am	MLA
Thursday	October 23, 2025	11:00 am	Page Street (Lunch)
Thursday	**January 29, 2026**	**8:30 am**	**Star**
Thursday	January 29, 2026	9:30 am	Green Ridge
Thursday	January 29, 2026	10:30 am	EMS
Thursday	January 29, 2026	11:30 am	Candor (Lunch)
Thursday	**April 23, 2026**	**8:30 am**	**MCEC**
Thursday	April 23, 2026	9:45 am	MCHS
Thursday	April 23, 2026	11:15 am	WMS (Lunch)
Thursday	April 23, 2026	12:15	Troy

Dates of Board visits to schools are tentative and based on MCS testing schedules as they are available for 2025-2026.

9) Local AIG Plan



Mission/Vision Statement and Funding

Montgomery County Schools (620) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:
Wade Auman

* LEA AIG Contact Name:
Select...

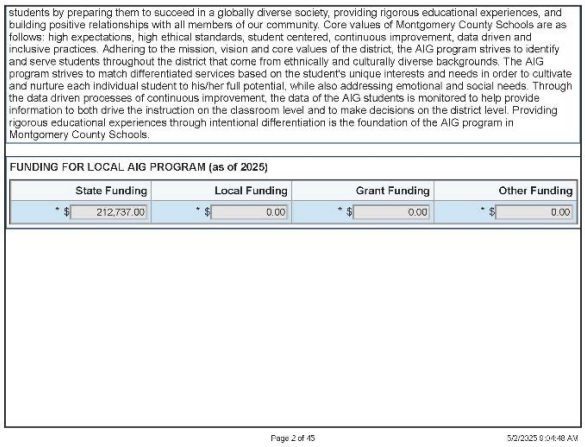
This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The 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 related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

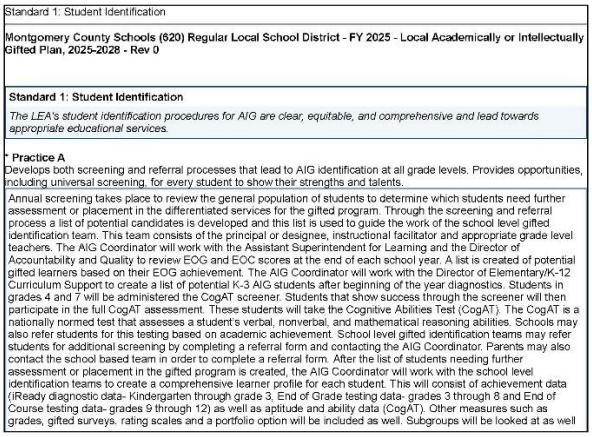
The district strategic plan with its mission and vision drives the vision of the AIG program. The vision of Montgomery County Schools is as follows: it will graduate life-ready, globally competitive students who are leaders in their community, who value diversity, and who are College and Career Ready. This vision is coupled with the mission of Montgomery County Schools. The mission is Montgomery County Schools will graduate College and Career Ready



students by preparing them to succeed in a globally diverse society, providing rigorous educational experiences, and building positive relationships with all members of our community. Core values of Montgomery County Schools are as follows: high expectations, high ethical standards, student centered, continuous improvement, data driven and inclusive practices. Adhering to the mission, vision and core values of the district, the AIG program strives to identify and serve students throughout the district that come from ethnically and culturally diverse backgrounds. The AIG program strives to match differentiated services based on the student's unique interests and needs in order to cultivate and nurture each individual student to his/her full potential, while also addressing emotional and social needs. Through the data driven processes of continuous improvement, the data of the AIG students is monitored to help provide information to both drive the instruction on the classroom level and to make decisions on the district level. Providing rigorous educational experiences through intentional differentiation is the foundation of the AIG program in Montgomery County Schools.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 212,737.00	* $ 0.00	* $ 0.00	* $ 0.00



Standard 1: Student Identification

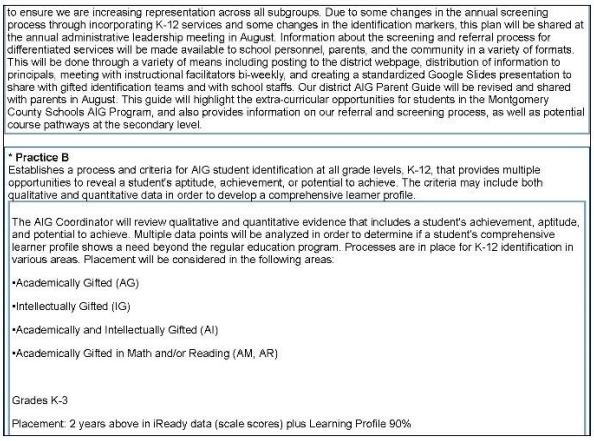
Montgomery County Schools (620) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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 both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.

Annual screening takes place to review the general population of students to determine which students need further assessment or placement in the differentiated services for the gifted program. Through the screening and referral process a list of potential candidates is developed and this list is used to guide the work of the school level gifted identification team. This team consists of the principal or designee, instructional facilitator and appropriate grade level teachers. The AIG Coordinator will work with the Assistant Superintendent for Learning and the Director of Accountability and Quality to review EOG and EOC scores at the end of each school year. A list is created of potential gifted learners based on their EOG achievement. The AIG Coordinator will work with the Director of Elementary/K-12 Curriculum Support to create a list of potential K-3 AIG students after beginning of the year diagnostics. Students in grades 4 and 7 will be administered the CogAT screener. Students that show success through the screener will then participate in the full CogAT assessment. These students will take the Cognitive Abilities Test (CogAT). The CogAT is a nationally normed test that assesses a student's verbal, nonverbal, and mathematical reasoning abilities. Schools may also refer students for this testing based on academic achievement. School level gifted identification teams may refer students for additional screening by completing a referral form and contacting the AIG Coordinator. Parents may also contact the school based team in order to complete a referral form. After the list of students needing further assessment or placement in the gifted program is created, the AIG Coordinator will work with the school level identification teams to create a comprehensive learner profile for each student. This will consist of achievement data (iReady diagnostic data- Kindergarten through grade 3, End of Grade testing data- grades 3 through 8 and End of Course testing data- grades 9 through 12) as well as aptitude and ability data (CogAT). Other measures such as grades, gifted surveys, rating scales and a portfolio option will be included as well. Subgroups will be looked at as well



to ensure we are increasing representation across all subgroups. Due to some changes in the annual screening process through incorporating K-12 services and some changes in the identification markers, this plan will be shared at the annual administrative leadership meeting in August. Information about the screening and referral process for differentiated services will be made available to school personnel, parents, and the community in a variety of formats. This will be done through a variety of means including posting to the district webpage, distribution of information to principals, meeting with instructional facilitators bi-weekly, and creating a standardized Google Slides presentation to share with gifted identification teams and with school staffs. Our district AIG Parent Guide will be revised and shared with parents in August. This guide will highlight the extra-curricular opportunities for students in the Montgomery County Schools AIG Program, and also provides information on our referral and screening process, as well as potential course pathways at the secondary level.

*** Practice B**
Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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.

