

Mission/Vision Statement and Funding

Guilford County Schools (410) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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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)

Guilford County Schools Mission

Guilford County students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice.

Guilford County Schools Vision

Transforming learning and life outcomes for all students.

Guilford County Schools Core Values:

DIVERSITY - We are committed to creating an educational organization where a variety of persons and perspectives are welcome. We are committed to providing an environment where students and staff from all cultures and backgrounds may succeed.

EMPATHY - We are committed to developing a culture where our employees identify with and understand the feelings of our students and parents as well as their colleagues.

EQUITY - We are committed to creating equitable and inclusive schools where adults take ownership for student learning outcomes and make sure students have what they need to succeed in school and in life. We will acknowledge and dismantle systems, processes and mindsets that perpetuate race, poverty, disability and English language status as predictors of achievement. We will align resources to create equitable opportunities for students and employees. We will eradicate achievement gaps.

INNOVATION - We are committed to fostering a work environment where the goal is not to manage innovations but to become innovative. Problems are identified, adults in the district assume ownership of the problems, and everyone works together as agents of the solution until the problems are solved. We will not stop until obstacles are removed, solutions are found, and clear and compelling goals are established.

INTEGRITY - We are committed to creating a school district that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards and treating everyone with respect.

Guilford County Schools AG Department Vision

The vision of Guilford County Schools (GCS) Academically Gifted Department is that all Guilford County Schools (GCS) will have equitable opportunities for students to engage in rigorous learning. Processes and procedures for Academically and Intellectually Gifted (AIG) services will be commonly understood by the school community and the community at large. The academic, social and emotional needs of advanced learners will be valued and supported by school and district membership. All school staff will share the responsibility and will collaborate to provide the most rigorous learning experiences for each student.

The GCS local AIG plan is a key strategy for fulfilling the district’s mission and core values with the goal of maximizing the achievement of all students.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$	* \$	* \$	* \$

Standard 1: Student Identification

Guilford County Schools (410) 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.

Referral Process (K–12):

Research indicates that conducting a district universal screener, rather than relying solely upon referrals, is one of the most positive factors in providing equity and access to gifted services. However, to ensure that adults can advocate for a student's learning needs, students in grades K-12 may be referred for potential gifted programming by school personnel, a parent/guardian, or community members using the AG Referral Form. The AG Referral Form is available on the district's website and is also readily accessible by the chairperson of the school's Team for Academically Gifted (TAG) at each school. Once the AG Referral Form is received, the AG Department will conduct a review of available quantitative and qualitative student data to determine what, if any, additional assessments may be needed to establish eligibility and/or provide Talent Development services. While not all referrals will result in testing, identification, and/or participation in Talent Development, a referral may be submitted in the following cases:

- The student is new to GCS from out-of-state and has previous gifted identification and state or nationally normed data which can be reviewed for potential GCS placement
- A student, parent, teacher, or community advocate provides data or other objective indicators of academic potential that have not been previously considered.
- A parent/guardian is seeking acceleration consideration for a child.

No referral is necessary for students who are already identified as AIG coming to GCS from other North Carolina districts since GCS honors previous identification from a public K–12 institution with an approved AIG Plan on file with the North Carolina Department of Public Instruction (NCDPI). Students previously identified in grades K-2 receive Consultative Services without the need for a referral. In Grade 2, these students will participate in the universal screening opportunity and will maintain identification if they meet the district's criteria for academically and/or intellectually gifted as described in Standard 1, Practice B.

Referral for Acceleration in the Primary Grades (K–2):

When a referral for a K – 2 student is received, the AG teacher will review assessment data from classroom, district, and/or state assessments as well as qualitative data such as peer interactions and exposure to above grade level content. This data is used to identify students who are performing well above grade level and thus demonstrate the need for targeted differentiation beyond their grade-level peers and/or the need for accelerated options. Referrals for students in grades K-2, may lead to identification and service in the following ways:

- K–2 students who meet the requirements for subject acceleration, as described in Standard 2, Practice G, will be entered into the AG Database as receiving K–2 Consultative Services.
- K–2 students who meet the requirements for grade acceleration, as described in Standard 2, Practice G, will be identified as Intellectually Gifted (IG). Practice B provides additional details regarding this identification practice.
- Kindergarten students who meet the state's requirement for early entry and are accepted by the school's principal will be identified as Intellectually Gifted (IG). Practice B provides additional details regarding this identification practice.

Screening Grades K-12:

GCS offers several opportunities for students to be considered for academically and/or intellectually gifted programming or Talent Development opportunities without the need for a parent/guardian referral:

- Nurture Services (K–1)
- Grade 2 district wide administration of the Cognitive Abilities Test (CogAT).
- Grade 5 aptitude screening for students identified solely as Intellectually Gifted (IG)
- Grades 3–12 administration of the state required NC End-of-Grade (EOG) and NC End-of-Course (EOC) achievement assessments in math and reading
- Grade 5 NC End-of-Grade (EOG) in science for Very Strong (VS) eligibility
- Grades 10-11 administration of the PSAT which generates AP Potential data for review

Nurture Services (K–1):

K-1 Nurture is offered in many of the district's Title I elementary schools and is an effort to expand the critical thinking skills of primary learners and increase the number of students eligible for achievement screening during the district's universal screening process that occurs in second grade. Grade 2 Nurture, offered in all GCS elementary schools, serves this same purpose. In both K-1 Nurture and Grade 2 Nurture, students demonstrating specific critical thinking skills, as documented on a detailed observational checklist, participate in small group enrichment to expand critical thinking opportunities. Students in Grades 1 and 2 participating in small group sessions are entered into the AG database to record Talent Development services provided over time.

Grade 2 Universal Screening Opportunity:

All second-grade students participate in a universal screening opportunity using the Cognitive Abilities Test (CogAT) during the specified screening window. To accommodate for various student needs, the AG Department offers these exceptions:

- Students with a nationally normed intelligence quotient (IQ) score from an assessment that has been administered within the past 36 months by an eligible entity are not required to test but may opt to participate.
- EC students with a severe cognitive disability are not required to take the test.
- Multilingual Learners with minimal English proficiency are not required to test but may opt to participate.

To ensure that parents/guardians maintain autonomy regarding their child's education, upon request a parent may waive this screening opportunity. The parent/guardian may choose to submit either (1) a full aptitude score from an assessment administered by other school/district personnel for other school service decisions or (2) an AG Referral for school data to be reviewed for possible Talent Development services.

Any one of seven data points may be used to determine if a student is eligible for additional screening:

- Composite (VQN)
- Quantitative/Non-Verbal (QN) partial composite
- Verbal /Non-Verbal (VN) partial composite
- Verbal/Quantitative (VQ) partial composite
- Non-Verbal (N)
- Quantitative (Q) subtest
- Verbal (V) subtest

For the CogAT composite score (VQN), only nationally normed results are considered. For the remaining data points the district considers the highest score between the nationally normed and locally normed scores. The local normed score is generated by the test publisher comparing students at the district level. Students who score at the 70th percentile or higher on one or more CogAT data points are eligible to participate in achievement screening with the administration of the Iowa Achievement Tests in math and reading. Students with a composite (VQN) of 92nd percentile or higher are screened for potential Very Strong (VS) services, which are available beginning in grade 4, with the additional administration of the Iowa Achievement Tests in science and social studies.

Grades 3–12 Annual Screening:

As a part of the state's comprehensive summative assessment program, at grades 3–8, students participating in the courses aligned to the NC Standard Course of Study are administered summative assessments in math and reading (currently EOG) for their respective grade level. Students in grades 5 and 8 are also administered a summative assessment in science. At the secondary level, students enrolled in Biology, English II, Math 1, and Math 3 are administered a summative assessment at the end of the course. The AG Department uses the results of the state's summative assessment for identification and service considerations. Students who meet the criteria stated in Standard 1, Practice B will be identified as academically and/or intellectually gifted. The systematic review (screening) of state summative data occurs without the need of a parent/guardian referral.

At grades 3-5, after the analysis of the state summative data, students who score the highest achievement level (currently Level 5) on both reading and math assessments but have yet to meet the aptitude criteria for AIG identification will be administered the grade appropriate Naglieri Nonverbal Ability Test – 3rd Edition (NNAT3) during the following Beginning-of-Year testing window so that these students have another opportunity for AI identification.

High schools use the College Board AP Potential report and a district-provided AP Discrepancy Report to actively recruit students, particularly those from underrepresented populations, for enrollment in Advanced Placement courses. Schools partnering with Equal Opportunity Schools (EOS) also use EOS student profiles to identify students for these advanced opportunities. Advanced courses are available through student self-selection and are not dependent upon AG eligibility.

*** 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 GCS criteria for academically and/or intellectually gifted eligibility is based upon the state definition of giftedness provided in Article 9B (N.C.G.S. § 115C-150.5) and thus specifically address both academically and intellectually gifted student profiles.

The state definition is as follows:

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

The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields.

Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

Standard 1, Practice A described the various opportunities the district offers for students to be considered for academically and/or intellectually gifted programming or Talent Development opportunities without the need for parent/guardian referral. Practice B describes how data is reviewed to determine eligibility for academically and/or intellectually gifted identification as well as participation in the district's Talent Development programming. GCS uses the following state acronyms to designate eligibility areas:

- AM – Academically Gifted in Math only
- AR – Academically Gifted in Reading only
- AG – Academically Gifted in Math and Reading
- IG – Intellectually Gifted
- AI – Academically and Intellectually Gifted

Currently, the state does not have a way to track participation in gifted programming for students who have not yet met the identification criteria but demonstrate potential for enrichment programming. In GCS, students participating in Talent Development are entered into the district's AG Database and are monitored to evaluate the effectiveness of district efforts to nurture student potential in a way that leads to identification.

GCS Pathways for Eligibility

*The AG Department reserves the right to determine which assessments and data sources are acceptable for use towards eligibility decisions.

Eligibility for Consultative Services (K-2)

Students in primary grades (K-2) are identified for Consultative Service when the results of summative and formative assessments indicate a need for acceleration and/or enrichment of grade-level content. Consultative Service is not a pull-out enrichment service but can be described as timely collaboration between the AG teacher and classroom teacher to address student performance and demonstrated need for differentiation within the regular education classroom.

Students are not formally identified for pull-out enrichment services until Grade 2, with pull-out enrichment services beginning in the fall of the student's third grade year. As such, in Grade 2, all students eligible for Consultative Service will participate in the district's universal screening to determine their eligibility for academically and/or intellectually gifted identification as described later in this practice. The following pathways are available for eligibility for K–2 Consultative Service:

- K–2 students who meet the requirements for subject acceleration, as described in Standard 2, Practice G, will be entered into the AG Database as Talent Development.
- K–2 students who meet the requirements for grade acceleration, as described in Standard 2, Practice G, will be identified as Intellectually Gifted (IG). These students will be entered into the AG Database as well as the state's student information management system. In Grade 2, these students will participate in the universal screening opportunity and will maintain identification if they meet the district's criteria for academically and/or intellectually gifted as described later in this practice.
- Kindergarten students who meet the state's requirement for early entry and are accepted by the school's principal will be identified as Intellectually Gifted (IG). These students will be entered into the AG Database as well as the state's student information management system. In Grade 2, these students will participate in the universal screening opportunity and will maintain identification if they meet the district's criteria for academically and/or intellectually gifted as described later in this practice.

Eligibility for Pull-Out Enrichment Service (3-5)

Students are identified as AM, AR, AG, AI or IG in all elementary schools according to the following criteria:

Intellectually Gifted (IG)

- 98th percentile or above composite aptitude on a nationally normed assessment

Advanced Academic Achievement in math (AM), reading (AR), or both (AG)

- 90th percentile or higher on a nationally normed summative achievement assessment in math and/or reading; **OR**
- 85th–89th percentile performance on a nationally normed summative achievement + accepted Performance Task **OR**
- The highest achievement level (currently Level 5) on the NC EOG in math and/or reading

Academically and Intellectually Gifted (AI)

Pathway 1:

Composite or partial composite aptitude at the 90th percentile or higher on a nationally normed assessment AND meets one of the following achievement criteria:

- 90th percentile or higher performance on a nationally normed summative assessment in both math and reading; **OR**
- 90th percentile or higher performance on a nationally normed summative assessment in one achievement area (math or reading) AND 85th–89th percentile performance + accepted Performance Task in the other achievement area; **OR**
- The highest achievement level (currently Level 5) on the NC EOG in both math and reading

Pathway 2:

This pathway captures the student who meets the criteria for intellectually gifted (IG) AND meets the criteria for identification as academically gifted in math (AM) or academically gifted in reading (AR) as described above in the Advanced Academic Achievement section. In the state's student information system, these students will be identified as Academically and Intellectually Gifted (AI). The Student Eligibility Record (SER) and Differentiation Education Plan (DEP) will denote the service areas (math or reading). In grades 3–5 these students will receive the service for both IG and AM or AR services. At the secondary level, these students will be enrolled in the advanced academic course aligned to their academic strength and will receive differentiation in the regular education classroom for the other subject area (math or reading).

Eligibility for AG Service (6-12)

Intellectually Gifted (IG)

After Grade 5, aptitude is no longer used as a criterion for gifted programming. Students previously identified solely as intellectually gifted (IG) will receive differentiation in the regular education classroom and can be considered for placement in advanced/accelerated course work if their academic performance aligns to the district criteria.

Advanced Academic Achievement in math (AM), reading (AR), or both (AG)

In grades 6–12, the focus on achievement aligns with district placement parameters for advanced/accelerated coursework.

- 90th percentile or higher on a nationally normed summative achievement assessment in math and/or reading; OR
- 85th–89th percentile performance on a nationally normed summative achievement + accepted Performance Task **OR**
- The highest achievement level (currently Level 5) on the NC EOG or NC EOC in math and/or reading

Eligibility for Very Strong (VS) Service at the Academy at Lincoln (4-8)

The criteria to qualify for VS service includes all of the following components:

- **Aptitude:** 97th percentile or above aptitude composite on a nationally normed assessment
- **Reading:** 97th percentile or higher performance on a nationally normed summative achievement assessment **OR** the highest achievement level (currently Level 5) PLUS 97th percentile performance or higher on the reading NC EOG/EOC
- **Math:** 97th percentile or higher performance on a nationally normed summative achievement assessment **OR** the highest achievement level (currently Level 5) PLUS 97th percentile performance or higher on the math NC EOG/EOC
- **Science:** 95th percentile or higher performance on a nationally normed summative achievement assessment **OR** the highest achievement level (currently Level 5) PLUS 95th percentile or higher on the science NC EOG/EOC **AND**
- **Social Studies:** 95th percentile or higher performance on a nationally normed summative achievement **OR**
- **Science/Social Studies:** composite performance at the 95th percentile or higher when considering both Science and Social Studies scores.
- **Grades:** "A" average in each of the four core subjects

In addition to the above stated criteria students, rising 7th and 8th grade students must also be currently enrolled in a math course that aligns with the math pathway offered in the VS Program. For all students, a Performance Task option is available when the VS criteria is met in all areas except one, and that one area is within 5 percentage points of the minimum required VS score. The student must earn a passing rubric score on the Performance Task.

To further account for the influence of socioeconomic background, lived experiences, and other potential educational barriers, the AG Department utilizes a rubric designed to help quantify how these factors may affect the identification of highly gifted students. These considerations may be applied to all students within the application cohort.

Private Testing

GCS will accept scores from tests administered, at the family's expense, by private licensed practitioners to be considered for identification purposes for currently enrolled students according to the following conditions:

- Only one private test score may be used for academically and/or intellectually gifted identification (aptitude, math, reading, science or social studies)
- Prior notification of the intent to pursue private testing is required so that the family may receive guidance on the appropriateness of a private test score for academically and/or intellectually gifted identification.
- The student must have scored 70th percentile or higher on the corresponding GCS-administered assessment or be otherwise approved for private testing by the AG Department.

New to GCS

For students in grades 3–12, GCS honors previous placement of North Carolina students who have been identified by a public K–12 institution with an approved AIG Plan on file with NCDPI AND when student eligibility is documented in the state's student information management system. These students will maintain their identification, and the student's data will be reviewed to determine potential updates to eligibility and appropriate service.

Students who were identified as academically and/or intellectually gifted prior to grade 2 will be reassessed according to GCS eligibility criteria during the Grade 2 universal screening opportunity. In the interim, these students will benefit from Consultative Services as described in Standard 2.

Students in grades K-12 arriving in GCS from districts outside of North Carolina who provide documentation of academically and/or intellectually gifted eligibility will be reviewed for services according to GCS eligibility criteria. This review will occur during the next established screening window.

Families of students transitioning to GCS from private, charter, or out-of-state/district schools should contact the AG Department to discuss identification and testing options for their child. As with students currently enrolled in GCS, only one private test score will be accepted for academically and/or intellectually gifted identification from a student who is newly transferring to the district.

Eligibility for Talent Development Services (Grades 3–5):

Students who do not meet the criteria for academically and/or intellectually gifted identification may be served through Talent Development services. These students are captured on the AG Department database but are not documented in the state student information management system as academically and/or intellectually gifted. Talent Development service opportunities in grades 3-5 include Maximizing Academic Potential (MAP) and Advanced Learners. Because of the flexibility provided to address the needs in the local (school) setting, eligibility for Talent Development services is limited to the school for which the student was deemed eligible. Students who move within the district are allowed to continue MAP or Advanced Learner services only if space is available in the receiving school. At all schools, to better address AIG identification gaps, students furthest from opportunity are prioritized when filling available MAP seats. Talent Development eligibility is reviewed annually by each school's TAG team and therefore is not guaranteed from year to year. Student academic performance is monitored by the TAG Team throughout the school year, and participation in pull-out Talent Development services may be adjusted should the students' academic needs dictate.

Maximizing Academic Potential (MAP)

MAP service is appropriate for students in grades 3–5 who meet the following:

- 70th percentile aptitude **AND** grade level proficiency (currently Level 3) on the math and/or reading NC EOG **OR**
- 70th percentile aptitude **AND** nationally normed summative achievement percentile score $\geq$ 70th in math and/or reading **OR**
- The second highest achievement level (currently Level 4) on the math and/or reading NC EOG **OR**

- Nationally normed summative achievement percentile score between 80-89th percentile in math and/or reading **OR**
- Aptitude score at 95th percentile to 97th percentile **AND** TAG recommendation

In schools where less than 10% of the 3–5 population has been identified for gifted programming, the school’s TAG may consider all available student data and school performance to identify the top performing 10% of the school’s 3–5 population for MAP service and/or Advanced Learner opportunities. Students furthest from opportunity are prioritized for participation in MAP services.

Although MAP service may not be available in schools where 10% or more of the 3-5 population has been identified for academically and/or intellectually gifted services, these schools can offer MAP if the AG Department determines that the AG teacher’s schedule can accommodate MAP service. As a service highlighted in this AIG Plan, including MAP service in the AG teacher’s schedule should take precedence over other school-based enrichment opportunities especially when such opportunities were not specifically designed to meet the learning needs of academically and/or intellectually gifted students and other advanced learners.

Advanced Learners

In situations where between one and five students are identified for service in a specific grade and service area, the school’s TAG Team may recommend up to five additional students to participate as Advanced Learners in academic pull-out enrichment for reading or math or intellectual pull-out enrichment for aptitude strengths. All Advanced Learner candidates must be approved by the AG Department prior to receiving services. Advanced Learner eligibility is reviewed annually by each school’s TAG team and therefore is not guaranteed from year to year. The AG teacher’s schedule must be able to accommodate the service delivery.

To participate in math or reading pull-out enrichment as an Advanced Learner, a student must not have met the identification criteria for academically gifted and meet one of the following criteria:

- Second highest achievement level (currently Level 4) on the math and/or reading NC EOG
- 80th - 89th percentile summative achievement score in math and/or reading on a nationally normed assessment

To participate in the intellectual strength-based pull-out enrichment as an “Advanced Learner”, a student must not have met the identification criteria for intellectually gifted but meet the following criteria:

- A composite or partial composite aptitude score at the 95th percentile to 97th percentile **AND** TAG recommendation



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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 demographic breakdown of GCS student enrollment is:

- 42.1% African American
- 26.2% White
- 19% Hispanic
- 7.1% Asian
- 5.6% All Others

Approximately 9,700 GCS students, including PreK students, are identified for EC services and 8,300 are identified for EL services.

Approximately 17% of the overall district student population is formally identified as AG in the state's student information system. The demographic breakdown of this AIG subgroup is:

- 20% African American
- 51% White
- 11% Hispanic
- 11% Asian
- 6% All Others

When we consider all students receiving AG services in GCS (including Talent Development not formally identified in the state's student information system), 23% of the overall district student population receives AG services and the demographic breakdown is:

- 22% African American
- 49% White
- 12% Hispanic
- 11% Asian
- 6% Multi-racial

Approximately 2.8% of AG-identified students in GCS are also identified for EC services and less than one percent is also identified for EL services.

GCS is committed to increasing the cultural and racial diversity of students receiving AG services. Identification tools and procedures support these efforts in the following ways:

Referral:

As stated in Practice A, research indicates that conducting a district universal screener, rather than relying solely upon referrals, is one of the most positive factors in expanding access to gifted services. Referrals for service are not required for a student to be evaluated for academically and/or intellectually gifted services but serve as an additional opportunity for adults to advocate for student needs and to ensure that students are not inadvertently missed.

Screening:

The following opportunities are provided and are considered universal screeners because parent/guardian referral is not required. Therefore, students furthest from opportunity have access to gifted programming through the following opportunities:

- K–1 Nurture (in participating schools)
- Grade 2 Screening
- Grades 3–12 Annual Screening

K–1 Nurture:

Select Title 1 schools offer a K–1 Nurture program that aims to expand the critical thinking skills of primary learners and increase the number of students eligible for achievement screening during the district's universal screening process that occurs in second grade. Providing this opportunity in Title 1 schools allows the district to offer intentional programming to students from low-income families. All schools that participate in K–1 Nurture must apply to be a member of the cohort. The application process allows the school to document a commitment to providing the structure needed for successful implementation, which will have a positive impact on student achievement.

Grade 2 Screening:

The first opportunity for districtwide screening for pull-out enrichment opportunities occurs with the universal administration of the Grade 2 CogAT. The pictorial, untimed Grade 2 CogAT format diminishes language barriers for a more equitable screening. The digital administration format addresses most

student accommodations needs within the test. The CogAT assessment produces seven data points which increase identification opportunities for all students.

The district is preparing to move to an audio-led administration format for the CogAT, which allows for the test instructions to be read aloud in eight languages and for students to progress through the test at their own pace. The audio option can be particularly beneficial for English Learners as it provides clear standardized instructions in their preferred language, reducing the impact of language barriers on their test performance.

To ensure that parents/guardians maintain autonomy regarding their child's education, upon request a parent may waive this screening opportunity. In these cases, the parent/guardian may submit (1) a full aptitude score from an assessment administered by other school/district personnel for other school service decisions or (2) an AG Referral for school data to be reviewed for possible Talent Development services.

During the universal screening window, the AG Department collaborates with the Exceptional Children (EC) Department and the English Learner (EL) Department to identify students in these special populations that need additional screening for academically and/or intellectually gifted services because their exceptionality may have affected their CogAT participation/score. At the school level, EC/EL staff are able to communicate with the AG teacher regarding specific learning targets and academically gifted characteristics observed in the student.

Grades 3–12 Annual Screening:

As with the administration of the Grade 2 CogAT, the AG Department's use of data from the state's summative assessment offers another opportunity for students to be considered for academically and/or intellectually gifted identification without the need for a referral from the parent/guardian or staff. Having multiple opportunities for students to demonstrate their potential can lead to a diverse pool of students participating in gifted programming. Additionally, using the state assessments provides an opportunity to recognize student achievement while also eliminating barriers associated with cost to the district, ensuring that recognizing a student's potential is not impacted by resources needed to fund such initiatives.

Grades 9-12 additional screening:

At the high school level, the administration of SAT Suite and ACT college readiness assessments to all students in multiple grade levels provides additional universal screening opportunities for advanced coursework recommendations.

Identification:

The state's definition for giftedness states that students can demonstrate academic and/or intellectual potential. The district's identification criteria (as highlighted in Practice B) provide opportunities for students to demonstrate their potential in one or both areas, ensuring a more equitable acknowledgement of student strengths.

The district's use of local norming acknowledges the state's definition of giftedness as comparing student accomplishment to others by age, experience, or environment. Comparing a student's performance to other students in the same district and, at times, same building, helps to acknowledge the comparable environment and thus close achievement gaps and improve equity in gifted identification. In GCS, the results of the CogAT are provided in both national and district norms.

Additionally, the district is able to use programming provided by the test publisher of the CogAT and Iowa Assessments to generate building norms that can be used to identify students for Talent Development opportunities. Using building norms allows the district to identify top performing students at individual schools for Talent Development when less than 10% of the 3–5 population qualifies for formal identification.

College Readiness

In grades 9–12, academically and/or intellectually gifted students are often counseled toward enrollment in advanced coursework such as Honors, Advanced Placement and International Baccalaureate with the goal of curating a high school transcript that meets and exceeds the UNC System's college admissions requirements. Although the UNC System's admission standards currently include a test optional pathway, many academically and/or intellectually gifted students benefit from the results of college readiness exams, the ACT and the SAT, in helping them define and compare their readiness for college success when compared to their peers from across the nation. To ensure that all students have access to these assessments, district and state funding are used to pay for a student's participation. As such, students from all demographics are afforded an equitable opportunity to meet and exceed the UNC System's

admission standards as well as admission standards at prestigious colleges and universities across the state and nation. The list below documents the funding source for the assessments.

- PSAT: District pays annual administration at grades 10 -11
- PreACT: State pays for administration at grade 10
- ACT: State pays for administration at grade 11

In addition to addressing the barrier that finances may contribute to a student's ability to participate in these assessments, the district implements strategic procedures to ensure that school staff understand best practices for increasing student participation in these assessments, such as communicating the benefits of college readiness assessments and offering a mandated make-up opportunity.

Annually, the AG Department provides a presentation to School Administrators and School Counselors on the use of the AP Potential data. The AP Potential Report is generated by the College Board based on student performance on the PSAT/NMSQT college readiness assessment. Students whose calculated AP potential is at 50% are strategically encouraged to enroll in AP courses. In collaboration with the district's Division of Accountability and Research, an analysis of AP enrollment data in comparison with AP Potential data is conducted. This data is disaggregated to reveal trends in AP enrollment for students furthest from opportunity.

Additionally, a partnership with Equal Opportunity Schools (EOS) helps to shift the cultural mindset in high schools, to positively impact the sense of student belonging and to identify students with potential who are missing from AP and IB courses.

Highly Gifted (VS Program):

The district is committed to identifying and serving students who have superior performance (97th percentile) when compared to their peers. As stated in Standard 1B, the district identifies students for Very Strong (VS) services in grades 4–8. To further account for the influence of socioeconomic background, lived experiences, and other potential educational barriers (such as a school's Title 1 status and teacher retention rate), the AG Department utilizes a rubric designed to help quantify how these factors may affect the identification of highly gifted students. These considerations may be applied to all students within the application cohort.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	29.46%	9.34%	10.58%	11.34%	19.39%	---	34.95%
Male	29.32%	8.19%	10.83%	---	20.83%	---	36.43%
Total	29.39%	8.76%	10.70%	9.64%	20.11%	---	35.71%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

*** Practice D**

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

The reliability of the screening, referral, and identification process is ensured through the following processes:

- Organization, training and communication around the second-grade universal screening assessment is managed by the AG Department and spearheaded at the school level by trained AG teachers.
- Annual completion by elementary AG teachers of the AG Identification and Testing mandatory self-paced course through the district's LMS
- Sharing of academically and/or intellectually gifted identification information during screening windows through official principal newsletters
- Close monitoring by the AG Department of the district AG database which compiles cumulative information on all students who have received further screening beyond the initial administration of the CogAT universal screening
- Bi-annual individual compliance reviews of student AG rosters and screening/identification process implementation conducted by the AG Department
- The required use of procedures, forms and letters for AG teachers and Team for Academically Gifted (TAG) chairs which are housed on a central AG shared site
- Mandatory AG teacher meetings to discuss screening, referral and identification procedures in the elementary school
- Systematic review by the AG Department of all secondary students new to GCS to determine prior eligibility and/or the need for identification based on the district's criteria stated in Standard 1, Practice B
- Mandatory TAG Chair meetings to discuss compliance procedures around screening and identification in the middle school
- At the elementary grades, the review of each student's eligibility profile and generation of approved Student Eligibility Records (SER) by AG Department personnel
- At the secondary level, district notification to schools regarding students new to the district. The SER is sent to the school so that the school-based TAG can confirm the student's schedule and ensure parent/guardian notification.
- AG Department staff updates the state's student information management system to reflect eligibility and alignment with the district AG Database.
- District oversight and review of secondary math placement to ensure adherence to SB 500 legislation

*** Practice E**

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

Parents/Guardians, school staff, and community members may access academically and/or intellectually gifted screening, referral and identification procedures through the Academically Gifted page of the Guilford County Schools website. The full Board-approved AIG Plan is posted on the website as well as specific pages that summarize the identification process, including infographics, student testimonials, and short videos. The AG webpage is the most comprehensive source of information for current GCS families, for families who are new to the district as well as for district staff.

Elementary AG teachers and middle school Team for Academically Gifted (TAG) Chairs participate in school-based beginning-of-year informational sessions and events to explain the eligibility process and spectrum of services.

The AG Department provides presentational documents regarding the screening and identification process to elementary AG teachers and middle school TAG Chairs to facilitate annual informational meetings with school staff. These documents, along with other relevant screening information, are available to AG teachers and middle school TAG Chairs through the AG Department SharePoint sites.

Referral:

The GCS AG Referral Form is available on the district AG webpage. Staff and families may also obtain the form from the AG teacher (elementary level) or TAG Chair (secondary level) at the school.

Information about the referral opportunities is included in the screening and identification information sessions delivered by the AG Department.

Since GCS has universal screening opportunities, referrals for service are not required for a student to be evaluated for academically and/or intellectually gifted services but serve as an additional opportunity for adults to advocate for student needs.

Screening:

Elementary Level:

Screening timelines and procedures are communicated to principals through the official district principal newsletter.

In the fall, the AG Department provides an informational flyer regarding the Grade 2 universal screening opportunity that occurs in second grade. This flyer is distributed during Open House events and provides a timeline for screening and identification. Prior to the assessment window, a letter is sent home to each second-grade student to notify parents/guardians about the administration of the CogAT. This letter communicates the purpose of the assessment and its use in the identification of students for gifted services. This communication is available in the seven most represented languages across the district.

The AG Department collaborates with the district's Guilford Parent Academy to host sessions, known as *Understanding the GCS Screening and Identification Process*. These sessions disseminate information to parents/guardians and the community regarding the tools used to evaluate students for potential gifted services. These sessions are advertised using social media platforms and are offered virtually to expand access. The recorded presentation and resources are posted on the AG Webpage for reference. Documents are translated upon request and disseminated to families via the AG teachers at their respective school sites and posted on the AG Webpage.

Secondary Level:

In the fall, the AG Department provides the TAG Chair with the SER for each student who was newly identified or had an update to their identification based on a district review of the previous school year's NC EOG and NC EOC data. Updated rosters are shared with TAG Chairs to download and share with key administration staff so that each student's schedule complies with the identification practices listed in Standard 1, Practice B.

Identification:

The district AG Department provides letter templates for schools to use to communicate eligibility decisions following the screening and identification process.

Individual schools host informational sessions for newly eligible students and their families to share eligibility information and introduce service plans. Families have an opportunity to review and sign this documentation.

Let's Talk, a GCS communication tool is linked to the AG Department webpage and functions to address inquiries specific to gifted programming and services asked by families district wide.

*** 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.

The AG Department maintains a district AG database which compiles cumulative information on all students who have been considered by the school's Team for Academically Gifted (TAG). Students reviewed for potential identification or Talent Development services are recorded in the database, regardless of their

eligibility status. Multiple layers of data are documented for each student being screened including aptitude and achievement standardized test scores, applicable Performance Task scores, as well as other information pertinent to their eligibility for service, such as participation in Talent Development small groups.

The Student Eligibility Record (SER) is generated from this database and is signed by the school Team for Academically Gifted (TAG) Chair and by AG Department personnel. The SER indicates the tools and scores used to determine eligibility as well as the areas of identified service. AG Department personnel enter the eligibility information into the state's student information management system.

Families receive an eligibility letter which includes a copy of the SER. The annual Beginning-of-Year (BOY) meeting provides an opportunity to explain the SER, the data used to determine eligibility, as well as outline the services to be provided for each subject of eligibility. These meetings also include an overview of how programming will target the academic behavior and social-emotional needs of the students. The SER is signed by the parent/guardian to acknowledge their awareness of the evidence that leads to their child's identification and to accept or decline the identification and service. Once signed, the SER is housed in the student's cumulative school record.

* **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.

The Elementary DEP:

At the elementary level, the school's AG teacher meets with TAG to review data and determine the level of programming that best meets a student's demonstrated needed according to the service options approved by the AG Department. The AG Department expects fluid composition of the TAG team, which will require the TAG chair to convene a group of stakeholders who have the skillset to discuss the needs of the student(s) being considered for programming. For example, following the receipt of the Grade 2 CogAT and Iowa Assessments scores, the TAG team should consist of all Grade 2 teachers and other school-based curriculum leaders that can provide additional qualitative and quantitative formative data to consider the student's eligibility for Talent Development services. Eligibility for identification is limited to the data highlighted in Standard 1, Practice B. Following these meetings, the TAG Chair is responsible for generating the DEP and sharing it with the parent/guardian.

Talent Development: Students receiving Talent Development services are not entered into the state's student information management system as academically and/or intellectually gifted, thus these students are not officially recognized as identified. However, these students are entered into the district's AG Database and tracked for their participation in Talent Development programming. The AG Department is committed to building their academic and/or intellectual strengths through intentional service and programming. In GCS, Talent Development programming includes students in grades K-2 who have been approved by their principal for subject acceleration. Although students served in Talent Development programming do not receive a DEP, their parent/guardian does receive notification that includes the following:

- Description of the Talent Development services
- Explanation of the school-based service and the limitations of services should the student transfer from the school
- Notification of the annual service and stipulations for continued and future participation in Talent Development programming

Elementary Academically or Academically and Intellectually Gifted Services: Students receiving academically gifted services (AG, AI, AM, or AR) services are entered into the state's student information system, thus officially recognized at the state level as academically or academically and intellectually gifted. In GCS the elementary DEP for academically gifted services must include, at a minimum:

- Documentation of service as "Differentiation in the Regular Education Classroom" followed by "Pull-Out Enrichment" "
- The skills developed in the pull-out enrichment service
- The required use of the Quarterly Group Annual Plan for Differentiation that documents the differentiation strategies used in the general education classroom during the previous quarter.

In addition to the DEP, students receiving academically gifted services will also receive Progress Reports that detail their performance in pull-out enrichment services. These Progress Reports are sent home quarterly to accompany the grade-level report card and Quarterly Group Annual Plan for Differentiation.

Elementary Intellectually Gifted Services: As with academically gifted services, students receiving only intellectually gifted services (IG) are entered into the state's student information management system. Students qualify for intellectually gifted services by meeting the criteria stated in Standard 1, Practice B and receive an IDEP (Individual Differentiated Education Plan). As with academically gifted services, students receiving intellectually gifted services only will also receive the Quarterly Group Annual Plan for Differentiation. The IDEP for intellectually gifted services must include the student's primary service as "differentiation in the regular education classroom" and the service from one of the following approved options:

- Participation in intellectual enrichment pull-out services
- Consultative Services
- Description of individualized-focused differentiation that will be provided in the regular education classroom that builds upon the student's intellectual strength to improve classroom performance.

At the elementary level, the primary manner of sharing the DEP or IDEP with families is at the Parent Beginning-of-Year (BOY) Meeting. The AG Department expects all TAG chairs to host an annual BOY meeting within the first quarter. To confirm that this meeting has taken place, the TAG Chair must submit the meeting attendance roster. To ensure that families from across the district receive uniform information, the district provides a presentation template that can be edited to include school-specific details. Upon receiving the DEP, parents/guardians also receive a supplemental form (the SER described in Standard 1, Practice F) that details the data reviewed by the TAG team in their decision regarding eligibility for services. After reviewing the contents of the SER and the DEP, the parent/guardian grants permission for their child to receive services or makes a request to meet with the TAG chair to discuss their concerns.

The Middle School DEP:

At the middle school level, the school's TAG Chair meets with the TAG team to review data that meets the district criteria for identification. The AG Department expects the fluid composition of the TAG, which requires the TAG chair to convene a group of stakeholders who have the skillset to discuss the needs of the student(s) identified for programming. For example, following the receipt of EOG data, at the middle school level, the TAG team should consist of subject lead teachers and school counselors with knowledge of student scheduling. Following these meetings, the TAG Chair is responsible for generating the DEP and sharing it with the parent/guardian.

At the middle school level, the approved service option for academically gifted students who also meet the district's placement criteria is enrollment in advanced coursework. As such, the middle school DEP provides the following details:

- lists service as advanced coursework
- details how grade level standards are extended, enriched and/or accelerated for advanced learners

For middle school students identified as Intellectually Gifted (IG) and those identified as academically gifted but who do not meet the district's placement criteria for enrollment in advanced coursework, the DEP provides the following details:

- lists service as differentiation in the regular education classroom

Teachers are required to send home Quarterly Progress Reports, which also serve to document the student's performance in programming. As with the elementary DEP, the TAG Chair is required to host a Parent BOY meeting. Since the experience of the teacher to meet the needs of advanced learners is crucial to the success of middle school academically gifted students, this presentation must also inform parents of the number of teachers in the school who meet the district's requirement to teach academically gifted students.

The High School DEP:

In the 2025-2028 AIG Plan, the high school DEP will be incorporated into the student's academic plan and should reflect the student's extension and acceleration goals, including Honors, Advanced Placement, International Baccalaureate, and college courses. During yearly meetings, the School Counselor will review the student's academic plan, career development plan (CDP), high school progress and post-secondary goals. When necessary, the School Counselor will connect students with additional resources to support their planning for post-secondary success.