The AIG Coordinator will review qualitative and quantitative evidence that includes a student's achievement, aptitude, and potential to achieve. Multiple data points will be analyzed in order to determine if a student's comprehensive learner profile shows a need beyond the regular education program. Processes are in place for K-12 identification in various areas. Placement will be considered in the following areas:

•Academically Gifted (AG)

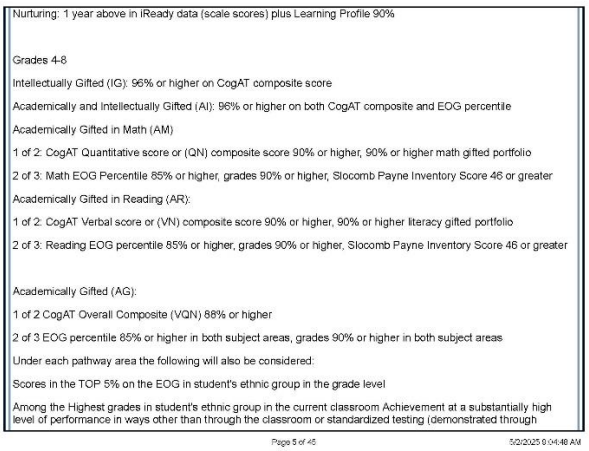
•Intellectually Gifted (IG)

•Academically and Intellectually Gifted (AI)

•Academically Gifted in Math and/or Reading (AM, AR)

Grades K-3

Placement: 2 years above in iReady data (scale scores) plus Learning Profile 90%



Nurturing: 1 year above in iReady data (scale scores) plus Learning Profile 90%

Grades 4-8

Intellectually Gifted (IG): 96% or higher on CogAT composite score

Academically and Intellectually Gifted (AI): 96% or higher on both CogAT composite and EOG percentile

Academically Gifted in Math (AM)

1 of 2: CogAT Quantitative score or (QN) composite score 90% or higher, 90% or higher math gifted portfolio

2 of 3: Math EOG Percentile 85% or higher, grades 90% or higher, Slocomb Payne Inventory Score 46 or greater

Academically Gifted in Reading (AR):

1 of 2: CogAT Verbal score or (VN) composite score 90% or higher, 90% or higher literacy gifted portfolio

2 of 3: Reading EOG percentile 85% or higher, grades 90% or higher, Slocomb Payne Inventory Score 46 or greater

Academically Gifted (AG):

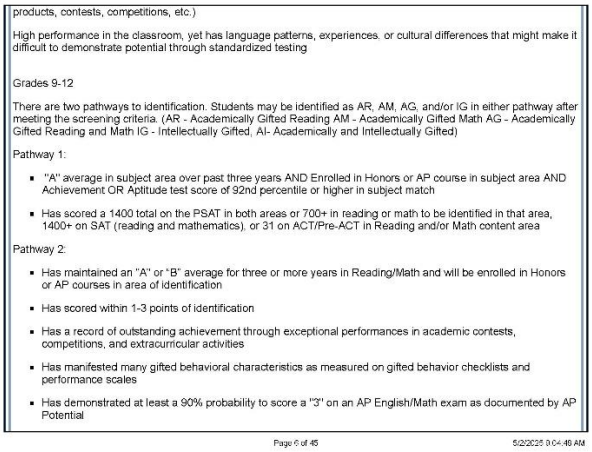
1 of 2 CogAT Overall Composite (VQN) 88% or higher

2 of 3 EOG percentile 85% or higher in both subject areas, grades 90% or higher in both subject areas

Under each pathway area the following will also be considered:

Scores in the TOP 5% on the EOG in student's ethnic group in the grade level

Among the Highest grades in student's ethnic group in the current classroom Achievement at a substantially high level of performance in ways other than through the classroom or standardized testing (demonstrated through



products, contests, competitions, etc.)

High performance in the classroom, yet has language patterns, experiences, or cultural differences that might make it difficult to demonstrate potential through standardized testing

Grades 9-12

There are two pathways to identification. Students may be identified as AR, AM, AG, and/or IG in either pathway after meeting the screening criteria. (AR - Academically Gifted Reading AM - Academically Gifted Math AG - Academically Gifted Reading and Math IG - Intellectually Gifted, AI- Academically and Intellectually Gifted)

Pathway 1:

- "A" average in subject area over past three years AND Enrolled in Honors or AP course in subject area AND Achievement OR Aptitude test score of 92nd percentile or higher in subject match
- Has scored a 1400 total on the PSAT in both areas or 700+ in reading or math to be identified in that area, 1400+ on SAT (reading and mathematics), or 31 on ACT/Pre-ACT in Reading and/or Math content area

Pathway 2:

- Has maintained an "A" or "B" average for three or more years in Reading/Math and will be enrolled in Honors or AP courses in area of identification
- Has scored within 1-3 points of identification
- Has a record of outstanding achievement through exceptional performances in academic contests, competitions, and extracurricular activities
- Has manifested many gifted behavioral characteristics as measured on gifted behavior checklists and performance scales
- Has demonstrated at least a 90% probability to score a "3" on an AP English/Math exam as documented by AP Potential

- Has scored a 1400 total on the PSAT in both areas or 700+ in reading or math to be identified in that area, 1400+ on SAT (reading and mathematics), or 31 on ACT/Pre-ACT in Reading and/or Math content area
- Maintains a GPA which places the student in the top 5% of his/her class.

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*** 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, multilingual learners, highly gifted, and twice-exceptional.

The AIG Coordinator will work to ensure that 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, multilingual learners, highly gifted, and twice-exceptional. The AIG Coordinator will hold various roles with AIG, MTSS and ESL and will work with the learning team to monitor and analyze sub-group data to understand LEA demographics. The AIG Coordinator will continue to analyze data for each sub-group to determine in which subgroup underrepresentation is present and use this to make changes to the screening, referral, and identification process as needed. The identification matrix has been updated to reflect efforts to increase representation in under-represented populations. Subgroup data from the World-class Instructional Design and Assessment (WIDA ACCESS) will be used to identify students from under-represented populations for potential gifted identification. The use of alternative screening assessments and subgroup specific data ensure equity and access for under-represented populations of students such as those identified as Multilingual Learners. The gifted portfolio option provides another avenue for identification for under-represented populations of the gifted, as well as students that demonstrate a need for a non-traditional means of identification. The AIG Coordinator will partner with EC and ESL staff to ensure that all opportunities for students are considered. Local norms for CogAT are utilized when deemed appropriate for students to showcase their talents.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	<5%	---	---	---	5.07%
Male	---	---	<5%	---	---	---	5.95%
Total	---	<5%	<5%	---	---	---	5.51%

Percent of Total AIG Students Identified as Dual Exceptionality
---

*** Practice D**
Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

The AIG Coordinator will work to ensure that identification processes are consistent throughout the district. The AIG Coordinator coordinates the screening and referral process and will provide resources for schools to identify students following the guidelines developed. The AIG Coordinator provides guidance on all identifications and is involved in the placement of all students across the district. The AIG Coordinator provides the paperwork and support for identification and maintains the records through Infinite Campus. Professional development is provided as needed to schools so that teachers understand the identification process. The AIG Coordinator will share the plan and identification process at our district leadership team meeting in August and will be an agenda item for leadership meetings as deemed necessary.