* Ideas for Strengthening the Standard

The AG Department recognizes the need to include more qualitative measures in the identification process as long as those measures are used in support of student identification when the quantitative data does not necessarily reflect student potential. The AG Department will:

- research multiple currently available tools, including those which invite input from teachers, parents and community
- research student portfolio options
- work to develop a rubric which allows for effective use of the qualitative data in the identification process as well as other academic measures such as PSAT, SAT, ACT, AP, IB scores and Governor's School participation
- develop parameters for required training on the use of the tools used to gather qualitative input
- pilot the use of the tools prior to the next AIG Plan cycle

Additionally, the AG Department will:

- increase the presentational capacity of the AG Department to offer "meet them where they are" sessions by training AG teachers to speak on district-wide processes for identification
- be more intentional in collaborating with the EC and EL contacts at the school to identify potential twice exceptional gifted students or high ability second language learners

Planned Sources of Evidence

* * AIG Plan * District and school websites	
* * Agendas from school faculty meetings, district staff meetings, AG teacher meetings and Parent Academy sessions	
* * Student Eligibility Records (SER) * AG student folders	
* * Team for Academically Gifted (TAG) notebooks with meeting agendas and minutes * Documents regarding Very Strong (VS) service at the Academy at Lincoln	
* * Disaggregated AP/IB participation data	

Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	

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.

AIG programs and services differ according to grade span and are intended to best meet the needs of gifted learners in specific educational settings.

Differentiation in the Regular Education Classroom (Grades K–12).

The foundation for service to academically and/or intellectually gifted students and other advanced learners is core instruction that includes differentiation practices that allow these learners to experience appropriate acceleration, extensions, and enrichment. Standard 4 outlines the professional development in place to support classroom teachers and other staff who interact with academically and/or intellectually gifted students and other advanced learners.

The following structures and supports are in place to ensure that gifted learners are receiving appropriate differentiation in the regular education classroom:

- Training on recognizing thinking strengths using the checklist provided in the Primary Education Thinking Skills (PETS™) curriculum (K–2).
- Elementary AG teachers participate in Professional Learning Communities (PLC) and guide teachers in documenting the differentiation of core instruction provided in the classroom using the Quarterly Plan for Differentiation (3 – 5).
- Using NCDPI's Honors Course template to document appropriate differentiation within Advanced and Honors courses in secondary classes. (6-12)
- Extensions to the curriculum protocols provided in Advanced ELA classes (6–8).
- School-based Advanced Placement PLC meetings (9–12).
- Updated digital platform that houses a variety of differentiation tips and best practices (currently an online course offered through the district's Learning Management System) (K–12).
- Participants in the Classroom Practices for High Ability Learners PD course offered by the AG Department are supported in creating a plan for differentiation that can be implemented in their classroom within 2 months of course completion. Having this level of support helps classroom teachers have a plan that can be adjusted as they focus differentiation within the classroom (K–12).
- Through their elementary AG Teacher, middle school TAG Chair, or high school AP/IB coordinator, teachers have access to the AG Department's library that includes several books on easy to implement differentiation tools specifically designed to meet the educational needs of gifted learners (K–12).

K-2 Consultative Services

Consultation between the AG teacher and the general education teacher to identify differentiation strategies best suited to meet the individual needs of high performing students in reading and math in the general education classroom.

- This service may include consultation between the AG teacher and school counselor to identify appropriate activities to support the social and emotional needs of high performing students that can be incorporated into the differentiation strategies used by the classroom teacher.

K-1 Nurture Services

- At select Title I schools, the AG teacher or an assigned AG Nurture Specialist conducts weekly whole group lessons in kindergarten and first grade classrooms to cultivate the academic and intellectual talents of students and to create scholarly classroom environments that fully engage students in the learning process.
- First grade students may also be served in small group settings to further evaluate student potential and plan individual student programming accordingly.

Grade 2 Nurture

- At all schools, AG teachers conduct whole group sessions in second grade classrooms for the purpose of fostering creative and critical thinking skills.
- Instruction focuses on critical thinking and metacognitive skills and familiarizes students with test-taking strategies to ensure equitable opportunities for all students.
- During the lesson, the classroom teacher observes and makes note of evidence of academic and intellectual strengths. This process helps to identify students for small group work and provides the classroom teacher with data and resources to embed thinking skills in daily instruction.
- AG teachers work with small groups on specific thinking skills.

Subject and Grade Acceleration

- Available with demonstrated need and are subject to principal approval.
- The AG department provides guidance using the Iowa Acceleration Scale.
- K–2 students approved for subject or grade acceleration through the official acceleration process are serviced by the AG teacher via K–2 Consultative.
- Students in Grade 3–5 who are approved for subject or grade acceleration through the official acceleration process are serviced by the AG teacher via the grades 3–5 enrichment model that aligns to the student’s demonstrated need.
- At grades 6–12, students approved for subject or grade acceleration through the official acceleration process are serviced by enrollment in the appropriate advanced/accelerated courses that align to the student’s demonstrated strengths.

Grades 3-5 Differentiation in the Regular Education Classroom

- Academically and intellectually gifted students should be clustered in classrooms with teachers who are trained to instruct gifted students.
- Teachers are expected to regularly differentiate core instruction for academically and/or intellectually gifted students, based on pre-assessments and observations of skill mastery.
- At the elementary level, the student’s Differentiated Education Plan (DEP) clearly documents that the student is supported via “Differentiation in the regular education classroom”. Classroom teachers use a district-provided template (General Education Classroom Quarterly Plans for Differentiation) to document effective practices for acceleration, extension and enrichment used in core instruction with their academically and/or intellectually gifted students as well as the advanced learners assigned to their classes.

Grades 3-5 Talent Development

- Maximizing Academic Potential (MAP) Pull-Out Enrichment Services: AG teachers provide direct instruction in the AG classroom for a minimum of 40 minutes per week. The MAP curriculum strengthens critical and creative thinking skills and may provide additional support in math and/or reading, according to student need. Students identified for MAP services have yet to meet the district’s criteria for formal identification but demonstrate high achievement in their local learning environment. These students benefit from participating in engaging activities that build upon strengths and target areas of need. If scheduling and student numbers necessitate, MAP may be provided in a multi-grade setting.
- Advanced Learners: Students approved by the AG Department to be served as Advanced Learners will receive either the academic Pull-Out enrichment for the approved content area or the intellect strength-based pullout for their grade level
- With TAG approval, services for a particular student may be adjusted throughout the school year to better meet their current needs, as warranted.

Grades 3-5 AG Pull-Out Enrichment

- Academically Gifted Pull-Out Enrichment Services AG teachers provide direct instruction in the AG classroom for a minimum of 60-90 minutes per week in each subject area of eligibility. Students identified in reading are served in AG Reading; students identified in math are served in AG Math and students identified in both areas are served in AG Reading and AG Math. If a school cannot accommodate the recommended block of 90 minutes at a time, two 45-minute blocks are acceptable for each subject area of eligibility. Additionally, schools may choose to implement 60 minutes of weekly Pull-Out enrichment plus 30 minutes of weekly push-in support targeting academically gifted students during core instruction. The AG teacher implements concept-based curricular units selected or developed by the AG Department which provide opportunities for extension of grade level reading and/or math state standards. The units are infused with a broad range of perspectives, future-ready skills that foster critical thinking and cross-curricular connections.
- With TAG approval, services for a particular student may be adjusted throughout the school year to better meet their current needs, as warranted.

Grades 3-5 Intellectually Gifted (IG)

- Academically and Intellectually Gifted (AIG): Students identified as AIG meet the district's criteria for both aptitude and achievement performance and receive the academically gifted Pull-Out enrichment described above as well as intellectually gifted Pull-Out enrichment.
- Students who are Intellectually Gifted are assessed individually as to their demonstrated strengths and needs. IG students are served through the Intellectually Gifted Pull-Out enrichment block provided by the AG teacher for 40-60 minutes per week. The AG teacher implements interdisciplinary concept-based curricular units selected or developed by the AG Department, which address all four content areas of the NC state standards through appropriate extension and enrichment of grade level standards. The units are infused with a broad range of perspectives, future-ready skills that foster critical thinking and cross-curricular connections.

In schools where the Intellectually Gifted block is not available due to scheduling constraints, IG students may be served through:

- Consultative services to address the dissonance between aptitude and achievement; or
- Other services as determined by Team for Academically Gifted (TAG) and approved by the AG Department.
- Additional individualized classroom differentiation that will be documented in the student's IDEP.
- With TAG approval, services for a particular student may be adjusted throughout the school year to better meet their current needs, as warranted.

Grades 4-8 Very Strong AIG Choice Program (VS)

In GCS, VS is the highest level of services provided to students who have been identified for academically and intellectually gifted services. These students receive full-time, self-contained services in all four core subject areas. VS service is offered exclusively on the campus of The Academy at Lincoln. The curriculum framework allows students to engage in complex, higher level, integrated thinking patterns, which transfer across the disciplines. Students experience a curriculum that has been compacted to facilitate accelerated pacing, including high school courses NC Math 1, NC Math 2 and English I. The structure facilitates social/emotional support for highly gifted students.

Grades 6-8 Advanced Coursework and Differentiated Instruction

At the middle grades, students identified for academically gifted services are served through enrollment in advanced coursework. The Differentiated Education Plan (DEP) for these students details the embedded opportunities for differentiation when compared to the district's grade level units of study. During the 2025-2028 AIG Plan, the AG Department will collaborate with Content Directors to ensure advanced courses align to the Honors Course template provided by NCDPI.

In addition to district requirements for appropriate clustering of identified students, the following guidance is provided to school administrators and counselors as they schedule students:

- Students who meet the district's requirement for academically gifted identification in reading, should be placed in the advanced ELA course for their grade level. The district's advanced ELA courses offer increased depth and complexity of curriculum as well as accelerated pacing. Currently, for students enrolled in the district's VS Program, the advanced ELA pathway includes placement in English I, at grade 8. Additionally, for students enrolled in the Advanced Academic Middle School Choice Program, the ELA pathway includes the option for enrollment in English I provided the student meets the criteria for placement in the course.

- Students who meet the district's requirement for academically gifted identification in math, should be placed in one of the accelerated math sequences which include high school Math 1 and/or Math 2 unless recent achievement data does not meet district placement criteria which corresponds to NC Senate Bill 500 guidance.
- Teachers of accelerated/advanced courses, in which academically gifted students are enrolled, should hold AIG licensure with the state or have met the LEA minimum requirements for teaching academically gifted students as outlined in Standard 4.
- Unless they meet the district's placement criteria, students who are identified as Intellectually Gifted (IG) are placed in the standard courses. However, when considering these students for accelerated/advanced coursework, the student's eligibility for IG identification should be also considered along with quantitative achievement data.

Grades 6-8 Academic Choice Program

- Brown Summit Middle School Center for Advanced Academics offers advanced academic curriculum to prepare students to be successful in Honors and Advanced Placement courses at the high school level. Rigorous instruction is provided in the core curriculum. In addition, each student receives three years of Latin instruction.
- The Choice Program has a criteria-based application. Students who meet eligibility criteria may apply during the district's choice application window

Grades 9-12 Advanced Coursework

At grades 9-12, students identified for academically gifted services should be served through enrollment in advanced coursework.

Under the 2025-2028 AIG Plan, the Differentiated Education Plan (DEP) for these students is embedded into the student's academic plan and serves as documentation of the student's academically gifted eligibility. As such, in their annual guidance sessions, school counselors are reminded to include discussions regarding appropriate scheduling and other enrichment opportunities that align to the student's post-secondary goals.

As students transition from middle school to high school, the AG Department provides a district-wide informational presentation that highlights the following high school opportunities designed to meet the instructional needs of academically gifted students:

- Academically gifted students in high school are encouraged to enroll in Honors, Advanced Placement (AP), International Baccalaureate (IB) and college courses.
- AP courses are available at all district high schools with the exception of some Middle Colleges that offer dual enrollment opportunities. Advanced coursework is also available to non-AG students.
- Dual enrollment opportunities are available to all students through the Career and College Promise structure.
- The AP Capstone program is offered at two district high schools. Students participating in the Capstone program can earn an AP Capstone Certificate or Diploma.
- IB courses are available at four district high schools that offer the IB Diploma. IB courses are available to all students in an IB school, and students from other schools may apply to attend an IB school in pursuit of the IB diploma.
- Early college matriculation is available for high-performing students through the district's Early College programs. In our district, students enrolled in an Early College program complete Honors and Advanced Placement courses in 9th and 10th grades and are matriculated as full-time college students in 11th and 12th grades. Currently, our district provides two Early College programs located on the campuses of Guilford College and North Carolina A&T State University. The application process is highly competitive. The STEM Early College at NC A&T caters to qualifying students looking to pursue interests in STEM fields while the Early College at Guilford College has a liberal arts focus.
- The district has signature academies that focus on careers that are projected to be in high demand both in our state and nation. Students apply for these programs via the district's competitive school choice process. Such programs focus on topics such as:
 - o Computer and Information Science
 - o Advanced Manufacturing and Engineering
 - o Biomedical Technology and Specialized Health Science
 - o Transportation, Distribution, and Logistics
 - o Aviation

Grades K-12 Thematic Choice Options

The district offers a variety of choice programs throughout the district K-12 which address an array of thematic and curricular emphases that may be of interest to AG students to develop their critical and creative thinking, collaboration, communication, leadership, problem-solving and other future ready skills. Themes include Leadership, Global Studies, International Baccalaureate, Spanish Immersion, Visual and Performing Arts, STEM, and Career and Technical pursuits.

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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.

Social and emotional traits of gifted students include enhanced manifestations of the following: divergent thinking ability, excitability, sensitivity, perfectionism, perceptiveness and self-awareness. Gifted services can address the wide range of learning needs, ensuring access to challenging and engaging educational experiences. GCS AG teachers and Nurture Specialists are trained in recognizing these unique traits in students and infusing lessons with resources and supports that address the social and emotional needs of advanced learners.

K-2 Consultative Services

As stated in Standard 2a, K-1 Consultative services include collaboration between the AG teacher and in some cases, the school counselor to identify appropriate activities to support the social and emotional needs of high performing students that can be incorporated into the differentiation strategies used by the classroom teacher.

K-1 Nurture

As stated in Standard 2a, at select Title I schools, the AG teacher or an assigned AG Nurture Specialist conducts weekly whole group lessons in kindergarten and first grade classrooms to cultivate the academic and intellectual talents of these students and to create scholarly classroom environments that fully engage students in the learning process. Kindergarten and first grade students participate in small group enrichment with like-minded peers of similar ability levels, promoting peer-to-peer collaboration and fostering continued growth of critical thinking skills.

Grade 2 Nurture

As stated in Standard 2a, at all schools, AG teachers conduct whole group sessions in second grade classrooms for the purpose of fostering creative and critical thinking skills. Students demonstrating academic and intellectual strengths participate in small group enrichment with like-minded peers of similar ability levels, promoting peer-to-peer collaboration and fostering continued growth of critical thinking skills.

Grades 3-5 AG Pull-Out Enrichment

In grades 3–5, students identified as academically and/or intellectually gifted as well as those participating in Talent Development opportunities receive pull-out enrichment services with their like-ability peers. Pull-out classes consist of no more than 25 students per section in order to foster opportunities for collaborative learning, exploration and investigation into real-world topics and areas of interest as outlined in the curriculum.

Team for the Academically Gifted (TAG)

Each elementary and middle school has a Team for Academically Gifted (TAG) which is the governing body for AIG programming in the building. The purpose of TAG, led by the school's AG contact, is to bring together key staff members within the building who can speak to the academic and social-emotional needs of high-performing students. TAG partners with social workers and school counselors to ensure the social and emotional needs of gifted students within the building are met. TAG discussions include topics such as supporting the needs of twice exceptional students, programming and resources for drop-out prevention, best practices for supporting the unique social emotional needs of academically and/or intellectually gifted learners, and the implementation of these practices as they monitor gifted services. TAG also partners with the school-based Multi-tiered Systems of Support (MTSS) team to ensure that appropriate social-emotional supports are present in all programming by providing opportunities for students to explore areas of interest.

To better communicate the social and emotional needs of academically and/or intellectually gifted students, the elementary AG teachers and middle school TAG chairs convey a quarterly newsletter which includes an article to raise awareness about the unique needs of these learners among parents/guardians and teachers.

Guilford Gifted, the Guilford Chapter of Partners for the Advancement of Gifted Education, leads the community to support the academic and social/emotional needs of gifted students in the district. The chapter frequently sponsors speakers and webinars on topics of social- emotional support for academically and/or intellectually gifted students as well as professional development opportunities for teachers of academically and/or intellectually gifted students and other advanced learners.

The AG Department partners with the Character Ed Department to provide ongoing training for Elementary AG teachers, middle school TAG chairs and high school AP/IB Coordinators on topics such as addressing the needs of neurodivergent learners, Growth Mindset and gifted characteristics and their implications for gifted learners. They are encouraged to provide similar training in their school buildings using the presentations and resources provided by the AG Department with the goal of supporting the unique social and emotional needs of gifted learners in the regular education classroom.

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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 AG Department actively participates on multiple district Strategic Initiative Implementation Teams, including:

- Talent Development
- Post-Secondary Preparation
- College Entrance Exam Prep

The strategic initiatives reflect the strategic direction of the direction for the next few years. While most of the district's initiatives are primarily based on supporting struggling scholars, closing achievement gaps and increasing access to resources and opportunities, three initiatives focus on the academic and social-emotional needs of advanced learners. In addition, the AG Advisory Board membership includes a member of the Board of Education so that district policy or procedural discussions at the Board level can include informed representation of the needs of academically and/or intellectually gifted learners. The AG Department continues to foster collaborative relationships with other departments across the district to ensure that the needs of AG students are included in district conversations and decisions.

- The AG Director meets regularly with other directors in the division of Academic Services, which provides opportunities to raise awareness about gifted programming with other curriculum and instructional leaders.
- The AG Department is able to provide timely updates regarding services to Principals and Curriculum Facilitators through the district's weekly electronic newsletters.
- As needed, the AG Coordinator consults with the EC Compliance Coordinator and the EL Program Specialist regarding students who receive both AIG and EC/EL services.
- The AG Director serves on the district's MTSS District Implementation Team and assists in facilitating FAM-S comprehensive needs assessment sessions with schools.

Over the course of the 2025-2028 AIG Plan, the AG Department will strengthen collaborative opportunities by fostering:

- Intentional collaboration with Counseling Services to ensure that counselors have access to lessons that support the unique social and emotional needs of advanced learners (i.e., organization, habits of mind, other executive functioning skills)
- Intentional collaboration with the Literacy department around the creation and consistent implementation of curriculum extensions for Advanced ELA courses in middle school

- Intentional collaboration with the MTSS department to strengthen opportunities for the enrichment component of the support structure

The AG Department focuses efforts on providing adequate resources and support for AG teachers, VS teachers, TAG Chairs and AP/IB Coordinators so that advanced students in every school have access to appropriate programming and instruction. AG curricular and instructional resources are a supplement to district-adopted common curricula that are implemented in all regular education classrooms. These supplemental resources are provided by the AG Department to support AG enrichment programming. The AG Department has redesigned the AG Scope and Sequence to align with similar documents used by other curricular departments to facilitate consistent communication. The AG Department also maintains a central library with resources that are available for checkout.

The AG Department oversees district initiatives such as the partnership with Equal Opportunity Schools (EOS) in alignment with the district's efforts to close opportunity and excellence gaps that exist between racial groups. Other programs and initiatives that align with the district focus on access and opportunity for all are Pre-AP, AP Capstone, and the expansion of high school course offerings in middle school.

* Practice D

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

High-performing students, including those formally identified as academically and/or intellectually gifted and those who demonstrate similar potential, benefit from being grouped together in classrooms to foster peer interaction and support advanced learning. To ensure an optimal learning environment, clustering practices should be used to distribute these students across classrooms in a way that allows for meaningful collaboration and academic challenge.