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

The AIG Coordinator will disseminate information regarding the screening, referral, and identification processes to all stakeholders including school personnel, parents/families, students, and the community through a variety of formats. The AIG Coordinator will make information about procedures available in a variety of formats including electronic, verbal and written means. The AIG Coordinator will also publish FAQs, a quick reference parent guide and brochures

for dissemination for both parents and community members at large. The AIG Coordinator will also illustrate procedures by providing visual representations of the procedures including flow charts or graphics explaining score cut offs for various forms of gifted identification. The MCS continuum of services one-pager will be posted on the district website and shared with all stakeholders. When making presentations, the AIG Coordinator will work with translator staff to provide needed support. The AIG Coordinator will develop a standardized presentation to share with all stakeholders through Google Slides. This presentation will be posted on the district AIG website and can be easily adapted to meet the needs of the various audiences that might be present. An AIG newsletter will be published in the fall and the spring. This newsletter will highlight gifted services but will always include information about gifted identification as well. The newsletter will be published on the district AIG website as well as distributed to AIG parents.

*** Practice F**
Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

Paperwork is consistent across the LEA and clearly communicates a student's AIG identification procedures and outcomes for students. Information is posted in Infinite Campus that includes any relevant score information including grades, learning inventory, portfolio score, EOC or EOG data and CogAT scores. Features in Infinite Campus will be used to create a DEP(Differentiated Education Plan) for elementary and middle school students. The DEP will be maintained within Infinite Campus once available. Until then it will be securely stored in Google Drive and at schools with the team. Copies will be provided to the schools and will be maintained onsite. The AIG Coordinator will also monitor schedules of the high school students to ensure that the students are self selecting classes that help them reach their potential. All identification information is shared with the parent through a letter and there are places for appropriate signatures on the DEP form.

*** Practice G**
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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Differentiated Education Plans are generated in the fall and sent home for parent review for elementary school students. These plans will provide a comprehensive summary of student needs in the classroom and service options as well as extra-curricular opportunities within the district. High school DEP's involve analyzing the student's schedule

and ensuring that appropriate class choices are being made and then communicating with parents as needed. High school schedules are checked for assigned studies in the form of Honors, Advanced Placement, and online CCP classes. DEP's for elementary and middle school will be generated through Infinite Campus. This will allow us to better record and monitor program service information. Currently, the Instructional Facilitator helps facilitate the DEP process. Parents are invited to meet with the classroom teacher and the AIG Coordinator when service questions occur. High School DEPs involves just monitoring the four-year plan of coursework of students to ensure that gifted students are placed in appropriate level classes. The AIG Coordinator will collaborate with the Secondary Director to answer registration questions. Teachers of gifted students contact parents about signing their DEPs, and conferences can be provided as needed. The AIG Coordinator will work with the EC Director to ensure participation in the IEP meeting of any twice identified students in order to provide support for gifted strategies.

*** Ideas for Strengthening the Standard**

Continue to analyze subgroup data and change screening and identification practices to increase under-represented population

Continue to discuss screening practices with school administration and gifted identification teams to get ideas and hear different perspectives

Planned Sources of Evidence

* Montgomery County Schools District Website
* AIG Parent Guide
*

Documents		
Type	Document Template	Document/Link

AIG Standard 1 Additional Resources	N/A

Montgomery County Schools (620) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

*** Practice A**
Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Services for AIG students will include nurturing students with differentiated instruction opportunities for K-3 as well as differentiated instruction for K-3 gifted students, differentiated instruction in cluster groups in Grades 4 and 5, accelerated classes (honors)in area of identification in Grades 6-8, and self-selected classes in honors, AP and online classes Grades 9-12. Other opportunities for gifted learners will be provided during an intervention/enrichment block at the school level. Collaboration between counselors and higher education is strong and will continue. Instructional facilitators and digital learning coaches support teachers in regard to helping teachers with differentiation strategies to enrich, extend and accelerate the learning of gifted students. DEP information that is generated through Infinite Campus is shared with all teachers. By collaborating with the Secondary Director, course offerings are provided that focus on the development of interests and special talents of students. The Xello platform will help staff be informed on student interests. Expanded course sharing through Canvas, allows students to be involved in instruction that develops their critical thinking, problem solving and other 21st century skills.

Grades K-2

Tiered levels of support

In-class flexible grouping for math

Cluster grouping within class or grade level for students needing advanced instruction in math

Differentiated instruction through a variety of means, such as compacting, STEM activities. independent study, project and problem-based learning, and choice boards

Content enrichment, extensions, and acceleration in math during designated enrichment block

Pre-assessments and frequent formative assessments are used to determine each child's needs.

Grades 3-5

In-class flexible grouping for math

Cluster grouping within class or grade level for students needing advanced instruction in mathematics

Differentiated instruction through a variety of means, such as compacting, STEM activities, independent study, project and problem-based learning, extensions through the clusters, and choice boards

Content enrichment, extensions, and acceleration in math during designated enrichment block

All students who score a level 5 on the end-of-grade test will be provided advanced math. An AIG student identified in math continues to receive services as outlined in each student's Differentiated Education Plan. BOY Diagnostic and NC Check-in Data can be used for 3rd grade students.

Grades 6-8

In-class flexible grouping for math

Cluster grouping within class or grade level for students needing advanced instruction in mathematics

Differentiated instruction through a variety of means, such as compacting, STEM activities, independent study, project and problem-based learning, and choice boards

Content enrichment, extensions, and acceleration in math during designated enrichment block

6th Grade Math with compacted 7th grade standards

7th Grade Math with compacted 8th grade standards

Math I course in 8th grade, with compacted content offered in previous grade(s)

HS World History class offered during 7th grade

HS Earth and Environmental class offered during 8th grade

All students who score a level 5 on the end-of-grade test will be provided advanced math. Scale scores will used be used to determine placement in order to create a full section. An AIG student identified in math continues to receive services as outlined in each student's Differentiated Education Plan.

Grades 9-12

Any student who scores a Level 5 on the 8th Grade Math EOG or Math I must be placed in an advanced math course in 9th grade. Foundations of Math in not considered an advanced math course.

Self-selection of advanced and Honors math courses, as listed in the MCS High School Registration Guide

Credit by Demonstrated Mastery (CDM), which is offered each semester

Advanced Placement (AP) classes

Dual enrollment opportunities through community college partners with the Career and College Promise

Early College enrollment and course options

Online courses North Carolina Virtual Public Schools and the NC School of Science and Math

Students need to be focused on CTE CCP courses to open the Associate level math options as soon as possible

The AIG Coordinator will provide all teachers, specialists, and guidance counselors with access to information on student Differentiated Education Plans (DEPs). The AIG Coordinator will provide direct and indirect support to teachers of gifted learners by coaching, consulting, resource development and support, content acceleration and professional development.

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*** Practice B**
Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

The AIG Coordinator will ensure that the social and emotional needs of AIG students are addressed through collaboration with school counselors, regular education teachers, teachers of gifted learners and other instructional staff. The AIG Coordinator will provide resources for supporting the social and emotional needs of gifted learners that can be discussed during school level PLCs. During district level PLCs, information will be shared about supporting the gifted learners. The AIG Coordinator will collaborate with the learning team, exceptional children's department and student services in order to find solutions to any issues. Professional development can be provided to meet the needs of gifted students as deemed necessary.

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*** Practice C**
Integrates and connects the AIG program and services with the district's priorities and resources through policy and

practice.