To facilitate flexible grouping for instructional purposes throughout the year, the district uses data to guide initial student placement into classrooms, including intentional clustering of 5-8 advanced learners. The number of high-performing students per class may vary based on overall class size and the number of such students within a grade level. When only a small number of high-performing students are present in a grade, they should be placed together in the same classroom to maximize their opportunities for engagement and growth.

To ensure that these clustering guidelines are maintained, the AG Department will implement the following compliance procedures:

- Each Spring following the district's registration window, the district's Student Information Department provides the following data to the AG Department:
 - For rising 6th grade students, a file that includes the students' PowerSchool number and their middle school placement for the upcoming year.

The AG Department uses this data to ensure that all middle schools are aware of the students who are transitioning to their schools who received gifted services during their 5th grade year.

- Each Spring, following the Grade 2 universal screener, AG teachers share the roster of newly eligible students with the school's administration team including a current roster of grade 3 and grade 4 identified students so that these students can be properly assigned to classrooms for the following school year.
- Each Fall, within the first 30 days of the school year, the AG teacher meets with the school's administrative team to complete the **Fidelity Checklist**, which verifies appropriate placement of high performing students.
- Each Fall, within the first 60 days, the Middle School TAG Chair meets with the school's administrative team to complete the **Fidelity Checklist**, and are required to document the following:

- Any academically gifted students scheduled in standard courses
- Number of teachers assigned to teach academically gifted students (in math and reading) and of these teachers, the number who meet the district's expectations of teachers of gifted and advanced learners.

In addition to the required clustering of AG students for classroom placement, schools are instructed to use the district's assessment and analytics platform to access student-level data to use during grade-level PLCs and other data discussions to facilitate flexible grouping and instructional decisions.

The Data and Analytics Department has also developed analytics visualization tools to create school-specific Data Walls. Both the Data Wall and the assessment and analytics platform integrate AG data allowing schools to filter by this specific subgroup. This provides schools with real-time access to data that can be used to guide ongoing classroom grouping and grade level in the following ways:

- MTSS implementation of structured Intervention/Enrichment (IE) time to provide dedicated time for enrichment activities beyond the district's requirement for differentiation within the classroom and/or participation in pull-out enrichment services
- Classroom collaborative groups that are formed based on classroom data as well as the data available via the assessment and analytics platform
- Flexible and fluid instructional groups to intentionally address the current readiness of individual students
- Identifying classrooms and students who would benefit from AG teacher push-in support during core instruction

*** 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 public-facing AG Department webpage is the most comprehensive source of information regarding AIG programming and services, including:

- the state gifted law Article 9b
- the local AIG Plan
- criteria for academically and/or intellectually gifted identification
- descriptions of services offered in grades K-12
- an AIG/Talent Development by the Numbers Dashboard documenting the overall demographic breakdown by school and by district
- informational videos on academically and/or intellectually gifted services and instruction
- recommended enrichment resources and opportunities for advanced learners

Additionally, the Guilford County Schools website houses an Employee Portal where the AG Department maintains information for GCS staff regarding:

- professional development learning opportunities
- AIG add-on licensure scholarship opportunity
- links to AG SharePoint sites for elementary AG teachers, middle school TAG Chairs and AP/IB Coordinators
- links to the district's Differentiation Strategies for Advanced Learners Online Course
- digital resources for PreK-12 enrichment activities for teachers

In addition to the webpage, the AG Department communicates to teachers, school administrators and support staff in a variety of ways:

AG School Contacts:

Elementary AG teachers, middle school Team for Academically Gifted (TAG) Chairs and high school AP/IB Coordinators attend monthly meetings hosted by the AG Department. To ensure consistency, these personnel receive common presentational documents for use in school wide communication and timely articles and publications pertinent to gifted education to share with appropriate school staff.

Teachers:

Elementary and middle school TAG membership includes administrative, Exceptional Children (EC), English Learners (EL) and grade- level representation which facilitates the communication of pertinent AIG Plan information with other staff members and supports collaboration in the delivery of differentiated services and instruction.

TAG Chairs use this structure to communicate important information at the beginning of the year, including reminders on how to access student AG eligibility information through the state's student information management system in order to clearly identify students on their classroom rosters who require appropriate differentiation. Teachers are also reminded of the minimum local professional development requirement for teachers who have clusters of AG students in their

classrooms or who teach advanced courses. Information regarding available sessions of the AG professional development series is shared throughout the year.

AG teachers utilize various social media networks employed by their assigned schools to promote services with regard to student projects, enrichment, club announcements and curriculum topics of study.

The AG Department has developed a *Differentiation Strategies for Advanced Learners* Online Course intended for multiple disciplines across K-12 standards. The site provides curated resources which teachers can access to gain overarching concepts of acceleration, extension and enrichment to adapt instruction for the academic, social and emotional needs of students who are quick to master grade level standards. Use of the online course is promoted by content departments, through Curriculum Facilitator Notes and during TAG meetings.

Administrators:

Annual **Fidelity Checks** are completed in elementary and middle schools to foster conversations with administration regarding best practices in gifted programming, student scheduling and placement with qualified teachers.

The AG Service Guidelines document addresses district expectations for cluster grouping practices and teacher preparation, appropriate use of AG teacher time, and minimum time requirements for AG services. This document is sent to principals individually with their notifications of AG allotment and teacher placement for the upcoming school year.

Cluster grouping expectations are also included in the district's Academic Scheduling Priorities document which is used each spring to assist principals with scheduling matrix planning.

The AG Department takes advantage of existing GCS communication outlets such as GCS News Briefs and Leadership Action Updates to inform administrative staff of important information related to gifted education regulations, AG programming and AIG Plan implementation. In addition, the AG Department provides guiding questions around AG services to be used by facilitators during the FAM-S annual review process.

Support staff:

The AG Department communicates through weekly CF Notes to share timely information around AG programming with Curriculum Facilitators. This can include curriculum updates, AIG licensure scholarship opportunities, AG professional development offerings, and strategies to support classroom teachers with extending and accelerating instruction for advanced learners. AG personnel also participate in monthly Curriculum Facilitator meetings when appropriate to provide in-depth insight and discussion around implementation of AG services, including support for the Honors Course Review process.

Under the 2025-2028 Plan, the AG Department will use the communication of monthly Counselor checklists to share timely updates and reminders for School Counselors. AG personnel participates in districtwide Counselor meetings to discuss AG topics such as social and emotional supports and lessons for advanced learners, appropriate supports for AG students in high school as denoted on the student's academic plan, participation on the Elementary TAG Team, collaboration with the Curriculum Facilitator at the middle school level as TAG Chair, Governor's School and other opportunities for gifted learners, and recruitment for advanced coursework in high school.

*** Practice F**

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

As students are identified as academically and/or intellectually gifted, their identification is documented in the state's student information system based on their area(s) of eligibility. In addition, AG student folders, containing current documentation about a student's eligibility and service are readily available in the student's cumulative record, which follows the student from school to school.

Using features that are within the state's management system, the AG Department runs monthly rosters. These rosters are compared to the roster from the previous month to identify students who are new to a school either due to transferring within district or transferring for another NC public K-12 institution that

had an approved AIG Plan on file with NCDPI. In 2025–2026, the AG Department, in collaboration with the district's Technology Service Department will launch an enhanced AG Database that will have the ability for rosters to be generated at the school level. However, the AG Department will also maintain district oversight to ensure that no students are missed during their transition either within the district or within the state.

At the elementary level, site-based school administration, instructional staff, and the TAG team are involved in the scheduling of pull-out enrichment to ensure the appropriate implementation and continuation of gifted services. In addition, the AG teacher provides annual site-based professional development that includes an overview of AG programming at each grade level, required services for eligible students, and best practices for differentiation for gifted students in the general education classroom.

The communication that occurs during monthly TAG meetings includes a discussion around students eligible for academically and/or intellectually gifted services and the facilitation of gifted programming at the school level. The TAG team composition, which includes representatives from each grade level, facilitates vertical transition conversations.

The AG Department participates in annual district registration meetings with School Counselors to provide information about expectations for student placement in advanced courses to ensure service delivery. During the Elementary and Middle School Registration meeting, the department provides information about enrollment in Advanced ELA and Accelerated Math as well as how the district's placement criteria is also applicable to academically gifted students. During the Middle and High School Registration meeting, the department presents expectations and recommendations for Honors, AP and IB course recruitment.

The AG Department hosts timely AG Transition information sessions for AG families, including families new to GCS, to inform them of the differences in academically and/or intellectually gifted services from elementary to middle and middle to high. The sessions address academic expectations and opportunities, social and emotional challenges that the student may face in a new learning setting and offer suggestions for supporting and advocating for student success. During these meetings, student panel members from a variety of different schools, grade levels, and representing a variety of advanced opportunities share their academic experiences and insights.

At the end of each school year, to help facilitate the transition of 5th grade academically and/or intellectually gifted students to middle school, AG teachers communicate with parents to explain the differences in service at the middle school level and have parents sign a new Student Eligibility Record (SER) that documents the type of service the student will receive in grades 6–8. Additionally, middle school TAG chairs are provided with a roster of rising 6th grade students and the elementary school they are transferring from. These rosters are used by the middle schools to confirm that the student's schedule for math and/or reading aligns with the service required for their identified area and performance on summative assessments. During the spring course registration window, high school counselors visit feeder middle schools to create four-year plans for rising 9th graders. To support this process, the AG department provides counselors with rosters of incoming 8th-grade AG students, ensuring that four-year plans are developed in alignment with AG eligibility guidance.

Additionally, to support the transition of AG students to high school, the AG department hosts an Academic All-Star summer camp for rising 9th graders, frontloading them with a rigorous experience designed to prepare students for honors, AP, and IB programs in high school.

*** 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.

The district provides an array of opportunities for students to experience accelerated learning as detailed below:

Content-Based Acceleration:

Content-based acceleration includes a variety of strategies that provide students with advanced content, skills, or understanding before the expected age or grade level. In content-based acceleration, students typically remain with peers of the same age and grade for most of the school day but receive higher grade-level instruction via advanced content. The following types of content-based acceleration are available in GCS:

- Acceleration within the grade-level classroom: This approach to instruction enables students to move more quickly through grade-level content within the regular classroom instead of standard pacing. Typically, this is achieved through differentiation practices employed by the classroom teacher. The teacher administers pre-assessments to determine proficiency on specific standards. Based on these results, the teacher adjusts the curriculum pacing, allowing students to progress faster through grade-level material and dedicate more time to exploring the most rigorous concepts in greater depth.
- Curriculum Compacting: Instructional practice of creating a scope and sequence that allows students to experience higher grade-level content within a lower grade level or course sequence. This practice is currently used on a district-wide basis in the accelerated math sequences in grades 6-8. The Very Strong (VS) program, which is the district's service for highly gifted scholars in grades 4-8, compacts all core content. Curriculum compacting can occur within an individual classroom or across a grade level in a school and is determined using pre-assessments which indicate student mastery of content prior to instruction. Through curriculum compacting, instruction can be adapted to omit previously mastered concepts and proceed to new material.
- Credit by Demonstrated Mastery (CDM): Credit by Demonstrated Mastery is the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content, without course enrollment or seat time. Procedures for CDM are outlined by the NCDPI:

- o Phase I: A standard exam, which shall be the EOC where applicable or a final exam developed locally.
- o Phase II: An artifact that requires the student to apply knowledge and skills relevant to the content standards. Performance tasks may be required.
- o Students must demonstrate mastery, not just proficiency, on Phase I to be eligible for Phase II

Details regarding this acceleration option, including the assessment timeline, are clearly explained on the district public website. Individual requests for CDM should be directed to the student's assigned school counselor. The CDM process is available to all students; however, it is not meant as an acceleration tool for an entire group of students and is offered in addition to other acceleration opportunities.

- Advanced Placement (AP) Courses: Advanced Placement courses are college level courses taught by high school instructors in the high school setting. These courses are open enrollment and thus accessible to any high school student who wishes to enroll. High schools actively publicize and recruit for these options to ensure that all students and families are familiar with the opportunities and benefits.
- International Baccalaureate (IB) Courses: International Baccalaureate Courses are a pre-collegiate course of study taught by high school instructors in the high school setting. All students enrolled in a high school that offers IB courses may choose to enroll. Students may opt to pursue an internationally recognized IB Diploma. Students who do not attend an IB high school may apply to transfer to an IB school to pursue the full IB Diploma.
- Single-subject acceleration (For non-high school courses): The student must be achieving at least one grade level above his/her assigned grade level in the subject for which acceleration is being sought. Subject acceleration shall not be limited to core content subjects (e.g., a musically gifted student who demonstrates the need for acceleration). However, if the potential acceleration will result in placement in a high school course, the acceleration may be subjected to state procedures regarding CDM. Steps for recommending single-subject acceleration include the following:

- o **Step 1**: Referrals for single-subject acceleration may be initiated by the child's parent/guardian, teacher, or by a community stakeholder by submitting the district's referral form.

- o **Step 2**: The completed referral form is submitted to the appropriate school-based staff: AG teacher (elementary level), or TAG Chair (middle school level).

- o **Step 3**: Once the request is received, the school-based staff member will contact the AG Department for the *Iowa Acceleration Scale (IAS): A Guide for Whole Grade Acceleration*, to use as a guide for gathering appropriate qualitative and quantitative data for consideration.

- o **Step 4**: The school will gather data that must include qualitative observational data from time spent in the next grade level subject(s) to complete the following six sections of the Iowa Acceleration Scale:

- § General Information
- § School History
- § School and Academic Factors
- § Developmental Factors
- § Interpersonal Skills
- § Attitude and Support

o **Step 5:** Upon completion of the previously listed steps, at the elementary and middle school levels, the IAS will be used by TAG (which must include the student's parent/guardians and classroom teacher(s)) to facilitate discussion on the academic and social-emotional characteristics of the student to determine the appropriateness of formally established subject(s) acceleration for the current academic year. Subject acceleration does not result in a change in the student's official grade level.

o **Step 6:** TAG will make a recommendation to the school principal who, by state statute, has the authority to make appropriate student placements. If the student is recommended for subject acceleration and is not identified as academically and/or intellectually gifted, the student will be placed in the AG database as Talent Development (TD). If the student is approved for subject acceleration, an IDEP will be created to document data used to determine the placement and the subject of acceleration and the acceleration plan for recommended continued acceleration confirmed by academic performance and mastery. If a student is approved for subject acceleration, an Individualized Differentiated Education Plan (IDEP) will be developed to document the data used to determine placement, specify the subject of acceleration, and outline an acceleration plan. This plan will include recommendations for continued acceleration in future years based on the student's academic performance and demonstrated mastery.

Grade-Based Acceleration (K–8): Commonly known as “grade skipping”, grade-based acceleration strategies typically shorten the number of years a student spends in the K–12 system. In grade-acceleration, a student is placed on a full-time basis at a higher level than is typical given the student's age. Types of grade-based acceleration available in Guilford County Schools (GCS) include:

- Early Entrance to Kindergarten: Unlike other grade-acceleration options, early entrance to Kindergarten does not necessarily shorten the number of years a student spends in the K–12 system but shortens the wait to begin school. The state of North Carolina dictates the Early Entrance to Kindergarten policy. Referrals for Early Entrance to Kindergarten are initiated by the child's parent or legal guardian. The parent(s) will contact the district's Academically Gifted (AG) Department to document their request. The procedures for Early Entrance to Kindergarten are located on the AG Department's website. Students meeting the state and district's requirement for early entry and approved by the school's principal are entered in the state's student management system as Intellectually Gifted (IG) and will receive K–2 Consultative Services. The state and district requirements are as follows:

- o **State Requirement:** Aptitude performance at or above the 98th percentile on a nationally normed assessment
- o **State Requirement:** Achievement at the 98th percentile or higher in one subject area (math or reading)
- o **District Requirement:** Achievement at the 90th percentile or higher in the other subject area (math or reading)

- Whole-grade Acceleration (grade skipping): To be considered for whole-grade acceleration, the student must be achieving at least two grade levels above his/her assigned grade level. Steps for recommending grade acceleration include the following:

o **Step 1:** Referrals for grade acceleration may be initiated by the child's parent/guardian, teacher, or by a community stakeholder by using the district's referral form.

o **Step 2:** The completed referral form is submitted to the appropriate school-based staff: AG Teacher (elementary level), TAG Chair (middle school level), or assigned School Counselor (high school level).

o **Step 3:** Once the request is received, the school-based staff member will contact the AG Department for the *Iowa Acceleration Scale* (IAS): *A Guide for Whole Grade Acceleration*, to use as a guide for gathering appropriate qualitative and quantitative data for consideration. Families pursuing the request for acceleration are responsible for fees associated with private testing as outlined in the Private Testing section of the AG webpage.

o **Step 4:** School will gather data that must include qualitative observational data from time spent in the next grade level in order to complete the following nine sections of the Iowa Acceleration Scale:

- § General Information
- § School History
- § Critical Items
- § Assessment of Ability
- § Assessment of Achievement
- § School and Academic Factors
- § Developmental Factors

§ Interpersonal Skills
§ Attitude and Support

o **Step 5:** Upon completion of the previously listed steps, at the elementary and middle school levels, the IAS will be used by TAG (which must include the student's parent/guardians and classroom teacher(s)) to facilitate discussion on the academic and social-emotional characteristics of the student to determine the appropriateness of formally established grade acceleration.

o **Step 6:** TAG will make a recommendation to the school principal who, by state statute, has the authority to make appropriate student placements. If the principal makes the decision for grade acceleration, the student is officially placed in the next grade as documented in PowerSchool and the student will be identified as academically and/or intellectually gifted based on the identification criteria listed in Standard 1, Practice B. If the student is approved for grade acceleration, an IDEP will be created to document data used to determine the placement and the subject of acceleration and the acceleration plan for recommended continued acceleration confirmed by academic performance and mastery. If a student is approved for grade acceleration, an Individualized Differentiated Education Plan (IDEP) will be developed to document the data used to determine placement and include a long-term acceleration plan.

Early Entrance to College: In GCS, there are two ways students can be admitted to college early: Early Graduation and Dual-Enrollment programs.

- Early Graduation: Students who take advantage of the Accelerated Pathway for Early Graduation, as outlined in GRAD-006 finish high school in less than four years by increasing the amount of coursework taken each year in high school to meet NC graduation requirements early. For guidance around early graduation, the student and their family should consult with the student's assigned school counselor. Annually, the AG Director will request that the Student Information Department provide the department with a list of students who exited Guilford County Schools as "Early Graduates".
- Dual Enrollment: Career & College Promise (CCP) is North Carolina's dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who successfully complete college courses earn college credits they can take with them after high school graduation. Career & College Promise offers these pathways:

- o College Transfer – designed for students planning to continue their education career beyond high school to eventually achieve an associate or bachelor's degree. For guidance on using CCP for college transfer credit, the student and their family should consult with the student's assigned school counselor. Annually, the AG Director will request that the Counseling Department provide the AG Department with disaggregated data regarding students who participated in CCP transfer credit opportunities.

- o Career & Technical Education (CTE) – allows students to begin a certification or diploma program in a particular technical field or career area. For guidance with using CCP for CTE certifications or diploma programs, the student and their family should consult with the school's Career Development Coordinator. In addition to CCP for CTE opportunities, the district has several innovative high school programs and signature academies that implement curriculum that leads to professional certification in a variety of career fields. Annually, the AG Director will request that the CTE Department provide the AG Department with disaggregated data regarding students who participated in CCP certification or diploma opportunities.