The AIG Program strives to integrate and connect AIG services to the total instructional program and resources of the LEA and policy and practice. Montgomery County Schools' continuous improvement model has structure and processes in place to review data, strengths and/or gap areas relative to state summative assessments. District PDSA teams are utilized for reading, mathematics, and science to address the spectrum of learners and resources needed to meet the needs of all learners, including gifted learners. The AIG Coordinator will communicate and collaborate with the District Learning Division to ensure AIG services are integrated and gifted curriculum resources are aligned with the total instructional program. Also, the AIG Coordinator will collaborate with various grade levels, subject areas and departments across the LEA to ensure programs are connected and resources are available; making visuals and other materials to show clear alignment. The AIG Coordinator will work with the EC Department in order to provide integrated services for any twice identified students. The AIG Coordinator will continue to revise the AIG district website to ensure access to resources. The AIG Coordinator will review all Local Board of Education (LBE) policies that relate to AIG to ensure those policies are effective and based on current best practice and will make recommendations for new policy as needed. The AIG Coordinator will work with administrative teams to make sure the needs of gifted learners are addressed at all levels in practice and policy. The AIG Coordinator will ensure that AIG is represented in leadership meetings.

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

The AIG Coordinator will work with schools and teachers to ensure that grouping policies are in place in order to best meet the needs of gifted students. The AIG Coordinator will research best practices in grouping and support the schools with their use. All teachers in Montgomery County Schools have been trained in the Small Group Instruction Model. Teachers were trained in the four types of grouping (constant, collaborative, flexible, and cooperative) and provided various resources to enhance these groups for all students. Allowing students to work together based on needs, strengths and learning styles is a way to help support differentiation. The AIG Coordinator will help provide support to the Instructional Facilitators in flexible grouping. The AIG Coordinator will collaborate with the learning team to analyze data in order to provide best practices for grouping of gifted students. Small group instruction will continue to be a focus for Montgomery County Schools. The AIG Coordinator will review various state and local board policies to

determine where support for grouping procedures already exists and where changes can be made to further align policy, research, and local practices.

*** Practice E**
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.

The AIG Coordinator will ensure that all teachers, school administrators, and support staff are informed about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. The AIG Coordinator will develop and utilize a common digital presentation when sharing about AIG programs and services with all schools and make this available for school personnel. It will be shared on the district AIG webpage. The AIG Coordinator will integrate program standards, legislation and regulations around gifted programs into locally offered professional development, principal's meetings and district and school level opportunities such as PLC meetings. The district handbook will be revised and shared with schools that includes the local plan requirements and other key information to parents.

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

Regular reporting of academic data and progress of gifted learners will occur. Instructional facilitators will align school site training with the district initiative involving differentiation through small group instruction. Small group instruction will be an integral part of the PLC agenda. The AIG Coordinator will provide notification of student services to appropriate instructional staff at the beginning of the school year. Student data will be shared in Infinite Campus in order to ensure effective continuation of K-12 services. This documentation includes information about how the student was identified, how the student is currently being served, and how the student's services should change in the next grade span. The AIG Coordinator will ensure that data about a student's gifted services is received at transition years. The AIG Coordinator will collaborate with the Secondary Director to develop rigorous middle school programming during the transition between 8th and 9th grade. Camp Timberwolf for 9th grade students will help provide this programming and will be STEAM based with projects and opportunities to participate in internships and visit various community sites.

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

Montgomery County Schools AIG program articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, and subject and/or grade acceleration when an appropriate body-of-evidence indicates the need. High School level coursework, such as Math 1, World History, and Earth and Environmental science are offered to AIG students during the 7th and grade years. A clear procedure is also in place for students to earn Credit by Demonstrated Mastery. Guidance counselors and teachers help identify candidates for this process. The process is delineated in the high school registration guide. The Credit by Demonstrated Mastery process and opportunities for online learning through Career and College Promise and North Carolina Virtual Public Schools will be highlighted in the AIG handbook for parents and students. Opportunities are provided for compacting math curriculum for those that score a level 5 as detailed in another section of the plan in middle school, allowing the student to take Math 1 in eighth grade. Middle school students in need of acceleration based on EOG scores and teacher recommendation are also afforded an opportunity to take NCVPS courses in middle school. Elementary students can be placed in another grade level's intervention/enrichment groups as deemed necessary. The AIG Coordinator will provide resources and support for administrators, teachers, and families to better understand acceleration options and make informed acceleration/placement decisions to ensure services and programs are provided to match demonstrated student needs. Opportunities are also provided for internships and apprenticeships through collaboration with the Secondary/CTE Director.

*** Practice H**
Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

To ensure equitable access to gifted education services, our AIG program prioritizes early identification and talent development through purposeful and intentional programming in grades K-3. Teachers implement differentiated instruction and enrichment strategies designed to cultivate the academic and intellectual potential of young learners. Through observation, formative assessments, and developmentally appropriate challenges, educators provide early interventions that nurture advanced learning behaviors and promote a growth mindset. This proactive approach creates a strong foundation for future academic success and supports the discovery and development of emerging talents in young students.

*** Practice I**
Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

The AIG Program encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. After school programs in the elementary and middle schools provide activities that develop

the interests of AIG students. Students are able to participate in district competitions such as Math Olympics, STEMlympics, and Battle of the Books. The AIG Coordinator will advertise any events and programs that would support gifted learners. The AIG Coordinator collaborates with the high schools to choose a Governor's School representative and the budget for AIG pays for the tuition for the representative

*** Practice J**
Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

Our schools have a variety of clubs in which students can participate in across all grade spans. Examples of these include Girls on the Run, STEM, Math, Robotics, Gaming, etc. Students participate in these clubs afterschool. During the day, students have the opportunity to attend elective courses based around their interests. Counselors work directly with students to plan and schedule these classes and change as needed if appropriate.

*** Ideas for Strengthening the Standard**

Work to find funding to increase opportunities for students over the summer with potential camps available for all grade spans.

Planned Sources of Evidence

*	District website
*	Brochures, flyers
*	Meeting agendas

Documents		
Type	Document Template	Document/Link

AIG Standard 2 Additional Resources	N/A

Standard 3: Differentiated Curriculum and Instruction

Montgomery County Schools (620) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2026 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Montgomery County Schools utilizes the North Carolina Standard Course of Study as an entry point for differentiation. PLC discussions at the school level guided by an Instructional Facilitator help further content differentiation. There is an intervention and enrichment block in place at each elementary school with opportunities for enrichment such as clubs and projects. Plans are developed based on current assessment data during PLCs. The high schools have time dedicated within their classroom instruction blocks to provide both remediation and enrichment. Middle schools have daily intervention and enrichment blocks (FLEX) that are driven by current assessment data. Each school provides times for clubs that allows for enrichment in the forms of a book club (Battle of the Books), science projects, Math Olympics, and utilization of Project Lead the Way resources. These strategies allow for students that have similar interests, needs and abilities to work together. Curriculum maps have been developed and updated to reflect any changes to standards by district PDSA teams and include some suggestions on differentiation. Classroom walkthroughs, instructional rounds, and monitoring of lesson plans help ensure that content differentiation is occurring. Professional development and PLC assistance is provided as needed. Our district continuous improvement model, the PDSA process, is also a way of ensuring content differentiation. Each teacher is required to give students a pre-assessment at the beginning of each unit and then use that data to differentiate their unit of study. The implementation of AVID at the middle and high schools have provided some opportunities for students to access advanced courses and content and has helped level the organizational skills for all students. Blended learning with our 1:1 initiative K-12 supports the creation of personalized learning environments through accelerated pacing and differentiation. The AIG

Coordinator will work with the learning team to ensure that professional development opportunities are infused with differentiation strategies that support gifted student's development as a learner.