- o Cooperative Innovative High Schools – Guilford County Schools' early/middle colleges that are characterized by their small student population and their location on the campus of a college/university or community college allowing students to simultaneously work toward completion of both the high school diploma and an associate degree, transferable credit, or certificate. Guilford County Schools has 11 Cooperative Innovative High Schools. Specifically appropriate for gifted learners, the district's two Early Colleges allow students to complete the majority of their high school graduation requirements during the first two years of enrollment before matriculating as full-time college students at the host university. Enrollment in these programs is a part of the School Choice process. Data regarding student enrollment and participation is available through all state and district-wide reports.

*** Practice H**

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

AG teachers are required to reserve regular weekly meeting time to collaborate with K-2 teachers on their needs to appropriately differentiate instruction for the high-performing or high-potential students in their classrooms. The AG department provides a K-2 Consultative Toolkit to help facilitate this collaboration and K-2 teachers can identify instructional strategies, resources and materials to assist in supporting these students in their classrooms. In addition, the AG

department has created an online course entitled *Differentiation Strategies for Advanced Learners* which provides classroom teachers with resources to adapt instruction to meet the academic and social emotional needs of high performing students, including students in primary grades.

School-based data and MTSS teams are highly encouraged to include AG teachers in regular collaboration to analyze classroom and district data available on the district Data Wall and through classroom performance to identify students functioning well above their grade-level peers. This analysis may lead to referrals for targeted differentiation and acceleration options based on areas of need.

In addition to consultative services offered to help K-2 classroom teachers address the unique needs of gifted students, the AG Department has established a Talent Development program to provide early primary enrichment. This initiative is designed to nurture both the academic and social-emotional growth of young scholars by leveraging their individual thinking strengths and fostering a strong sense of self-efficacy. The K-1 Nurture program is offered in Title I schools with small numbers of AIG identified students to uncover and intentionally cultivate the talents of primary age students so that more may become eligible for enrichment experiences in grades 3-5. Schools submit an annual application to participate which includes an agreement to follow the protocols of the program. Participation is limited based on available funding with the goal of increasing offerings to all Title I schools. Nurture specialists and AG Teachers participate in monthly PLCs around K-1 Nurture Program implementation and the *Primary Education Thinking Skills* (PETS™) curriculum. Hybrid sessions are differentiated based on teacher experience with the program.

For the 2025-2028 AIG Plan, the focus of the K-1 Nurture implementation will be to increase support for classroom teachers on infusing thinking skill practice into their core instruction. Through the development of consistent processes and monitoring to ensure fidelity of implementation, the AG department will move toward the inclusion of observational data and participation in a student's comprehension profile to assist with identification considerations.

Grade 2 Nurture, available in all elementary schools, continues to cultivate the academic potential of primary age students so that more may become eligible for enrichment experiences in grades 3-5. To maintain consistency, the Grade 2 Nurture program also implements the Primary Education Thinking Skills (PETS™) curriculum through 12 whole group lessons during which the classroom teachers remain in the room to observe and make note of evidence of gifted behaviors on the Gifted Behavior Checklist included in the PETS™ curriculum. During the 2025-2028 AIG Plan, the improved training process and monitoring developed for the K-1 Nurture Program will be duplicated to ensure cross-district implementation fidelity for Grade 2 Nurture.

In the K-2 Nurture programs, students' thinking strengths are observed, documented, and collaboratively analyzed by the Nurture Specialist and classroom teachers. This collaboration helps identify students for additional small group learning opportunities designed to further develop and build upon their unique cognitive strengths. These observations lead to the identification of groups of students who demonstrate the need for more individualized talent development around specified thinking skills.

Students in Grade 3 who do not meet the academically and/or intellectually gifted eligibility criteria but who demonstrate high potential may receive talent development services through Maximizing Academic Potential (MAP) which continues the PETS™ curriculum to deepen student understanding and use of specific thinking skills through a small group setting. Extension lessons have been created to enhance the PETS™ curriculum. During the 2025-2028 AIG Plan, structures will be developed to capture and evaluate the consistency of implementation across the district to better assess the efficacy of the program.

For all nurture programming, the AG Department provides documentation of the alignment of the PETS™ curriculum to key skills developed in the NC Standard Course of Study. This effort aims to increase classroom teacher awareness of the benefits of K–3 nurture programming and provides options for students to show their academic strengths in ways not typically addressed in the classroom setting.

*** 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.

In GCS, we believe that excellence can be found in every demographic. Unfortunately, not all students have equitable opportunities in the development of their gifts and talents. To that end, the district is intentionally addressing mindset, policies and practices to positively impact access to advanced learning opportunities.

The AG Coordinator, a central office position, was created specifically to oversee the department's efforts to ensure equitable access to AG programming and to research and develop opportunities that capitalize on the potential of all student populations. The AG Coordinator addresses equitable opportunities by ensuring an intentional district focus on:

- raising awareness of instructional staff through Professional Development
- strategic use of student data at all levels to uncover gaps in opportunity and access
- equitable summer enrichment programming

Raising Awareness of Instructional Staff:

To effectively support students, educators must first understand them. In gifted education, this requires professional learning opportunities that help teachers recognize the various factors influencing how students demonstrate their abilities. Students may express their giftedness in different ways based on their backgrounds and experiences. To that end, instructional opportunities are available that explore the history of gifted education and the patterns of student identification. The district has established the following policies to ensure the completion of this content:

- Teachers who are assigned to teach academically and/or intellectually gifted students but do not hold their AIG licensure must complete the district's two-part AG PD Series, which includes:
 - o Addressing stereotypes in gifted education
 - o Recognizing giftedness in all student populations
 - o Addressing the excellence gap
 - o Best practices for low-income, high-ability students
 - o Cultural learning styles

Practicing Strategic Use of Data:

Over the past few years, the AG Department has increased collaboration with the district's Division of Performance and Accountability. Through this partnership, the AG Department has been able to better use data to identify trends in student identification for and participation in academically gifted services. Highlights are as follows:

- A public facing data dashboard housed on the AG webpage that allows all stakeholders to compare the demographics of students receiving academically gifted services to the portion of students reflected in overall district demographics.
- Use of district enrollment data to monitor the use of AP Potential data to identify and recruit students who demonstrate potential. The AG Director also serves as the lead project manager for a partnership with Equal Opportunity Schools, aimed at expanding access to these courses and fostering a broader understanding of student potential.
- Calculation of district and school Representation Indexes to have discussions regarding underrepresentation that consider the proportional distribution of student groups in the district/school.
- At grades 2–8, TAG Chairs are provided with an Excel file that summarizes achievement and applicable aptitude student data. The AG Coordinator formats the file using a color-coding system that allows TAG Chairs the ability to quickly visualize student performance as well as use Excel filters to group students by performance. The use of electronic data eliminates errors which may occur with the use of printed rosters.
- Registration data for the AG Department's summer enrichment programs, Academic All-Star Camp and AG Explore Camp, is cross referenced with student demographic data to ensure proportional representation from all schools.
- Summary assessment window data is generated to analyze district trends in the number of students receiving AG services when compared to previous years.
- CogAT profile scores are included in the district's Data Wall as another piece of data that better helps a teacher understand how to build upon a student's strengths.

The AG Department has also refined the use of qualitative data in addition to quantitative data when making decisions regarding a student's eligibility for the district's highest level of academically gifted services, VS services. As a result, the AG Department has implemented a rubric review of all students being

considered for VS services. The use of the rubric ensures the stability of the program and that student demographics align with the district's overall population. The use of the rubric serves to address the various circumstances that impact the performance and achievement of students, including, but not limited to:

- Low Socioeconomic Status
- Cultural Gaps
- Educational Barriers (such as Title I, low teacher expectations)

During the 2025-2028 AIG Plan, the AG department will investigate the use of a similar rubric review to create a more comprehensive student profile for AG eligibility considerations as well.

Equitable Summer Enrichment Programming:

The AG Department offers two summer enrichment programs; the Academic All-Star Camp (AASC) and the AG Explore Camp. The AASC is for rising 9th grade students. The students are selected for the camp by a process that compares their performance to their school-based peers and invites the top 10% of the grade 8 class from each middle school to participate in the camp. The AASC frontloads skills needed for success in advanced high school coursework as well as the social skills required to be leaders in their 9th grade class. The AG Explore Camp is offered to rising 4th – 6th grade students who are receiving services from the AG Department, whether they are officially identified as academically and/or intellectually gifted as documented in the state's student information management system

These summer enrichment opportunities are offered at no cost to the families and are housed on the campuses of summer feeding sites so that students can receive a free breakfast and lunch.

In addition to these policies and practices implemented to address equitable access to advanced learning opportunities, direct AG programming has also been designed to widen access and opportunity through multiple layers of Talent Development opportunities.

Elementary:

- **K-1 Nurture**: The K-1 Nurture Program is offered in Title 1 schools with small numbers of AG identified students. A Nurture Specialist or AG teacher provides whole group and small group instruction in Kindergarten and First Grade classes using the Primary Education Thinking Skills (PETS™) curriculum. The goals of this program are to cultivate the academic and intellectual talents of K-1 students from culturally and economically diverse backgrounds; to increase the numbers of students eligible for the district's Talent Development services; and to create scholarly classroom environments that fully engage students in the learning process through curriculum resources that reflect the culture and lived experiences of the school's community.
- **Grade 2 Nurture**: Available at all schools, the Grade 2 Nurture program continues to cultivate the academic potential of primary aged students. As with the K-1 Nurture Program, students are instructed using the PETS™ curriculum. Since the program is offered at all district elementary schools, students from all populations are able to participate in lessons that aim to increase their representation in the district's Talent Development programming.
- **Maximizing Academic Potential (MAP)**: Students in Grades 3-5 who do not meet the established criteria for formal academically gifted identification but who demonstrate high potential may receive talent development services through Maximizing Academic Potential (MAP). When less than 10% of a school's population in grades 3-5 has met the criteria for academically gifted identification, student data, both quantitative and qualitative, is further analyzed to identify the school's top 10% in those grades. These students will receive MAP services. In schools where 10% or more of the school's grade 3-5 population meets the criteria for academically gifted identification, the school offers MAP services based on the capacity of the AG teacher's schedule to accommodate this service as approved by the AG Department. At any school that offers MAP services, students furthest from opportunity are prioritized for participation. Although MAP services will not increase the number of students formally identified as academically and/or intellectually gifted, it will expand access to AG Department services for more students, including those from Title I schools. This ensures more students can develop their demonstrated potential and be recognized as top-performing students within their local school environment.
- **Academically Gifted Services**: Academically Gifted Service is offered to build upon the demonstrated academic strengths of students. The criteria for academically gifted is described in Standard 1, Practice B. The department's intentional efforts to recognize academic and intellectual strengths

separately have led to an increase in the number of students identified for academically gifted services. For this level of services, students will participate in pull-out enrichment lessons that have been designed to be more academically based and extend concepts taught in the regular education classroom.

- **Intellectually Gifted Services:** As with academically gifted services, intellectually gifted services have been designed to specifically use cross curricular content to help students use their critical and creative thinking strengths to make real-world connections to academic content. The establishment of this service allows the district to address the need to nurture both high achievement and high ability in our students, and to better differentiate service for highly gifted students. In this service, curriculum resources will be secured that not only address the need for depth and complexity but also ensure that such resources are sensitive to the cultural needs of all learners.

Secondary:

At the secondary level, the district implements the following practices to broaden access to advanced opportunities:

At the middle school level, the district provides summer “Bridge” opportunities for students to move to a more accelerated math sequence or “track”. This ensures that a student's initial course placement in sixth grade does not limit advanced course options in future years. Students who do not start in an advanced or accelerated math course can access content over the summer which covers the necessary standards to move into an advanced sequence the following year. These bridge opportunities are available in a virtual format.

The Pre-AP framework is currently implemented at three district high schools. This framework was developed by the College Board to give all students the opportunity to learn the foundational knowledge and critical thinking skills they need to achieve their full potential. The course frameworks are aligned to College and Career Readiness and Advanced Placement standards. Since the Pre-AP course frameworks are implemented with all students in the school, they offer the foundation for increased access to AP courses by levelling the playing field through the provision of rigorous grade-level instruction and by raising awareness about Advanced Placement options.

Currently ten district high schools partner with Equal Opportunity Schools (EOS) which is a program specifically designed to help education leaders expand college and career readiness by increasing student access, belonging and success in rigorous college and career-prep secondary school courses. The partnership provides tools for identifying students who are missing from AP and IB classrooms or dual enrollment opportunities and works with schools to develop policies, processes and practices to intentionally eliminate barriers to participation and belonging and to develop supports to increase retention and success. The district looks to expand best practices developed through the partnership to be used in all districts high schools.

The district offers summer AP Boot Camps, delivered virtually by successful AP teachers for students who are enrolled in Advanced Placement courses for the first time. These weeklong sessions are available in all academic disciplines and frontload students with knowledge and skills useful in the AP classroom, including typical AP terminology, exam structures, and skills and habits that will increase confidence and provide a foundation for success.

*** Practice J**

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

Elementary extra-curricular enrichment:

The following extra-curricular enrichment opportunities are available to academically and/or intellectually gifted students in GCS elementary schools. These opportunities are often promoted and/or facilitated by the AG teacher. Availability is dependent upon student interest, staffing, funding, and available sponsorship.

Science Olympiad is an American team competition in which students compete in 23 events pertaining to various scientific disciplines, including earth science, biology, chemistry, physics, and engineering.

Odyssey of the Mind is an international educational program that provides creative problem-solving opportunities for students from kindergarten through college. Team members apply their creativity to solve problems that range from building mechanical devices to presenting their own interpretation of literary classics.

Continental Math League offers computer science contests which consist of three "meets" where contestants are presented with six questions in 30 -minute rounds.

Book Club allows students to exchange their thoughts and ideas on a variety of books biweekly in a moderated discussion in a safe place.

Mad Science is a hands-on STEM based afterschool program designed to foster student interest in science.

Energy WISE is a student-led program designed to educate students about energy efficiency.

Science Fair is an opportunity for elementary and secondary students to apply scientific methods in order to display, conduct, and present their independent research to judges in a local, regional, state and national competition.

Chess Club combines social and educational experiences while students learn and participate in tournaments centered on the game of chess.

Battle of the Books is a multi-grade team-based competition using a quiz bowl format in order to foster collaboration and a passion for reading a high volume of literature both inside and outside of the classroom.

Robotics Club offers STEM-based projects and competitions using a variety of programs.

FIRST LEGO League Robotics introduces science, technology, engineering and math through real-world problem-solving experiences and a guided, global robotics program.

History Club aims to build analytical and communication skills as students learn about citizenship and develop their interest in historical research.

Drama Club is an opportunity for students to learn the rudiments of performance acting and aspects of the stage and dramatic techniques.

Rubik's Club allows students to study spatial patterns and create mosaics by practicing various techniques to solve Rubik's cubes in preparation for individual and team competitions.

24 Game Challenge is a quick-thinking tournament-style card game where participants use the four basic mathematical operations to apply critical thinking, number-sense and strategy.

Beta Club is a service-based club where students are invited and inducted based on high achievement, commendable character and strong academic standing.

Secondary extra-curricular enrichment:

The following extracurricular enrichment opportunities are available in many secondary schools. While these opportunities are often promoted and/or facilitated by teachers of advanced coursework, participation is not limited to academically and/or intellectually gifted students. Availability is dependent upon student interest, staffing, funding and available sponsorship.

The Quill is a state writing competition sponsored by the North Carolina Association for Scholastic Activities.

The Twelve provides students opportunities to collaborate in teams of twelve to compete in local and state tournaments using twelve questions around twelve topics sponsored by the North Carolina Association for Scholastic Activities (NCASA).

Quiz Bowl is a game in which two teams compete in tournaments to answer questions from all areas of knowledge including but not limited to literature, science, current events, history, sports, and pop culture.

Science Olympiad is an American team competition in which students compete in 23 events pertaining to various scientific disciplines, including earth science, biology, chemistry, physics, and engineering.

Odyssey of the Mind is an international educational program that provides creative problem-solving opportunities for students from kindergarten through college. Team members apply their creativity to solve problems that range from building mechanical devices to presenting their own interpretation of literary classics.

Continental Math League offers computer science contests which consist of three "meets" where contestants are presented with six questions in 30 -minute rounds.

Book Club allows students to exchange their thoughts and ideas on a variety of books biweekly in a moderated discussion in a safe place.

Math Counts provides students in grades 6-8 the opportunity to compete in live, in-person mathematical contests against and alongside their peers.

Debate Club teaches students critical thinking, public speaking and listening skills utilizing various debate formats.

Energy WISE is a student-led program designed to educate students about energy efficiency.

National Junior Honor Society is a chapter-based student organization with a membership based on a cumulative GPA requirement and centered around student service, leadership, citizenship and character.

Science Fair is an opportunity for elementary and secondary students to apply scientific methods in order to display, conduct, and present their independent research to judges in a local, regional, state and national competition.

Chess Club combines social and educational experiences while students learn and participate in tournaments centered on the game of chess.

Battle of the Books is a multi-grade team-based competition using a quiz bowl format in order to foster collaboration and a passion for reading a high volume of literature both inside and outside of the classroom.

FIRST LEGO League Robotics introduces science, technology, engineering and math through real-world problem-solving experiences and a guided, global robotics program.

Robotics Club offers STEM-based projects and competitions using a variety of programs.

History Club aims to build analytical and communication skills as students learn about citizenship and develop their interest in historical research.

Model UN allows students to learn about various countries, cultures and international relationships by role-playing the proceedings of the Global Model United Nations.

Drama Club is an opportunity for students to learn the rudiments of performance acting and aspects of the stage and dramatic techniques.

Rubik's Club allows students to study spatial patterns and create mosaics by practicing various techniques to solve Rubik's cubes in preparation for individual and team competitions.

24 Game Challenge is a quick-thinking tournament-style card game where participants use the four basic mathematical operations to apply critical thinking, number-sense and strategy.

Beta Club is a service-based club where students are invited and inducted based on high achievement, commendable character and strong academic standing.

Summer Enrichment:

The AG Explore Camp is a summer camp sponsored by the AG Department in partnership with the Duke University AIG Licensure program and is available for rising fourth- sixth grade students who receive service from the AG Department. Students explore high interest enrichment topics in core content areas to develop inquiry and investigative skills. Camp sessions are taught by certified GCS teachers who are completing their AIG licensure at Duke University. Multiple sessions of the camp are offered to accommodate districtwide student access.

The GCS AG Department also sponsors a summer Academic All Star Camp (AASC) for rising 9th graders, which is attended by students from every middle school. The top 10% from each middle school are invited to attend the camp at no cost. During the camp, students engage in hands-on, problem-based learning experiences designed to equip them with the skills needed for honors and advanced placement courses. The camp also includes leadership development activities that help students strengthen self-advocacy and executive functioning skills needed for school success. This unique experience provides an opportunity for intensive study in an area of interest, ACT preparation, leadership and team-building skills, preparation for advanced high school classes and informational sessions from colleges, guidance counselors, advanced study opportunities (AP, IB, Governor's School, School of Math and Science) and financial institutions.

Additional local and statewide summer enrichment opportunities are posted on the AG Department webpage.

AG students are encouraged to participate in Governor's School opportunities. The AG Department collaborates closely with Counseling Services to inform families, promote participation and equitable representation and celebrate student success.

*** Ideas for Strengthening the Standard**

Increase collaboration with EL and EC departments to ensure smooth transition between grade spans.

The AG Department will investigate opportunities to:

- Increase partnerships with Guilford Gifted for more enrichment opportunities
- Collaborate with the Counseling Department to organize a secondary colloquium with guest speakers, college recruiters, financial aid specialists to address college preparation needs of academically and/or intellectually gifted students
- Continue to pursue regular AG Department representation at zone meetings and other standing district meetings (principals, assistant principals, curriculum facilitators, counselors)
- Collaborate with the CTE department to ensure that academically-minded students also explore the alignment between career pathways and university requirements
- Utilize mentorship, job shadowing, curriculum compacting for interest-based exploration and other strategies to respond to the needs of the students
- Promote GAP apprenticeship for management-level opportunities
- Explore including career exploration opportunities at the elementary level
- Develop a process to gather feedback from students receiving Talent Development services to evaluate their experience in the AG program
- Establish an AG student council or advisory group
- Develop focused workshops on the unique challenges and opportunities of raising gifted students from underrepresented populations
- Develop PD modules for use at the school level to:

- o Demonstrate alignment of elementary AG curriculum to classroom content and standards
- o Support intentional planning for appropriate differentiation of units of instruction in the regular education classroom
- Develop PD modules for use at the district level to:
 - o Support intentional planning for appropriate differentiation of units of instruction in the regular education classroom
 - o Support implementation of units developed in collaboration with Counseling Services to support the unique social and emotional needs of gifted learners

Planned Sources of Evidence

* * AG TAG SharePoint sites * K-2 Consultative Toolkit *	
* * Student work samples and assignments involving future ready content and skills * Pre and Post Assessments from AG enrichment units *	
* * Action Service-Learning Project results and demonstrations * Agendas, rosters and handouts from professional development offered by AG department *	
* * Agendas for AP/IB Coordinator meetings * Parent newsletters *	
* * Team for Academically Gifted (TAG) notebooks with meeting agendas and minutes * NCDPI Advanced Learning Labs *	

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	

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.

Academically Gifted students require curriculum and instruction beyond grade level expectations in their areas of strength. The North Carolina Standard Course of Study is adapted for advanced learners through differentiated practices implemented by K-12 classroom teachers and supplemented at the elementary level with enrichment units delivered by the AG teacher who implements the Talent Development and Academically and/or Intellectually Gifted Pull-out enrichment programs. As a 1:1 district, instructional staff use the district's current Learning Management System and other technology tools to provide individual and small group opportunities for enrichment, extension, and acceleration. Additionally, district programming and expectations for extracurricular opportunities allow students to experience the NC Standard Course of Study in a way that develops their ability to explore the relationship between what they are learning and real-world application.

General Education Classroom Quarterly Plans for Differentiation:

At the elementary level, AG teachers work closely with general education classroom teachers to ensure that opportunities for acceleration, extension, and enrichment of grade-level standards are integrated into core instruction. These differentiation strategies are outlined in the General Education Plans for Differentiation for Math and ELA and are shared with families of academically and/or intellectually gifted students in grades 3-5 on a quarterly basis. AG teachers are encouraged to participate in grade-level professional learning communities, where they can offer support and instructional resources to classroom teachers as they modify their lesson plans to meet the needs of advanced learners.

For the 2025-2028 AIG Plan, AG teachers will work collaboratively at designated AG teacher meetings to develop extension, enrichment, and acceleration examples for grade level ELA and Math standards that can be shared with classroom teachers to support their instruction for advanced learners. AG teachers will be encouraged to share these examples and their connection to core units at school based professional learning communities (PLCs). AG teachers will also continue their work to identify supplemental lessons and activities that extend grade level standards and align to topics and skills from core instructional units. These resources will be curated and housed in the *Differentiation Strategies for Advanced Learners* Online Course and made readily available to classroom teachers.

Opportunities for Enrichment

Enrichment is defined as a variety of learning opportunities that enhance a student's interest and talents through creative and academic exploration. The need for enrichment is met in the following ways:

- GCS offers a wide variety of Choice Programs serving students in grades K–12. These programs include the structure and resources needed to implement the North Carolina Standard Course of Study in a way that aligns to a student's interest, skill set, and/or college/career aspirations. Practice 3D provides a description of the Choice Program themes that address the enrichment needs of students with high academic performance.
- School-based decisions allow schools to supplement the North Carolina Standard Course of Study for core-content areas through the selection of special/encore programming that speaks to the interest of the student body. Such decisions include choices in World Languages, in arts focus, and Career and Technical Education (CTE) programming.

- In all grade spans, schools offer before, during, and/or after school programming that meets the expressed needs of the student body. Such programming allows students the opportunity to collaborate with others with similar skillsets and desire to explore academic topics in ways that extend and enrich the knowledge gained in the classroom. At grades K–8, the school's TAG Chair submits an annual Fidelity Checklist that includes the enrichment opportunities made available to advanced learners at their schools.
- At the elementary level, in grades 3–5, the school's assigned AG teacher provides Pull-out enrichment Talent Development and Academically and/or Intellectually Gifted services which allow students to expand their knowledge of core-content in ways that utilize their demonstrated academic talents.

Opportunities for Extension

Extension is defined as instruction designed to broaden the understanding of a standard by adding depth and complexity. In GCS, we fully believe that AG students are AG all day, every day. Thus, the classroom teacher must take the lead in providing differentiation that allows students to uniquely experience the curriculum. To that end, the GCS department of Teaching, Learning, and Professional Development had adopted math and reading curricula for grades K–12 that has embedded opportunities for extension of grade-level standards for the instruction of advanced learners. The resources provide an appropriate extension of the NC Standard Course of Study, for advanced learners in the following ways:

- Core Knowledge Language Arts (Grades K-5): The curriculum includes extension activities for each Knowledge Domain to facilitate knowledge building and vocabulary acquisition to deepen student understanding of vocabulary and concepts.
- EL Education (Grades 6-8): *EL (Expeditionary Learning)* is an English Language Arts curriculum for grades 6-8 that includes four modules of instruction with three core units of study in each module. The major focus of each module is the core text. Students bridge the gap between readings, tasks, and standards by unpacking learning targets daily. With this understanding, students continue to engage in the text and tasks through intentionally selected, yet varied protocols. Core texts are contemporary, diverse, and highly engaging for middle grade students.

For the 2025-2028 AIG Plan, the AG Department is contracting highly qualified teachers to develop additional opportunities for acceleration, extension, and enrichment within the EL Curriculum. Using the state's Honors Level Course Development and Evaluation Tool as a guide, this initiative will ensure that Advanced ELA courses in grades 6-8 provide increased rigor, depth, and complexity for high ability learners.

- My Perspectives (Grades 9-12): *myPerspectives* is an English language arts curriculum for Grades 9–12 that values the perspective of the learner, collectively and individually, and provides learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom. *myPerspectives* encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection. Extension activities and the availability of alternate pacing support academically gifted learners with the opportunity to think critically and engage in activities that challenge them and deepen their knowledge while engaging in thought-provoking content.
- Eureka Mathematics Squared (Grades K–5): The daily problem set for students is scaffolded and the problems are in order of complexity. The last few problems on each day's problem set are extension problems that take the standard to a higher level, and the problems assigned to students are differentiated for students every day.
- Illustrative Mathematics through Imagine Learning Classrooms (Grades K-5 at select schools): Each lesson also provides cognitively demanding tasks that have low-floor/high-ceiling opportunities and are differentiated for each student through the questioning strategies used by the teacher. Each lesson also offers extension activities for students ready for a greater challenge.
- Open Up Mathematics (Grades 6–12): Each daily lesson has a section titled “Are you Ready for More?” that provides an extension to the standard being taught that day. Each lesson also provides cognitively demanding tasks that have low-floor/high-ceiling opportunities and are differentiated for each student through the questioning strategies used by the teacher.
- STEM Lego Initiative (Grades K-8): To support 21st century skills, design thinking, and social-emotional learning, Lego engineering kits have been placed at every elementary and middle school in Guilford County. This hands-on and minds-on resource provides the opportunity for students to interact with the curriculum in an in-depth manner. Young learners replicate real-world scenarios with the kits, which aid in the illumination of the standard course of study.

- Discovery Ed Techbook (Grades 5-8): Discovery Education has worked with educators across the state of North Carolina to develop the Techbook, an online interactive textbook. This resource provides readings, videos, virtual lab activities, and other resources that support the standard course of study.
- STEMscopes (Grades K-8): STEMscopes is an online learning platform that utilizes the 5-E inquiry model (Engage, Explore, Explain, Elaborate, Evaluate) to facilitate teacher instruction and student learning. The platform provides readings, videos, standard unpacking documents, enrichment and remediation activities, and standardized testing support. STEMscopes also provides laboratory equipment to support teachers in the implementation of laboratory exercises. This resource allows students to make meaning of their learning whether they are at home or in the classroom.
- The DBQ Project (Grades 9-12): This curricular resource can extend learning by assigning deeper source investigations that examine author biases and historical context, or by using the DBQ as a foundation for independent research projects requiring students to locate additional primary sources. It can also provide students with the opportunity to examine specific historical topics and concepts from a variety of historical sources, both primary and secondary, as well as consider larger compelling questions that require the development of individual student arguments supported with evidence.

The minimum district expectation is that classroom teachers will fully implement all curriculum components designed for students who have demonstrated the need for curriculum extension. To ensure that such extension is readily available and implemented, the district- provided unit template includes a section for scaffolds and instructional strategies that classroom teachers can reference for suggested activities for advanced learners, including but not limited to the NCDPI Advanced Learning Labs and IRP lessons.

At the high school level, schools have received support in aligning the delivery of Honors courses with the expectations and rigor outlined in NCDPI's Honors Level Course Implementation guidance. To facilitate this alignment, the Academics Division developed exemplars for each of the Honors-level graduation requirement courses. These exemplars have been shared with and adopted by teachers of the respective subjects and now serve as models to guide instruction in other non-graduation requirement Honors courses as well.

Additionally, classroom teachers are encouraged to enroll in the Differentiation Strategies for Advanced Learners online course that equips teachers with specific implementation strategies for researched-based differentiation techniques, which include, but are not limited to:

- Advanced Graphic Organizers
- Menus and Choice Boards
- Conceptual and Abstract Thinking
- Depth and Complexity
- Problem/Project-Based Learning
- Effective Higher-Order Questioning
- Escape Rooms
- Access to the NCDPI Learning Labs

Opportunities for Acceleration

Acceleration refers to a student's advancement through an educational program at a faster pace than usual or at an age younger than typically expected. The district-provided data management and analytics system allows classroom teachers to easily track and document student achievement. Classroom teachers are expected to use formative data to identify students who demonstrate advanced mastery of grade- level skills and content. Through their partnership with the child's family, classroom teachers are expected to include parental feedback in their analysis of student achievement, when acceleration options are being considered. Using both qualitative and quantitative data, the following acceleration opportunities are available:

K-5 Opportunities:

- Early entry to Kindergarten according to the established state guidelines
- Consultative Services provided by the AG teacher. This service allows the AG teacher to partner with the classroom teacher in developing and implementing classroom instructional strategies for high performing students in grades K–2.
- Subject Acceleration
- Grade Acceleration

- Acceleration within Grade-Level Classrooms

- o Based on continuous formative assessment
- o Allows students to move more quickly through content when mastery of the current skill or content is evident
- o Students spend more time on application of skills to real-world situations, depth of research and abstract concepts
- o VS Program for students in grades 4–5, where students have a compacted and accelerated scope and sequence in all core-content areas.

Grades 6–8 Opportunities:

- Advanced and Accelerated course offerings in which upper grade level standards are included in the Scope and Sequence of the course. This scope and sequence includes the following high school options available to middle school students: NC Math 1, NC Math 2, English 1 (select schools). Students may also earn high school credit for Spanish I by successfully completing two years of middle school Spanish.
- District-provided Math Bridge courses that allow students to transition to a higher math course (advanced track). These courses focus on the NC Standard Course of Study standards that are critical to a student's ability to obtain the skills and content needed to accelerate to a math course that is not a part of the trajectory for their current math track. These courses are offered as an asynchronous online course.
- Grade Acceleration
- The Very Strong (VS) Program for students in grades 6–8, where students receive full-time acceleration with a compacted and accelerated scope and sequence in all core- content areas, which includes NC Math I, NC Math II and English I.

Grades 9–12 Opportunities:

- Dual Enrollment through two Early College programs (The Early College at Guilford and STEM Early College at NC A&T). Students complete most of their high school graduation credit requirements in grades 9 & 10. In grades 11 & 12, students receive all instruction from college/university professors. Since most high school credit requirements are completed in grades 9 & 10, many of the courses taken at the college level can be used for transfer credit when the students transition from high school to post-secondary opportunities.
- Dual Enrollment through middle college programs, specialized academies, and Career and College Promise. These opportunities allow high school students to fulfill high school credit requirements via their participation in community college courses.
- Enrollment in Advanced Placement and International Baccalaureate courses.
- Credit by Demonstrated Mastery (CDM), which is an opportunity for students to earn credit for high school courses without fulfilling seat-time requirements. Students can earn credit for high school classes through a two-part assessment process:
 - o Phase I: A standard exam, which shall be the EOC where applicable or a final exam developed locally.
 - o Phase II: An artifact that requires the student to apply knowledge and skills relevant to the content standards. Performance Tasks may be required.
 - o Students must demonstrate mastery, not just proficiency, on Phase I to be eligible for Phase II

Students pursuing Credit by Demonstrated Mastery for a World Language can complete Phase I and II on the same test.

*** Practice B**

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

At all grade levels, the school's Team for Academically Gifted (TAG) serves as a system of support and advocacy for the academic, social, and emotional needs of academically gifted and advanced learners. Ongoing instructional support throughout the year is provided by a collaborative team that includes the school's AIG teacher (or designated AIG contact), classroom teachers, and building-level instructional leaders such as Curriculum Facilitators and Multi-Classroom Teacher Leaders. The AG Department promotes the role of this team as an integral part of the Multi-Tiered Systems of Support (MTSS) framework and highlights key practices that should be present at all schools to ensure accessible opportunities for AG services:

- Grade-specific data discussion regarding AG identification and services. Such meetings allow classroom teachers to understand the duty of the school to provide appropriate and timely opportunities for enrichment, extension, and acceleration for academically gifted and advanced learners as well as academic supports when necessary;
- Use of data to identify differentiation strategies that best address student readiness, interest, and academic strengths. Such opportunities shall focus on differentiation techniques highlighted in the district-provided *Differentiation Strategies for Advanced Learners* Online Course.

In addition to TAG's role in supporting the instructional practices for advanced learners, the curriculum departments within the district's Academics Division provide coaching and professional development around the adopted curriculum units. At the elementary level, the AG teacher provides support to classroom teachers, encouraging them to embed best practices in gifted education into their instruction, such as:

- Pre-assessment for readiness
- Use of interest and learning inventories to develop student learning profiles
- Use of small group instruction
- Use of balanced curricular pedagogy
- Use of the district's one-to-one initiative to achieve personalized learning
- Independent research opportunities
- Choice of product
- Student-driven discussions
- Socratic seminars
- Intentional alignment of student interest to future-ready skills
- Interdisciplinary connections
- Teaching using concepts, big ideas and generalizations

In addition to the professional learning provided by the district's curriculum departments, the AG Department provides professional learning opportunities to the district's AG teachers and middle school TAG Chairs. During these sessions, the department focuses on instructional strategies that add depth and complexity and provoke critical thinking. The intent of these sessions is to provide information that can be easily shared at the school-based TAG meetings and disseminated to staff. At the high school level, instructional best practices are an area of focus at the district-provided AP and IB Saturdays, where teachers of AP/IB courses learn how to provide the support needed to help students build their academic strengths. Some of the specific strategies emphasized during the training include:

- Accelerated content
- Curriculum compacting
- Learning centers
- Embedded student choice
- Literature circles
- Socratic seminars
- Tiered assignments
- Problem-Based learning
- Authentic learning
- Simulations

The AG Department continues to revise and update the districtwide online course on *Differentiation Strategies for Advanced Learners*. This course houses resources and information to assist teachers with providing research-based instructional strategies which respond to student need, interest and readiness. The self-enrollment link is available to all staff through the district's employee portal.

* Practice C

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

District staff regularly investigate the latest research-based resources by participating in professional conferences and workshops to identify, evaluate, and communicate current best practices to educators districtwide. Through monthly meetings, the directors in the Academics Division share key resources that have been identified to address the unique learning needs of all special populations, which includes the instructional needs of those identified as academically gifted. Resources identified for academically gifted students are purchased by the AG Department. These resources are accessible to classroom teachers via their school-based TAG Chair as well as highlighted in the district's *Differentiation Strategies for Advanced Learners* Online Course. Resources in the library include materials that are broad-based gifted education theory and research as well as materials that provide specific lessons and strategies that teachers can implement in their instructional plans. Examples include:

- Small's *Good Questions: Great Ways to Differentiate Mathematics Instruction in the Standards-Based Classroom*
- Small and Lin's *More Good Questions: Great Ways to Differentiate Secondary Mathematics Instruction*
- Roberts and Inman's *Strategies for Differentiating Instruction: Best Practices for the Classroom* (3rd Edition)
- Westphal's *Differentiating Instruction with Menus* (All core subject areas in grades 3–8)
- Adams and Pierce's *Differentiation that Really Works: Strategies from Real Teachers for Real Classrooms* (All core subject areas)
- Winebrenner's *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use* (4th Edition)

Instructional units have been developed for the AG elementary Pull-out enrichment classroom using a variety of research-based supplemental resources and materials. Units of study provide students with rich, culturally diverse text, conceptual themes, advanced literary analysis, and vocabulary development. The units include classic literature studies, service learning, Socratic seminars, authentic Performance Tasks, simulations and engaging scenarios. These units are designed to provide outlets for creativity, divergent thinking and discovery during the weekly Pull-out sessions. While the units are based on high frequency grade-level standards and align as much as possible with classroom pacing, they are not designed to serve as daily curricular extensions for regular classroom instruction.

Using Ainsworth's *Rigorous Curriculum Design*, Wiggins and McTighe's *Understanding by Design* and Carol Ann Erickson's *Concept-Based Learning* as curricular models, the AG Pull-out enrichment units as well as units used in the VS Program incorporate a variety of research-based resources, materials and strategies including:

- Colin Seale's *thinkLaw* framework
- Michael Clay Thompson's *Caesar's English*
- The National Paideia Center
- Joyce VanTassel-Baska and Tamara Stambaugh's *Jacob's Ladder*
- William and Mary's *Beyond Base Ten*
- Brian Housand's *Fighting Fake News*
- Boaler's, Munson's, and Williams' *Mindset Mathematics* (Grades 3–5)
- *Ratios, Rates, & Proportions* by Interact
- *Algebra: Into the Unknown* by Interact
- Dana Johnson's *Beyond Base Ten: A Mathematics Unit for High Ability Learners*
- Draze's *The Stock Market Game: A Simulation of Stock Market Trading*
- Costa and Kallick's *Habits of Mind*
- Nichols, Thomson, Wolfe, and Merritt's *Primary Education Thinking Skills* (Kindergarten and Levels 1-3)
- Hollett and Cassalia's *Convergent Thinking for Advanced Learners (Grades 3-5) (Divergent, Evaluative, Visual/Spatial, Analytical)*
- Ricci's *Nothing You Can't Do: The Secret Power of Growth Mindsets*
- Ricci's *Mindset in the Classroom*
- *It's Your Future* by Interact
- *Missing Persons* by Interact
- William and Mary Center for Gifted Education units
- Shelagh Gallagher's Problem-Based Learning units

Thanks to the district's one-to-one initiative, AG teachers can utilize a variety of digital learning tools appropriate for advanced learners, such as:

- NCDPI Advanced Learning Labs
- Nearpod
- Byrdseed.TV
- PBL Project
- Zearn
- Actively Learn (Achieve 3000)
- Amplify Reading

The district's Character Education department focuses on helping educators nurture safe, supportive, and equitable learning spaces where adults feel confident, empowered, and responsible for helping all students develop into productive and responsible citizens who thrive in college, career, and life. This is done through an intentional focus on the following competencies:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

The AG department collaborates with the Character Education staff to provide strategies and guidance pertinent for meeting the social and emotional needs of advanced learners both in the regular education classroom and through AG services.