*** Practice B**
Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

Montgomery County Schools Classroom Walkthrough data includes an emphasis on differentiation. This data is monitored at the school sites and appropriate coaching/professional development is provided by the instructional facilitator during PLCs and professional development time. Montgomery County Schools' instructional model includes components that ensure that ALL student learning needs are addressed, including the AIG learners. The PDSA process helps ensure that student learning needs are met. Student interest drives the enrichment periods at the middle and high schools. Xello is used to help staff learn student interests to highlight skills and guide potential future careers. Strategies that are promoted for AIG students are flexible grouping, tiered assignments, compacting, menus, and project-based learning. Student learning characteristics, learning styles, and multiple intelligences are also considered in lesson design. High school students meet with guidance counselors in order to develop an academic plan of coursework. This plan is monitored through the DEP process. Support is provided to teachers in employing diverse and effective instructional practices through PLCs, professional development, and Instructional Facilitator coaching/support.

*** Practice C**
Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

Montgomery County Schools has a wide variety of evidence-based resources that enhance student learning. Resources Inventories are completed at the district level to ensure staff have access to evidence-based resources in each building. Curriculum strategies that are evidence based are guided through district professional development with support provided at the school PLC level. District level PLCs provide time for teachers of advanced learners to collaborate and develop strategies and resources for advanced learners of all levels. The AIG Coordinator will work with PDSA teams to include resources for gifted learners within curriculum mapping and planning process. The district AIG website can provide information about evidence-based resources.

*** Practice D**
Fosters the development of durable skills and mindsets which support post-secondary success. These skills include

adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

Montgomery County Schools seeks to develop future ready skills within a real-world context. These skills include the following: critical thinking, communication, collaboration and leadership. District level curriculum materials encourage integrated units across all areas of curriculum with an emphasis on these skills. Our 1:1 ratio of student devices provides teachers a chance to incorporate these future-ready skills in their daily instruction. Teachers are encouraged to embed critical thinking skills within advanced programming options, including honors level, and AP coursework. Students are encouraged to take CCP classes and also are afforded an Early College option in conjunction with our local community college. Opportunities are provided to promote future ready skills through partnerships with community organizations, through community projects and internships and apprenticeships. The AIG Coordinator will work closely with the Secondary/CTE Director on these opportunities. The AIG Coordinator will work with the district learning team to continue to work on grants in order to fund programs that support development of future-ready skills.

*** Practice E**
Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Montgomery County Schools strives to utilize student data effectively by pinpointing areas of strengths and needs for all students, including individual AIG students. Montgomery County Schools employs a continuous improvement model. This model allows teachers to have constant access to student data to drive instruction. Common grade level/subject area formative assessments are developed through the work of PLCs. After the assessments are administered to students, teachers analyze the data in PLCs. Our PDSA model promotes the utilization of a pretest. After the pretest, teachers must decide how to compact or provide instruction with advanced learners who already know and understand the current classroom standard being taught. The PDSA process also highlights student learning styles and gives them the power to understand what learning style works best for them. Teachers use formative assessments in an ongoing manner to guide the PDSA process and daily instruction. Progress monitoring data (MClass, classroom formatives and i-Ready) and summative assessment data such as EOC/EOG/NC Final Exams/ACT/Workkeys assessments, are also available. Instructional Facilitators are placed at each school to provide teachers with the guidance and coaching necessary to help differentiate instruction for ALL students including gifted learners. District level PDSAs and improvement plans concentrate on the needs of specific groups of learners including AIG learners. School Net assessments, formative assessments through NCDPI, Standards Based Mastery through i-Ready helps our teachers have a wealth of formative assessment materials. The AIG Coordinator visits PLCs and is readily available to support any data disaggregation. As part of the MTSS training process, all elementary and middle schools are provided with data days led by the instructional Facilitator with the support of the AIG Coordinator who will help ensure the needs of gifted students are met. Teachers have been trained in small group instruction. Through this

training, teachers are equipped to differentiate classroom curriculum and instruction. Both summative and formative data are analyzed to ensure that instructional needs are met for all learners and adjustments are made to instruction accordingly. With all ongoing data discussions, the growth of all students and subgroups such as AIG are considered.

*** Practice F**
Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

The AIG Coordinator will build connections with other departments including the school counselors in order to provide SEL resources and ongoing professional development. Counselors will work with Instructional Facilitators to plan resources to support social and emotional needs of AIG students. Information will be provided to teachers of gifted learners as to how to best provide for student needs. School-level support is provided for students that are involved in CCP and other advanced level coursework. Camps are provided throughout the summer to help with transition years, and social emotional development is part of these camps. Camp Timberwolf serves rising 8th graders as a STEAM opportunity that provides students a chance to discover various employment and academic opportunities with an emphasis on allowing students from all areas of the district to engage in time together. Evidence based curriculum has been provided to the guidance counselors to help support all learners socially and emotionally.

*** Ideas for Strengthening the Standard**

Continue to build capacity among all staff to support differentiation in the classroom to support gifted learners.

Planned Sources of Evidence

*	Classroom Walkthroughs (differentiation measures), DOK Higher levels marked
*	District Website
*	PLC Meeting Minutes

Documents		
Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

Montgomery County Schools (620) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing 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.

The AIG Coordinator works collaboratively with the district learning team in order to ensure that the needs of gifted learners are being met across the district. The following are some of the AIG Coordinator's roles and responsibilities in oversight of the AIG program:

- Overseeing the screening, referral, and identification processes at the district level
- Working with school level gifted identification teams
- Maintaining documentation of identification and services provided in Infinite Campus
- Providing leadership at all levels, for the needs of all students
- Monitoring implementation of program services
- Participating in professional development opportunities, including regional and state meetings in order to support differentiated services for gifted learners

- Developing, monitoring and implementing Montgomery County School's AIG plan
- Providing professional development and resources to support differentiation in classrooms
- Providing professional development for Montgomery County teachers to receive a local AIG credential
- Monitoring the data of AIG students
- Developing ways to communicate with all stakeholders about gifted services
- Facilitating an AIG Advisory Committee

*** Practice B**
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

In order to provide gifted students access to AIG certified teachers, the AIG Coordinator will develop a local process to provide teachers with local AIG credentials. This process will ensure that classroom teachers and other support personnel, such as guidance counselors and instructional facilitators, understand the academic, intellectual, social and emotional needs of gifted learners. The coordinator will indirectly support gifted students by providing working with classroom teachers throughout the district. Best practices in gifted education and resources will be shared through district PLC meetings. The AIG Coordinator will collaborate with the district learning team in order to ensure that district professional development incorporates strategies for differentiation for gifted learners when applicable. The AIG Coordinator will provide direct support to classroom teachers in our district-wide PLC process and will assist teachers in the school level PLC's. Opportunities will be provided for teachers of gifted students to collaborate concerning resources and strategies as needed. Professional development opportunities for teachers will be advertised and participation will be encouraged. A district level gifted education team will be created to support teachers in best practices to support gifted learners.