AG Department efforts:

AG elementary instructional units purposefully embed topics and resources relevant to the unique social and emotional needs of gifted learners. Additionally, the instructional practices and learning environment in our AG Pull-out enrichment classrooms infuse strategies that are rooted in Costa's *Habits of Mind* and Dweck's *Mindset* which enhance the social and emotional well-being of the gifted learner.

Each high school designates a counselor to serve as the AG Contact who is equipped to help students navigate their transition from high school to college or career of their choice. The district's Four-Year Plan document includes a section to document a student's gifted identification. This is useful to School Counselors when sharing opportunities that may be of interest to students who have been identified as academically gifted (e.g., Governor's School; targeted scholarship opportunities, internship and service-learning opportunities) and for inclusion in targeted sessions to support the unique social and emotional needs of advanced students such as time-management and self-care to reduce stress and anxiety and long-term academic planning and strategic resume-building to minimize overload.

The professional development provided by the AG Department for classroom teachers includes specific information and strategies that address the unique social and emotional needs of gifted students.

Quarterly AG newsletters distributed to the elementary and middle grades include information for parents and guardians regarding the unique social and emotional needs of their gifted learners.

The AG Department organizes and hosts a summer camp for academically gifted rising freshmen. The Academic All-Star Camp brings together intellectual peers from across the district. Benefits of the camp include in-depth pursuit of an area of academic interest, honing leadership skills, and strengthening organization and time management skills that are essential to success in high school.

The AG Department collaborates with the Guilford Parent Academy to deliver parent informational sessions that include supporting students new to AG, anticipating the transition from elementary to middle school, and anticipating the transition from middle school to high school.

The AG Department has created professional development presentations targeting students, teachers and parents around growth mindset and the specific implications for gifted learners. These presentations can be delivered by AG staff during parent sessions, to school faculties and used directly with AG students as requested by the school.

The AG department provides a library for teachers of available scholarly-based resources centered on the best practices for meeting the social and emotional needs of gifted students. The library inventory is available to elementary AG teachers, middle school TAG Chairs and high school AG contacts. The themes covered by the library resources include:

- Social and emotional needs of gifted students
 - o Friendship
 - o Boredom
 - o Creativity
 - o Motivation
 - o Stress
- Growth Mindset
- Habits of Mind
- Mindfulness activities
- Ready to use resources
- Development of Executive Functioning Skills
- Soft Skills Development
- Creating school cultures that foster a growth mindset

Finally, Guilford Gifted (Guilford's PAGE Chapter) has the ability to provide speakers and webinars that focus on topics of interest to AG families, including social/emotional needs of gifted students.

* 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.

Guilford County Schools is a nationwide leader in providing a variety of educational options for students and their parents/guardians. In alignment with the state's Portrait of a Graduate, the district's strategic focus is on preparing students for post-secondary opportunities by fostering the development of future-ready skills, such as critical thinking, communication, collaboration, curiosity, and leadership.

Theme-Based Programming:

- **Expeditionary Learning:** Through strong character qualities such as collaboration, perseverance, responsibility, and compassion, students build their academic success through engaging and challenging academic work.
- **Spanish Immersion:** The Spanish Immersion program allows students to use the Spanish language as a vehicle to develop critical thinking and problem-solving skills.
- **Global Studies:** Students are challenged by a curriculum that promotes creativity and problem-solving through interdisciplinary units of study.
- **Montessori:** Montessori programming emphasizes independence and views children as naturally curious and eager for knowledge and capable of initiating learning in a supportive and well-prepared learning environment.
- **Gaming and Robotics Program:** The Gaming and Robotics program allows students to engage, explore, and innovate by providing young children the opportunities to learn about mechanics, sensors, motors, programming, and the digital domain.

Career Focused Opportunities:

- **Academy of Computer and Information Science:** This program teaches students how to interact with computers and computer systems through coding, networking, and data analytics. They connect learning to the challenges faced by computer scientists through experiences provided by industry

partners. Students have an accelerated pathway to future career opportunities by earning industry credentials and college credit.

- **Academy of Advanced Manufacturing and Engineering:** This program allows students to specialize in majors such as: Integrated Production Technology and Project Lead the Way Engineering. Students receive mentorship from industry professionals and have an accelerated pathway to future career opportunities by earning industry credentials and college credit.
- **Academy of Biomedical Technology and Specialized Health Science:** This program allows students to specialize in majors such as: Biotechnology, Research and Development, and Pharmacy Technician. Students receive mentorship from industry professionals and have an accelerated pathway to future career opportunities by earning industry credentials and college credit.
- **Academy of Transportation, Distribution, and Logistics:** This program allows students to study innovations in planning, management and movement of people, materials and goods by road, pipeline, air, rail and water. Students are afforded an accelerated pathway to careers within the logistics industry through opportunities to graduate with industry credentials, earn college credit, and work as interns or apprentices in prominent local or national companies within the logistics industry.
- **Aviation Program:** The program provides a solid foundation for the ever-growing aviation workforce by offering internships, job shadowing, college credit, hands-on real-world learning experiences and knowledge to students who wish to enter the aeronautical field.
- **Education and Advanced Sciences Program:** This program gives students the framework for success in the field of education. Students take Teacher Cadet courses and internships at elementary and middle schools. Additionally, the program offers Early Childhood courses involving internships to area daycare locations. Students participating in this program develop the passion needed to be the influencers over tomorrow's most precious resource, our children.
- **Health Sciences Program:** This program teaches students to think and apply knowledge with performance- and problem-based learning and strengthens mathematics and science education by enrolling students in math and science courses each year. Students participating in this program have the opportunity to participate in internships and gain an accelerated pathway to careers in nursing, respiratory therapy, and physical therapy to name a few.
- **Guilford Apprenticeship Partners (GAP):** Guilford Apprenticeship Partners offers students opportunities across a range of fields. These opportunities are curated for students who enjoy science, math, or technology, like to work with others on a team; have good school attendance and completion of school assignments, and have a desire to begin their career while in high school. This program provides a way for academically gifted and advanced learners to earn college credit as well as earn money that can be used for future career or college exploration.

Advanced Academic Programming:

- **Early College Programs:** In GCS, students enrolled in an early college program complete high school in 2 years and are enrolled as full-time college students for 2 years. The early college programs seek to foster the academic, creative, and social gifts of students through two levels of study: accelerated high school and college.
- **Middle Colleges:** In GCS, students who consider enrollment in the Middle Colleges have academic ability and talents but may not reach their full academic potential at the traditional high school setting. In these programs, students are strategically scheduled to take advantage of dual-enrollment opportunities.
- **Advanced Placement Capstone Academy:** The AP Capstone program is a rigorous course of study with a writing intensive curriculum during freshman and sophomore year. During junior and senior year, students will take AP courses aligned with their interests, including AP Seminar and AP Research offered only at the AP Academy.
- **Brown Summit Center for Advanced Academics:** The Advanced Academics program offers an advanced academic curriculum with the primary goal of preparing students for success in Honors, Advanced Placement, and International Baccalaureate coursework at the high school level.
- **Very Strong (VS) Program:** Students in grades 4-8 who show evidence of extremely high aptitude coupled with extremely high achievement and whose academic needs may require placement in a separate setting are eligible to enroll in the district's VS Program. Students are assigned to teachers who provide daily differentiated/accelerated instruction in the four subjects (reading, math, science and social studies).
- **International Baccalaureate Diploma Programme:** The International IB Diploma Programme offers a rigorous, two-year course of study for high school students. Designed for the self-motivated and hardworking individual, IB provides successful candidates with an internationally recognized diploma and preparation for study in the world's most demanding colleges and universities.

On a granular level, elementary AG enrichment units are intentionally developed to include global inquiry and to emphasize social responsibility through a culminating project, often linked to a community action or service learning. Through these units, students build and apply skills in critical thinking, problem

solving, communication, collaboration, leadership, and metacognition that support student success in the classroom. AG units include engaging scenarios which build on student curiosity and call for individual investigations which further explore topics aligned to the unit.

Quarterly progress reports for elementary AG enrichment allow students to assess their own learning behaviors and future-ready skills and acknowledge progress.

In the middle grades, advanced courses become more collaborative and student-driven in nature. Students complete independent research based on real-world issues in Advanced English/Language Arts. Students can select a variety of elective courses which are interest-based, provide connections to the real world and address the future-ready skills needed to be successful in career and college endeavors. Furthermore, the district's one-to-one initiative allows middle school students to extend their knowledge acquisition and content manipulation to the digital realm, allowing students to develop crucial technological skills.

In high school, Advanced Placement and International Baccalaureate curricula are designed to promote future-ready content and skills. Instruction includes problem-solving, inquiry, collaboration, experimentation, leadership, and reasoning skills on a regular basis. Career-based Signature Academies are available in many high schools for students to explore potential career pathways and the soft skills needed to be successful and competitive in their future career and/or college endeavors. Other extracurricular opportunities to develop leadership and collaborative skills are available:

- Service-Learning Diploma
- Career Day
- Model UN
- Mentorships
- Apprenticeships

*** Practice E**

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

The district uses an assessment and analytics platform to access student-level data, effectively creating visual representations on school-specific 'Data Walls' which can be filtered by assessment, student group, etc. Both the Data Wall and the assessment and analytics platform provide schools with real-time access to data from the following types of assessments:

- Short/Medium cycle formative assessments, which provide standard-level data connected to instructional sequencing (GCS currently uses an interim assessment format)
- State assessment data, which are the summative End-of-Grade (EOG) and End-of-Course (EOC) assessments.

Each school has a Data Coach assigned to assist administrative teams and classroom teachers with understanding the use of these tools. Specifically, the Data Coach ensures that schools understand the capabilities of these tools to easily group students based on demonstrated performance or need. In addition to the data that is easily exported from the state's Student Information System, the AG Department provides data to the Division of Accountability, Research, and Planning regarding student participation in all Talent Development opportunities. As such, schools are able to use a one-touch filter option to analyze student performance in terms of those identified as well as those not yet identified but receiving academically gifted services. One-touch filtering gives teachers the data they need for flexible classroom grouping, intentional differentiation, and grade-level MTSS grouping.

CogAT data is also included in the district-created Data Walls. Having the CogAT profile score readily available will help classroom teachers have a better understanding of how to group students not only to meet demonstrated academic strengths but to address learning profile strengths as well. AG Teachers deliver training to their TAG team and second grade teachers each spring designed to help classroom teachers and school staff understand what is revealed by a student's CogAT profile score.

For the 2025-2028 AIG Plan, the AG Department will collaborate with the Division of Accountability, Research, and Planning to more strategically consider available diagnostic and formative student data to inform instructional groups and service opportunities, including Talent Development. Data discussions led by members of these departments will be a regular agenda item for monthly elementary AG teacher meetings to build capacity by training teachers how to assess students and how to analyze and act on assessment data in school-based teams. Providing similar opportunities for Middle School TAG Chairs will equip them to lead data-driven discussions about academically gifted students during their school-based TAG meetings.

* Practice F

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

Each elementary and middle school has a cross-grade level, interdisciplinary team of faculty, staff and parents who serve as the Team for Academically Gifted (TAG). The intent of this team is to serve as the governing body for AG programming and service in that building. Grade-level representatives are present to provide instructional updates and to collaborate on strategies to differentiate content and instruction for advanced learners. The interdisciplinary nature of the team allows for multiple perspectives to be represented and broadens the impact of the program.

Elementary AG teachers meet monthly to share best practices and to collaborate on curriculum and instructional delivery in the AG classroom and on strategies to support regular education teachers in the differentiation of classroom instruction. AG teachers also meet regularly with school-based grade level Professional Learning Communities (PLCs) to help classroom teachers adjust instruction and curriculum for advanced learners in the regular education classroom.

The Quarterly Plan for Differentiation for Grades 3–5 is a summary, completed using a district template, that documents changes made to content, processes, and products in core classroom units to provide opportunities for acceleration, enrichment and extension. Classroom teachers complete this plan in collaboration with the school's AG teacher and either the Curriculum Facilitator (CF) or Multi-Classroom Leader (MCL).

Quarterly district-led meetings for Middle School TAG Chairs feature book studies that explore differentiation strategies and practices in depth, empowering Chairs to share these approaches with instructional staff to enhance teaching in advanced middle school courses.

As part of the 2025–2028 AIG Plan, the AG Department will launch efforts to establish a K–12 districtwide cohort of curriculum writers. Through this initiative, AG representatives will collaborate with content teachers and district leaders to ensure unit overviews and instructional frameworks include targeted extension and enrichment opportunities for high-performing students at each grade level. The goal is for all released district units to incorporate appropriate extensions and recommended strategies to support advanced learners.

In addition, the AG Department participates in district Curriculum Facilitator meetings to provide professional development on specific differentiation strategies targeted towards advanced students. These school-based curriculum leads them to monitor and support the delivery of appropriately differentiated content.

The AG department has created an online course entitled *Differentiation Strategies for Advanced Learners* which provides classroom teachers with resources to adapt instruction to meet the academic and social emotional needs of high performing students. This course links to and promotes the resources developed by the NC Department of Public Instruction for use with advanced learners, including Advanced Learner Labs.

Following the administration of the Cognitive Abilities Test (CogAT), AG teachers are expected to meet with classroom teachers to discuss students' individualized reports and implications for differentiated classroom instruction based upon the student profile which highlights relative strengths and areas for growth.

* Ideas for Strengthening the Standard

The AG Department, Counseling Services and Character Education Department will work collaboratively to develop a curriculum for School Counselors to use during individual and small-group counseling sessions both at the elementary and middle school level. The lessons will be designed to help students be more

aware of their own social-emotional strengths and needs and to learn how inter and intrapersonal competencies and skills are critical to academic and post-secondary success. At the middle school level, the lessons may be used to assist students in considering their Academic Plans and future Service-Learning Opportunities.

Planned Sources of Evidence

* AG Teacher Handbook	
* K-2 Consultative Toolkit	
* Unit plans/lessons/activities and associated rubrics	
* Pre and Post Assessments from AG enrichment units	
* Agendas, rosters and handouts from professional development offered by AG department	
* Agendas from AG teacher meetings and support sessions	
* AP/IB syllabi	
* Parent newsletters	
* AG database	
* Team for Academically Gifted (TAG) notebooks with meeting agendas and minutes	

Documents		
Type	Document Template	Document/Link

AIG Standard 3 Additional Resources	N/A	
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Standard 4: Personnel and Professional Development

Guilford County Schools (410) 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 Director of Academically Gifted Services is AIG-licensed and oversees the AG Department including an AG Coordinator, two AG Lead Teachers, AG Nurture Specialists, and elementary AG teachers, all of whom are also AIG-licensed. The Director is charged with the implementation, monitoring, evaluation and revision of the local AIG Plan and program K-12.

The Director is an active participant in regional and state AIG professional development experiences, serving as an AIG Mentor to other district Coordinators. In this way, the Director stays abreast of changes to legislation and/or state supports that impact AIG programming.

The Director oversees all AG Department practices and procedures to ensure full implementation of the AIG plan through daily supervision of the AG Coordinator and AG Lead Teachers and collaboration with Directors from other departments to ensure alignment with district initiatives. The Director is responsible for organizing curriculum adoption and development for use with advanced learners, staying abreast of current resources and research and capitalizing on the expertise and experience of AG lead teachers to develop new units for advanced learners.

The Director nurtures partnerships with parent organizations such as Guilford Gifted (the Guilford PAGE Chapter) and Guilford Parent Academy to facilitate communication with and involvement of parents and community members.

The Director oversees consistent and equitable screening and identification practices across the district through rigorous monitoring and review conducted by the AG Department's Central Office staff. The Director manages data collection through AG Department resources, such as an AG-specific database, as well as through strategic initiative collaboration with the Data Analytics and Support department. Professional learning opportunities are developed and delivered internally to build local leadership capacity, as well as provided by outside consultants who leverage their expertise and experience in specific domains to support instructional practices.

The Director directly oversees secondary advanced level services, collaborates with school representatives on recruitment, exam administration, and support for teachers and students, manages an initiative to enhance student participation and performance in rigorous coursework, and leads district efforts to bolster student preparation and performance on college readiness measures.

The AIG Director serves on the district's MTSS team to ensure AIG programming alignment and advocacy within an MTSS context. The AIG Handbook outlines the roles and duties of AG teachers, Nurture Specialists, TAG Chairs and Central Office staff in implementing and supporting the vision, mission, and goals of the local AIG Plan and Program. The AG Director facilitates professional learning opportunities for AIG personnel through targeted work sessions designed to strengthen their expertise as AG specialists and also offers scholarship opportunities for district staff pursuing AIG licensure.

The Director oversees the AIG Plan revision process by purposefully involving multiple stakeholder groups in the review and evaluation process, by facilitating AG Advisory Board quarterly meetings and AIG Plan Revision writing sessions as appropriate and by following district procedures for presenting proposed revisions to stakeholder groups, district leadership and the local Board of Education. The Director serves as a liaison between the AG Department and all stakeholders.

The overarching goal of the Director's role is to evaluate the effectiveness of AIG programming and make continuous improvements to ensure high-quality, equitable services for all identified students.

*** 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.

District AG personnel and AG instructional specialists must hold AIG licensure:

- The district AG Coordinator and AG Lead Teachers are AIG-licensed and serve as a direct link between central office administration and the more than 60 elementary school and 23 middle schools in the district.
- The AG teachers assigned to the more than 60 elementary schools are AIG-licensed by the state of North Carolina.
- K-1 Nurture Specialists serving select Title 1 schools are AIG licensed.
- Elementary and middle school VS teachers who work directly with students in the self-contained, full-time program for Very Strong service must hold their AIG licensure or agree to complete their licensure within 24 months of employment in the program. All teachers assigned must demonstrate their effectiveness with students performing at the VS level, regardless of their AIG licensure status.
- An AIG-licensed VS Nurture Specialist provides coaching and support to the VS teachers and families and serves as a collaborative partner with the AG central office.

AG district personnel and AG specialists are funded predominantly with state AIG monies and are dedicated to activities that specifically address the needs of gifted and advanced learners K-12.