*** Practice C**
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs

and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

Professional development will be provided to teachers of AIG students in order to enable appropriate differentiated services utilizing the NCSCOS as well as training in differentiation. Coaching and support for differentiated teaching/learning will be provided by Instructional Facilitators housed at each school. The AIG Coordinator will help provide the professional development. Professional development will be provided that is specific to classroom teachers, school counselors and administrators. Academic and social emotional support will be provided. Support will be given to teachers interesting in adding on the AIG license. Professional development will be provided in order to prepare these teachers interested in licensure for testing. The AIG Coordinator will survey all certified staff and administrators about professional development in the gifted areas. The data from this survey will help the AIG Coordinator collaborate with the district learning team to provide needed professional development. Professional development will be provided through a variety of formats, including through the Instructional Facilitators during the PLC, and face to face professional development sessions.

*** 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.

Every effort is made to place identified AIG students in the classrooms of teachers with AIG licensure or those who have participated in local gifted professional development. In our elementary schools, AIG students are placed in cluster grouping with an appropriately trained AIG teacher. Cluster grouping is defined as a process in which 4-6 gifted or accelerated students are placed together in a heterogeneous classroom. Students receiving a 5 on mathematics will be clustered together in order to receive accelerated mathematics content and instruction. At the middle school level, AIG students are placed in honors level classes with an appropriately trained AIG teacher. Also, the middle schools will schedule students into Career and Technical Education classes that will enable the gifted students to experience various jobs. Project Lead the Way is part of this schedule. Middle school students in grade 8 who have received a 5 on EOG mathematics testing will be clustered and receive compacted math curriculum. These students will participate in Math 1. AIG students in grade 7 have the opportunity to participate in high school level world history class. AIG students in 8th grade have the opportunity to participate in high school level earth and environmental science. in addition to the math 1 course. AIG students at the high school level are served through honors and/or AP courses, Career and College Promise, and North Carolina Virtual Public Schools. The AIG Coordinator will partner with school

based administrators to ensure effective AIG student service match with an appropriately licensed, or prepared, teacher. The AIG Coordinator will develop a process for monitoring this procedure. This data will be shared with the district learning team, AIG Advisory Board and administrators as appropriate. Teachers that complete state AIG license add on or complete professional development expectations will be honored at a local board of education meeting in the spring.

*** Practice E**
Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

Montgomery County Schools continues to develop strategies for the recruitment and retention of AIG-licensed professionals. AIG-licensed teachers in Montgomery County Schools have received a recruitment and retention bonus. During the first semester, the AIG Coordinator will visit schools to recruit staff to participate in a cohort to receive a local AIG credential. After completing the coursework requirements, staff members will be recognized for this achievement in the spring of each school year. The AIG Coordinator will support any teachers interested in pursuing AIG licensure, providing resources to prepare for the Gifted Education Praxis. Teachers that complete all district course requirements and pass the Gifted Education Praxis to receive licensure will be reimbursed for the cost of the assessment.

*** Practice F**
Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

The Montgomery County AIG Program needs to continue to align professional development with our local strategic priorities and any district initiatives that have been identified. AIG best practices will be integrated within other professional development initiatives across the district. Professional development provided for all Montgomery County teachers is based on best instructional practices. Support in the areas of PDSA(Plan, Do, Study, Act), Marzano's High Yield Instructional Strategies, and basic differentiation will continue to occur. Starting with this plan year, an emphasis will be placed on small group instruction. The AIG Coordinator will meet with the Instructional Facilitators on a regular basis to remind them of best practices of gifted education. School improvement plans and the district improvement plan consider the needs of gifted learners based on data. Professional development provided throughout the district will embed differentiation practices as well as best practices for gifted learners.

*** Practice G**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

Teachers working with AIG students will continue to be provided professional development. resources, coaching and support to address current state and national standards. Based on professional development provided to teachers, Instructional Facilitators will provide support to teachers through modeling and coaching. Teachers share best practices during PLCs, and time is allotted for them to plan together. Instructional Facilitators will coach teachers concerning utilizing data to drive instructional strategies for AIG students. Attention will be focused on how to deepen the understanding of teachers to impact the growth of AIG students. With the implementation of this AIG plan, district wide grade level and subject area PLCs will be implemented in grade and subject areas. Best practices will be shared at PLC meetings for working with gifted learners. The AIG Coordinator will remind teachers of exemplar lessons provided on the state AIG website and will also look for other exemplary lessons to share with teachers. Instructional Facilitators will model lessons for teachers that will include differentiation and best practices for gifted learners.

*** Ideas for Strengthening the Standard**

Differentiation professional development to meet the needs of staff. Increase the buy in for local credentialing.

Planned Sources of Evidence

*	District Website
*	PD Satisfaction Surveys
*	Local Credential Participation Numbers

Documents		
Type	Document Template	Document/Link

AIG Standard 4 Additional Resources N/A

Montgomery County Schools (620) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

*** Practice A**
Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

The AIG Coordinator will work with schools in order to help form partnerships with parents/families that are intentional and meaningful to support all needs of AIG students. These include academic, intellectual, social and emotional needs. The AIG Coordinator will work with the district learning team to collaborate with various parent events. The AIG Coordinator will work with Instructional Facilitators to ensure that resources and information are provided to AIG students during parent nights. The AIG Coordinator will identify leaders from various parent and family networks who may be willing to partner with the district and brainstorm ways to support programming options and develop services for gifted learners. These parents can serve on the Advisory Committee or support in other avenues.

*** Practice B**
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

The Montgomery County Schools' AIG program will partner with local businesses, institutions of higher education, and industry to enhance learning opportunities that support the AIG program and students. For example, MCS will partner with UNCP for the regional science fair. Community involvement will be encouraged for our Math Olympics,

STEMlympics and the Battle of the Books competitions. Internships are available at the high school level. The CTE Director will help the AIG Coordinator find appropriate internship opportunities. Dual enrollment with MCC and NCVPS will be encouraged. The AIG Coordinator will look for creative ways to provide enrichment opportunities for AIG students by partnering with community leaders and businesses. The AIG Coordinator will also collaborate with the district learning team to provide opportunities through the various grants that Montgomery County Schools received. Parent collaborative programs with MCS that benefit AIG students, such as parents speaking during career day, will be encouraged. There are strong partnerships between Montgomery County Schools and our community college. Many students participate in Career and College Promise classes, which has accelerated because of our 1:1 initiative. Support is provided for students in these classes. Montgomery County Schools is home to an Early College that provides many diverse opportunities for AIG learners. With the high school having it's own CTE building right next to MCC, the collaboration between community members, Montgomery County Schools and the community college will continue to accelerate.

*** Practice C**
Establishes and utilizes an advisory group to develop, implement, monitor, and revise 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/guardians, AIG teachers, and other instructional and support staff.

The needs of AIG learners are best met when all stakeholders are included in the planning, implementation and monitoring of services provided. The AIG Advisory Board consists of staff members with a variety of roles and grade spans served. The AIG Advisory Board will meet twice a year to discuss and monitor the AIG Program and plan. The AIG Coordinator will continue to recruit family and community members to serve on the Board. The AIG Coordinator will also recruit students to serve on the AIG Advisory Board.

*** Practice D**
Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies and procedures relating to advanced learning and gifted education
- Ways to access advanced learning opportunities

Communication is ongoing and responds to the diverse language and other needs of the community.

Information needs to be provided to various stakeholders about the AIG plan or programming. Communication and inclusion of AIG stakeholders is essential to meeting the needs of AIG students and providing fidelity of program implementation. A standardized presentation of information regarding the AIG local plan and policies relating to gifted education will be presented. The AIG district website will incorporate information for both parents and students. The AIG Coordinator will collaborate with Montgomery County Schools' Marketing Liaison to utilize existing structures such as social media platforms and communication platform. The AIG Coordinator will ensure that stakeholders know where the AIG plan is located by placing it on the district website and providing copies for Principals and Instructional Facilitators. The AIG Coordinator will create brochures, pamphlets, fliers and newsletters to outline information regarding the plan and policies related to gifted education, including a glossary of acronyms and terms for consistent understanding of vocabulary. Any written material will be translated into Spanish as well as provided in English. The AIG Coordinator will collaborate with the Marketing Liaison to utilize local newspaper and media outlets when appropriate to share student accomplishments to improve perception and community relations. The MCS AIG Continuum of Services will be placed on the MCS district website.

*** Ideas for Strengthening the Standard**

Ensure that all stakeholders receive information regarding the plan, services, and policies. The newly created AIG Continuum can help with this.

Planned Sources of Evidence

*	Advisory Board Meeting Minutes
*	District Website
*	School Connections Paper Articles

Documents		
Type	Document Template	Document/Link

AIG Standard 5 Additional Resources N/A

Montgomery County Schools (620) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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 diverse 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)), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

The Montgomery County AIG Coordinator along with other stakeholders will develop a written AIG Plan that will document the local AIG program in accordance with all state laws and policies. It will be reviewed and refined by the AIG Advisory Board, district learning team and then submitted for the approval of the Montgomery County Board of Education. Knowledge of North Carolina Legislation (N.C.G.S. 115C-150.5-.8 (Article 9B)) and the State Board of Education policy (NC AIG standards, 2021) provide guidance in order to serve AIG students. All six standards are addressed within the plan. Data from the program self-assessment helps to guide the plan. The AIG Coordinator will begin to develop a timeline for initiation the work on the 2028 plan and will gather feedback from various stakeholders. After gaining approval from the Montgomery County School's school board, the plan will be submitted to NCDPI in order to receive feedback and comments. The plan can be revised and resubmitted based on feedback and concerns during the 2025-2028 plan years.

*** 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.

Communication is an essential element to the successful monitoring and implementation of the AIG plan. Teachers, administrators, students and parents alike must continue to maintain open lines of communication in order to successfully incorporate the essential elements of the AIG plan. Annual review of the AIG plan by the AIG Advisory

Board will assist in monitoring. Opportunities for meaningful reflection will evolve into any necessary improvements. Areas of improvement will be maintained/monitored utilizing deployment plans that clearly delineate responsibilities for any corrective actions. The AIG Coordinator will report feedback to Assistant Superintendent of the Learning Division and necessary deployment plans will be made. The AIG Coordinator will report feedback to the Director of Elementary and Curriculum Support and Director of Secondary Education so that any necessary support can be provided to classroom teachers. Data will be monitored on the school level as well as the district level. A systematic process for reporting progress will be developed including annual reports to various stakeholder groups.

*** 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.

The AIG Coordinator will collaborate with Montgomery County School's finance department to semi-annually review the AIG budget and ensure that state AIG funds are being used to support district AIG program goals. The AIG Coordinator will seek other opportunities, such as grant funding, to aid in the support of programs for AIG learners. The AIG Advisory Board will help ensure that clear connections between each goal of the local AIG plan and program within budget are made. The AIG Coordinator will advocate for funding for the gifted program to meet any program needs. Resources for teachers as well as professional development will be considered. The learning division actively seeks additional funding to help supplement the AIG budget.

*** Practice D**
Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

AIG performance data needs to be closely monitored. Clearly established processes need to be in place to assist classroom teachers in the disaggregation of student data. In addition, AIG students need to have ownership of their own growth data by tracking formative assessments, summative assessments and diagnostic assessments given throughout the year. The collection, maintenance, analysis, and sharing of data for Montgomery County AIG students will include student growth data. This data will be collected through formative assessments, observation of the PDSA, summative data, i-Ready diagnostic assessment and EVAAS data. The AIG Coordinator will gather various data including but not be limited to, EOG, EOC, SAT, AP, ACT, PreACT, and WorkKeys and any other data available to the district, paying close attention to underserved populations as well as disproportionality issues. During data days, PLC team members will complete a data disaggregation form and dropout data will be gathered with the collaboration of the high school Guidance Counselors and Data Manager. Our district MTSS online platform has an early warning system

for high school students that will be utilized to help prevent drop out or other issues with both the gifted population and the high school population at large. ACT and Pre-ACT data is analyzed for all students as part of the PDSA process. Other forms of data that speak to the success of AIG students will be collected, such as the number of internships or mentorships, college acceptance information, scholarship information, Career and College Promise completion rates and AP class completion rates. Teachers are provided with training needed to understand student growth and achievement through PLCs and collaboration with the Director of Testing and Accountability.

*** Practice E**
Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

The Montgomery County AIG Program needs to continue ensuring that diversity is a part of the local AIG program. A systematic approach to continuous monitoring of the diversity within the Montgomery County's AIG program must be developed and maintained in order to ensure a rich cross section of representation within the program. The AIG Coordinator and district learning team will continue to monitor the AIG headcount data to ensure that diversity is in place with the MCS AIG program. The portfolio process is in place as a way to benefit those students who are gifted but have some difficulty with standardized testing. Headcount information will be provided to the AIG Advisory Board. Trend data for underrepresented students including students who are ethnically diverse, economically disadvantaged, multilingual learners, highly gifted and twice-exceptional, will be examined and any necessary changes will be made to the AIG plan. The AIG Coordinator will gather, analyze and share AIG student growth, achievement, and retention data specifically for the under-represented populations mentioned in this standard.

*** Practice F**
Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.

AIG students need to be placed with teachers that hold the credentials to teach AIG students when possible. These teachers are best able to meet their needs as gifted learners. Montgomery County Schools' Human Resource department will work closely with the AIG Coordinator to maintain accurate information on all school personnel working with AIG students. Non AIG certified teachers will be offered coaching through the Instructional Facilitators. Local staff development offerings will be available, and teachers of AIG students will be encouraged to participate in these offerings. AIG students will be placed in classrooms with regular education teachers that hold an AIG license whenever possible. The AIG Coordinator will work with appropriate personnel including Human Resources staff and learning

team to document the employees earning an AIG add-on license or participating in professional development geared towards gifted learners.

*** Practice G**
Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.

An AIG Advisory Board will help provide feedback regarding the implementation of the local AIG program. The AIG Coordinator will work with a student gifted advisory board to strengthen district areas of focus. Student feedback will be gathered in multiple formats including in person feedback, as well as google forms. Feedback will be solicited during monthly principal's meetings and leadership cabinet meetings as well as through district and school level PLCs. The AIG advisory board will assist in monitoring the AIG program and will provide support and offer suggestions to ensure effective implementation of AIG programming. Data will be collected regularly, both formally and informally, to identify areas of program improvement. Data will include documentation about each standard and practice at the individual school and collective district level to ensure consistency and fidelity of program vision, and to ensure service delivery is equitable and consistent across schools. A survey will be developed that mirrors the LEA self-assessment tool in order to provide information on plan effectiveness and fidelity.

*** Practice H**
Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.

Montgomery County Schools AIG program will clearly communicate evaluative program information to the public by utilizing the district website as one means of this communication. Furthermore, the AIG Advisory Board will help disseminate this information. Evaluative data will be reported to the cabinet. Any necessary deployment plans will be based on data. Data will be shared to a variety of groups including district leadership, AIG Advisory Board, principals, students, teachers and parents. Social media will be utilized when deemed appropriate. Student confidentiality will be protected when releasing any program information.

*** Practice I**
Safeguards the rights of all AIG students and their parents/guardians 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.

Policies and procedures will continue to be reviewed and evaluated with a discerning eye kept on the protective nature of those practices for our AIG students. Once a student is identified as Gifted, a letter of consent is sent to parents. This letter outlines the area of giftedness and asks for consent to enter the AIG program. The AIG Coordinator works with school-level Data Managers to look for AIG records in student files on transfer students. The AIG Coordinator reviews AIG paperwork and when necessary reaches out to the district to make the appropriate placement decision. Montgomery County Schools continues to seek ways to make our schools quality learning environments through close cooperation between home and the entire school system. The Academically / Intellectually Gifted Program's goals, objectives, and service options should be clearly understood and communicated to all parents. In the event that a parent/guardian disagrees with a decision, it is the hope that the concerns may be resolved at the individual school level. The following procedures should be followed to resolve any disagreements. Montgomery County Schools' Due Process Procedures regarding Academically / Intellectually Gifted are as follows:

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

Step 2: Appeal to the Building Level Principal

The parent/guardian may appeal the decision of the Gifted Identification Team to the building level Principal. This should be done within 10 school days of the decision from the Gifted Identification Team. The Principal shall schedule the conference within 10 school days of the receipt of the written request. The Principal shall review the concern. During the conference he/she may request further information from the child's teacher, the Gifted Identification Team, or the parents. Minutes are to be recorded on the GIT minutes form and signatures obtained from all present. The Principal shall respond to the concern in writing within 10 school days of the conference.

Step 3: Appeal to the AIG Coordinator

The parent/guardian may appeal the decision of the building Principal to the AIG Coordinator. This should be done in writing within 10 school days of the decision from the building level Principal. Please submit this appeal to: AIG Coordinator Montgomery County Schools PO Box 427 Troy, North Carolina 27371. The AIG Coordinator will review the concern. During the conference with the parent/guardian, they may request further information from the child's teacher, the Gifted Identification Team, the parent/guardian, and/or the Principal. Minutes should be recorded on the GIT minutes form and signatures obtained from those present. The AIG Coordinator shall respond to the concern in writing within 10 school days of the conference.

Step 4: Appeal to the Superintendent

The parent/guardian may appeal the decision of the AIG Coordinator to the Superintendent in writing within 10 school days of the decision. Please submit the appeal to: Superintendent Montgomery County Schools

Click here to remove the table and use only the narrative field.

*** Ideas for Strengthening the Standard**
Ensure plan and data is shared with all stakeholders

Planned Sources of Evidence

* Leadership Academy Week Presentation

* Advisory Board Minutes

*

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	

Local Board of Education Approval

Montgomery County Schools (620) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

AIG Related Documents

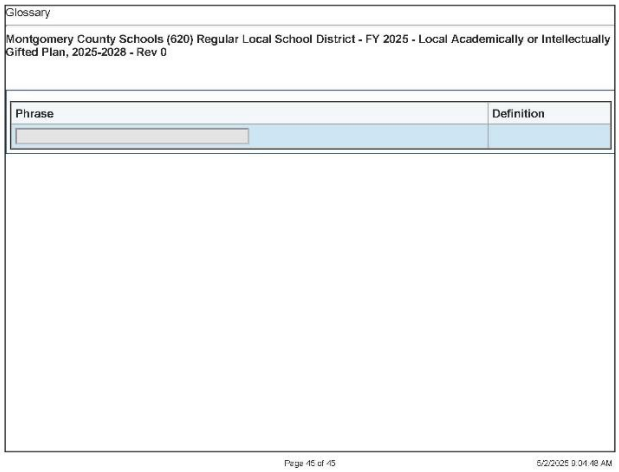
Montgomery County Schools (620) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures (Upload at least 1 document(s))	Local Board of Education Approval Template	

Optional Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	



Glossary

Montgomery County Schools (620) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition

Page 45 of 45 5/2/2025 9:04:48 AM

Local AIG Plan Board Approval Document

The Montgomery County Schools Local Board of Education reviewed and approved the Local Academically or Intellectually Gifted (AIG) Plan on 5/5/25. This Local AIG Plan shall remain in effect for 2025-2028 as outlined in the regulations of Article 9B of Chapter 115C of the North Carolina General Statutes.

For questions regarding this Local AIG Plan, please contact Jessica Lowder, CTE Career Specialist, Jessica.lowder@montgomery.k12.nc.us

Signature of Board chairperson and date

Anne Evans 05/05/2025

Signature of Superintendent and date

Upon returning to open session Board Chair Anne Evans asked for a motion to amend the agenda to include a board vote for the selection of the new Montgomery County Schools Superintendent. Lynn Epps made the motion with Cindy Taylor seconding. The board approved unanimously.

Board Chair Evans then requested a motion to approve the consent agenda. Tommy Blake made the motion to approve the consent agenda with a second from Bryan Dozier. The board agreed unanimously.

Board Chair Evans then requested a motion to approve the hiring of the new Superintendent. Tommy Blake stated that we had good candidates both in house and out for this position. Angela Smith made the motion to employ Dr. Karen Roseboro based on contract negotiations. Cindy Taylor made the second. Board Chair Evans then called for a vote with a show of hands. Lynn Epps, Cindy Taylor, Angela Smith, and Isai Robleo voted in favor with Tommy Blake, and Bryan Dozier voting against. Bryan Dozier stated that he would like to go on record that he was not voting against Dr. Roseboro but he was voting against the way the contract is written. He feels the contract does not protect us and we could be on the hook for up to three hundred thousand dollars. Board Chair Evans then stated that we have a motion, a second and a vote. Therefore the motion to hire Dr. Karen Roseboro passed. Lynn Epps did address Mr. Dozier's concern. She stated that after conversation and reviewing with legal counsel, there are items listed in the contract that do protect us.

Board Chair Anne Evans then stated that she would like to make a statement. She stated that she would like thank the employees of Montgomery County Schools, specifically Dr. Shaw and Mr. Auman for the hard work these last several months and I hope for the hard work they will continue to do, to keep our school system afloat, protected, and moving forward. I have full confidence that we will be moving forward in a positive light to help Dr. Roseboro.

Following open session, Board Chair Evans asked for a motion to adjourn the meeting. Bryan Dozier made the motion with Cindy Taylor seconding; the meeting was duly adjourned.

The next regular meeting will be held on Monday, June 2, 2025, at 6:30 pm at the Montgomery County Central Office.

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Anne Evans, Board Chair	Wade Auman, Interim Secretary