- The AG Director is responsible for providing AG services in high school through regular interaction with school-based AG contacts, AP and IB Coordinators and Equal Opportunity Schools (EOS) site-based teams.
- The AG Coordinator oversees the department's efforts to increase representation in AG of students furthest from opportunity, serves as a community liaison, organizes, and facilitates the Academic All-Star summer camp, and organizes and delivers professional development to support department initiatives. The AG Coordinator is responsible for gathering data and input from other departments such as the Division of Research and Accountability, the EC Department, and the English Learners Department and for analyzing AG identification, performance and retention data to evaluate and monitor Plan implementation. The AG Coordinator oversees the implementation of AG services and compliance in middle school and provides professional development and support for middle school Team for Academically Gifted (TAG) Chairs in each middle school. The Coordinator also serves as the liaison with the Very Strong (VS) program at the Academy at Lincoln to assist with recruitment, testing, parent communication and support for quality programming and instructional resources.
- The AG Lead Teachers are responsible for the direct oversight of AG programming in elementary schools to ensure compliance with screening and identification procedures, to support AG teachers in instruction and curriculum, to provide staff development for elementary AG teachers, and to serve as a liaison with principals and parents to ensure that AG students are receiving curriculum and instruction that meets their needs. AG Lead Teachers serve as a direct support to AG teachers and school staff in their efforts to ensure growth for AG students. AG Lead Teachers plan and facilitate the delivery of the AG Explore summer enrichment camp for AG students across the district.
- The elementary AG teachers utilize 100% of their allotted instructional time at their assigned site(s) to support the academic and social and emotional needs of high ability and high potential students. Elementary AG teachers carry out screening and identification procedures, maintain the AG database, collaborate with classroom teachers, deliver school-based staff development on the needs of gifted learners, and provide direct instruction for AG students in reading and math. Elementary AG teachers provide appropriate differentiated instruction for AG-identified students through a Pull-out enrichment model using reading and math curriculum units which extend and enrich the NC curriculum beyond what is available in the regular classroom. Social and emotional issues are addressed in part through the study of Habits of Mind, which is embedded in the curriculum and intentional focus on cultivating a Growth Mindset. AG teachers also provide Talent Development interactive lessons to primary classrooms and through pull-out enrichment for students identified as high potential. AG teachers are also available to collaborate with general education teachers to ensure that AG students' needs are being met in the regular education classroom.

- AG Teachers and TAG Chairs meet regularly to stay abreast of current research and practices regarding the needs of academically and/or intellectually gifted students. For the 2025-2028 AIG Plan, the monthly AG teacher PLCS will include time for AG teachers to work collaboratively to develop appropriate extensions to core instructional units as well as evaluate how AG enrichment curriculum can extend and enrich the standards studied in the general education classroom.
- K-1 Nurture Specialists provide whole group and small group instruction to all Kindergarten and First Grade classrooms in select schools utilizing the Primary Education Thinking Skills (PETS™) curriculum.
- VS teachers provide direct instruction in all four core content areas for AG-identified students participating in the self-contained highly gifted VS program at the Academy at Lincoln.
- The district-based VS Nurture Specialist is assigned to provide daily onsite support for the VS Program at the Academy at Lincoln. This district-level position is responsible for the following key tasks
 - Coaching VS teachers on the academic, social, and emotional needs of highly gifted students
 - Coaching VS teachers on the needs of highly gifted students from diverse backgrounds and the use of relevant curriculum resources to engage these learners
 - Assisting VS teachers with instructional planning that ensures that acceleration, extension, and enrichment guide content, process, and product differentiation
 - Coordinating and/or providing professional development for VS teachers that includes culturally responsive pedagogy and strategies for working effectively with students with a strong academic talent from diverse backgrounds
 - Coordinating and/or providing professional development for VS teachers on the use of curriculum resources that are research-based and designed to meet the learning needs of students with a strong academic talent
 - Assisting teachers assigned to the VS program in developing engaging, inquiry-based instructional content for improving overall student achievement
 - During the 2025–2028 AIG Plan cycle, the VS Nurture Specialist will collaborate closely with VS teachers to design curricular extensions and highly rigorous enrichment opportunities that deepen and enhance the district-adopted curriculum across grade spans.

* 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.

The district sets expectations and opportunities for professional learning around the identification and service for advanced learners which are appropriately differentiated to address the needs of specific stakeholder groups. The professional learning opportunities align with the AG Department's goals of:

- Expanding understanding of district procedures for identifying gifted learners
- Serving students who are multilingual and twice exceptional
- Increasing awareness of the unique academic, social, and emotional characteristics and needs of these students
- Improving instructional capacity to meet those needs
- Advocating districtwide for gifted students and support the implementation of systemic processes that ensure fair and consistent identification and service provision across the district

The differentiated professional learning opportunities provided include:

District AG Department:

All members of the district's AG Department must hold their AIG licensure. Additionally, it is expected that they will be active members of the North Carolina Association for Gifted and Talented (NCA GT) and attend the annual conference to stay abreast of current trends in gifted education impacting students in NC. Depending on funding and district guidelines, during each renewal cycle, attendance at the National Association for Gifted Children (NAGC) national conference is encouraged. During weekly department meetings, as needed, relevant articles and best practices from other large districts are discussed for potential impact on GCS students.

Elementary AG Teachers and VS Teachers:

AG elementary teachers gather monthly with district AG personnel to collaborate on instructional and procedural matters. At these required meetings, teachers receive training on the appropriate implementation of AG processes, including screening and identification, documentation, database management, communication, teacher collaboration, student performance review, etc. to ensure consistency of program implementation across the district. Teachers new to the AG classroom receive additional structured support from the AG Department and have opportunities to work with veteran AG teacher-mentors to learn best practice.

The AG Department has specific initial training required of all elementary AG teachers. These trainings are offered in either an online or face-to-face format:

- New Teacher Orientation which provides foundational understanding of district processes, resources and expectations regarding identification and service at the elementary level. The orientation is followed by monthly New Teacher support sessions with their assigned mentor to support ongoing onboarding.
- AG Testing and Identification Protocols: Before they can begin the AG screening process, all teachers are required to complete the initial course. In subsequent years, they are required to complete a condensed module highlighting key procedures for that school year.

As needed, VS teachers participate in district-provided opportunities for their subject area as well as learning opportunities provided by the AG Department, including online NAGC LEAP modules. These learning opportunities address curriculum expectations (i.e., inquiry-based learning, concept development, and cross-curricular activities) and support for addressing the social and emotional needs of highly gifted students. Also, the VS Nurture Specialist position, funded by the AG Department, is housed at the Academy at Lincoln and provides daily on-site coaching and mentoring to VS teachers.

Middle School TAG Chairs:

Required quarterly middle school TAG Chair meetings provide an opportunity to receive training on the appropriate implementation of AIG processes, communication, student performance review, etc., to ensure consistency across the district. The AG Department provides professional development on social and emotional needs of AG students and instructional strategies for teaching advanced learners that can be taken back to schools and shared with staff.

K–8 Classroom Teachers:

At the elementary and middle grades, the professional development focus should emphasize equipping teachers with an awareness of gifted characteristics and effective differentiation strategies to best meet the academic needs of academically gifted students.

Teachers of academically gifted students should hold their AIG licensure or, at a minimum, have completed the district's AG PD Series.

This two-part series, which consists of 12 hours of content, is delivered by licensed AIG staff in a blended format throughout the year through an online course with live sessions on Saturdays, designated teacher workdays or during the summer. Schools may also opt to provide the series to the entire staff when they can dedicate workdays to completing it. The AG PD series is designed to help teachers develop a better understanding of best practices for meeting the needs of these learners in heterogeneous classrooms:

Characteristics of Gifted Learners covers the following topics:

- Understanding the district's identification and service model
- Recognizing characteristics of gifted students from underrepresented populations (i.e. dual exceptionalities, students of poverty, students from diverse cultural and linguistic backgrounds)
- Recognizing the characteristics of gifted learners
- Recognizing common myths associated with gifted learners
- Recognizing characteristics of underachievement among gifted students
- Supporting the social and emotional needs of gifted students (segment that focuses on Growth Mindset)

Classroom Practices for High Ability Learners covers the following topics:

- Avenues for including critical thinking opportunities in existing lesson structures

- Embedding higher level questioning into daily instruction
- Strategies for differentiation, acceleration, and increased rigor

During the 2025-2028 AIG Plan cycle, the AG Department will work to make the AG PD Series more accessible for school onsite delivery upon demand. This will include offering the in-person Classroom Practices course in manageable chunks to better align with teacher and school time constraints.

AG elementary teachers are also encouraged to provide staff development in their own buildings on topics specific to educating advanced learners. To support these efforts, during the 2025-2028 AIG Plan, the AG Department will create professional development presentations that can be personalized by AG teachers for school-based delivery to staff. These sessions will address the needs of the academically gifted students in their building with topics such as strategies for early finishers; culturally relevant curriculum for academically gifted students from diverse populations; underachievement of gifted students, higher-level questioning strategies, the role of gifted education in the MTSS framework and ML and twice exceptional AG students. These professional development presentations may also include NCDPI resources such as the Advanced Learning Labs and AIG Booster Shots. Classroom teachers assigned to teach AG students are encouraged to attend these professional development opportunities when offered.

AG teachers also collaborate with school-based Curriculum Facilitators to provide onsite professional learning for classroom teachers around the development of appropriate plans for differentiated instruction to ensure that curriculum and instruction in the regular education classroom is appropriately adjusted for advanced learners.

High School Classroom Teachers:

Teachers assigned to teach Advanced Placement (AP) courses or International Baccalaureate (IB) courses must successfully complete all training required by the College Board or the International Baccalaureate Organization. The district funds initial and renewal training for all teachers of these courses. Annually, the AG Department provides a full day of professional learning for these teachers to gain exposure to current resources and trends, examine local and national data and collaborate around instructional best practices in the advanced secondary classroom. Both the AP Saturday and IB Saturday professional development opportunities pay the teachers a stipend for attendance. Finally, teachers in high schools partnering with Equal Opportunity Schools (EOS) receive professional development around equitable practices and support of students furthest from opportunity.

Administrative and Support Staff:

Annually the district organizes an annual Summer Leadership Institute, which is required of all school principals and assistant principals. The focus of the annual institute is determined by district leadership. Content departments may be called upon to develop content sessions that help school leaders understand the correlation between their department and the focus area. At the secondary level, school leaders are also encouraged, at the district's expense, to pursue AP and IB training to better support these programs.

In addition to the Summer Leadership Institute, the AG Department is included in planning for the district's annual Summer Curriculum Facilitator (CF) Institute. Elementary session topics may include a focus on the collaboration between elementary AG teachers and the Curriculum Facilitator to discuss AG student data and grouping as well as differentiation strategies that can be implemented to meet the instructional needs of AG students. Middle school Curriculum Facilitators are highly encouraged to complete the district's AG PD Series or obtain their AIG licensure. Additionally, all K–8 Curriculum Facilitators are required to attend monthly district-wide PLCs. At these meetings, the AG Department may be called upon to present relevant information regarding best practices in differentiated learning.

Each high school has an AP and/or IB Coordinator that attends monthly training facilitated by the AG Department. Topics such as AP/IB enrollment, data-driven decision making, teacher needs, AP syllabi support, and AP testing are addressed during these required sessions. High schools participating in the Equal Opportunity Schools (EOS) partnership complete ongoing professional learning experiences around strategies to identify, recruit and support students furthest from opportunity in advanced high school coursework. Participating staff are called to reflect on and share their learnings with other staff at their schools to impact the school culture.

School Counselors are an integral part of district efforts to address the academic, career and social and emotional needs of academically gifted students. At least one counselor per school is encouraged to complete an adapted version of the district's two-part AG PD series, which focuses on the characteristics of gifted learners, equity and access in gifted programming and current identification and service practices in the district. During the 2025-2028 AIG Plan cycle,

the AG Department will develop a modified version of the Characteristics of Gifted Learners course specifically designed to increase counselor understanding and awareness of the unique needs of advanced students.

AG Department members may also participate in districtwide Counselor trainings to provide perspective and best practices for advanced learners to ensure that they are supported through annual recruitment for advanced course opportunities, the college search and application process, scholarship pursuits, and the identification of appropriate mentorship, service-learning and enrichment opportunities.

Governor's School contacts receive targeted training to ensure active promotion and recruitment, provide support with application preparation and submission, and oversee consistent implementation of district processes in support of the district's goal to identify a pool of candidates which reflects the strengths and diversity of the district.

The AG Department continues to seek opportunities to expand professional learning options to respond to the need for purposeful, targeted learning for classroom teachers K-12, school administrators and other staff on recognizing giftedness and exceptional abilities in students and best practices for cultivating high potential. As a standing member of the MTSS District Implementation Team, the AG Department will ensure that AG programming is perceived as an integral component of the MTSS framework and is included in MTSS training and support for schools.

*** 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.

All elementary AG and VS teachers who provide direct AG services are required to hold AIG licensure. To ensure compliance with this expectation, the requirement is included in the posted job description and supported by Human Resources. Currently, the AG Department screens candidates for elementary AG teaching vacancies and is increasingly involved in the local interview process, ensuring the selection of AIG-licensed candidates. When elementary AG vacancies are known, the AG Department directly communicates with AIG-licensed personnel, and specifically past recipients of the AIG Licensure Scholarship, to alert them to the opportunity. The AG Department also participates, upon request, in the interview process for teachers of the Very Strong (VS) service model.

The AG Department determines AG teacher allotments and placement in elementary schools, ensuring that these positions continue to be held by AIG-licensed staff.

The AG Department annually provides scheduling and placement guidelines to assist school principals with classroom planning and student placement for the following school year. The guidelines address district expectations for clustering of AG students in the fewest number of classrooms possible and require placement of AG student clusters with teachers who have AIG licensure, have completed the local AG professional development series or are National Board Certified. The cluster-grouping guidelines are also included on the district's Academic Priorities document which communicates overall district scheduling expectations. The department also provides annual updates to principals regarding personnel who are AIG-licensed or who have completed the district's AG Professional Development series.

To monitor appropriate student placement and teacher assignment:

- At the elementary level, following the completion of the AIG Spring Headcount, the AG Department provides principals with updated rosters of AG-eligible students to support intentional clustering and placement for the upcoming school year. Students should be placed with classroom teachers who hold AIG licensure, have completed the district's AG Professional Development Series, or are National Board Certified.
- In the spring, the AG Department sends current rosters of rising 6th grade AG-eligible students to middle school principals to facilitate appropriate course placement.
- At the middle school level, appropriate student placement in accelerated math courses is verified at the district level based on current district criteria and in accordance with SB500 advanced math regulations. Adjustments are made as needed.
- Elementary AG teachers and middle school TAG Chairs meet annually with principals to complete a Fidelity Checklist which evaluates the effective implementation of AIG Plan expectations regarding AG student grouping and placement. This tool helps to facilitate reflective discussions on best

practices for grouping and teacher assignments.

o When teachers do not meet training expectations, they should pursue one of the following options prior to July 1 to be considered in compliance for the following school year:

§ Apply for the district-provided AIG Add-On Licensure Scholarship. If accepted, agree to enroll in the partnering university and fully complete the program.

§ Independently enroll in an AIG-licensure program provided by an approved Institution of Higher Education (IHE) with the expectation of completing the program within 24 months.

§ At their own expense, register to take the Gifted Praxis and, if applicable, add AIG credentials to their NC Teaching License. Those who complete the district's AG PD Series, successfully pass the Praxis and update their license can submit a request for reimbursement for the cost of the Praxis.

§ Successfully complete both courses of the AG PD series.

The AG Department also verifies that teachers assigned to teach Advanced Placement or International Baccalaureate courses have received the appropriate training and work with high school AP Coordinators to secure training when necessary.

*** Practice E**

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

Out of approximately 4,500 GCS teachers, fewer than 300 K-12 teachers hold AIG licensure. GCS has established an annual scholarship opportunity to provide AIG licensure for teachers through a partnership with an Institution of Higher Education (IHE), currently Duke University. The scholarship helps to build teacher capacity within the regular education classroom to recognize and address the unique academic, social, and emotional needs of gifted learners.

The AG Department is working specifically to increase the representation within the AG teaching staff so that it more closely reflects the district's demographics. As such, the selection process is purposeful and intentional in identifying and selecting teachers who bring a broader range of perspectives and experiences. Teachers awarded the scholarship are contractually obligated to the district for three years.

The district employs the following recruitment strategies for the AIG Scholarship opportunity:

- In online content of the AG PD Series, the last module includes information about the scholarship opportunity and links the need for AIG-licensed teachers to national, state, and district data regarding academically gifted students and the teachers serving these students.
- On Day 2 of the district's AG PD Series, a member of the AG Department provides an overview of the scholarship opportunity and specially addresses the goals of increasing the pool of AIG-licensed individuals in the district.
- Following the completion of the AG PD Series, the AG Department sends an email to all participants reminding them of the scholarship opportunity. This email includes links to the department's website where more information is available about the scholarship and other IHEs that have an approved program of study.
- In weekly Curriculum Facilitator Updates and Leadership Action Updates for principals, announcements are made regarding the scholarship opportunity.
- School administrators are encouraged to recommend a wide range of staff for the scholarship opportunity.
- Elementary AG teachers and middle school TAG Chairs are called upon annually to submit at least one name of a colleague who might be a strong candidate for the scholarship. These individuals receive a personal invitation to apply.

Upon successful completion of the university's program, teachers awarded the scholarship pay the required NCDPI fees to add AIG certification to their teaching license. Recipients of the scholarship must commit to the following:

- host two weeks of summer enrichment camps for elementary students currently receiving AG services; and
- agree to be employed with GCS for 3 years following the program's completion.

Any teacher who fails to meet these requirements must reimburse all district funds used to cover the cost of tuition.

AIG Add-On Licensure Scholarship recipients are submitted to the Board of Education and published on the AG webpage for public recognition. They are also recognized at an established AG Advisory Board meeting.

For the 2025-2028 Plan, the AG Department will consider expanding the application for the scholarship to include school-based Curriculum Facilitators and Multi-Classroom Leaders who support K–8 core classrooms.

The AG PD series, which constitutes the local minimum requirement, has been revised to ensure that the content aligns with the standards assessed on the Gifted Education Praxis. Teachers who complete the AG PD series and pass the Praxis exam are reimbursed for the exam's cost. Highlighted content includes:

- Historical understanding of the field of gifted education
- Characteristics of academically gifted students
- Research-aligned differentiation strategies
- Recommended service models for gifted education
- Addressing the academic needs of special student groups (i.e., 2E, ML, etc.)

To support the retention of AIG-licensed teachers, the AG Department sponsors attendance at the annual NCACT Conference for any AIG-licensed staff who submit a presentation proposal, as well as for members of the current Duke AIG Licensure Scholarship cohort. Additionally, AIG-licensed educators are offered meaningful opportunities for professional and leadership growth. These include serving on the AG Advisory Board, contributing to curriculum development, facilitating sessions in the AG professional development series, and, when possible, providing input on school assignments.

The AG Department collaborates with school principals to assess and address staffing needs that align with AIG service models, ensuring appropriate support for gifted learners. The Department screens candidates for elementary AG teaching positions and submits recommendations to hiring principals. In addition, the Department partners with the Human Resources Department to proactively identify and recruit AIG-licensed candidates, both from within North Carolina and beyond, to strengthen our pool of highly qualified educators.

*** Practice F**

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

In response to the NC DPI Call to Action, specifically Critical Action 6, the AG Department's local minimum PD requirement includes a focused module on non-traditional characteristics of gifted learners and potential barriers to identification. Additionally, elementary AG teachers deliver required PD sessions to their school staff which embed content aimed at changing mindsets of instructional personnel. Regular AG teacher, TAG Chair and AP/IB Coordinator meetings include support for consistent implementation of policies and practices to address expanding access to and excellence in gifted programming.

The AG Department collaborates with district support teams from the Student Services Division, including Character Ed and Health and Wellness to delve into district mindsets, policies and practices that impact access to gifted programming and expanding excellence for students from all backgrounds and experiences.

The AG Department is also collaborating with other departments on the development of additional professional learning sessions, such as:

- Content-specific support for teaching gifted students in all core subjects, including a focus on flexible grouping techniques to maximize differentiation
- Understanding metacognition by 'Making Thinking Visible'
- Encouraging Growth Mindset in teachers, students, and parents
- Money Talks: Recognizing Giftedness in Students of Poverty
- I, Too, Am AG: Understanding the Needs of 2E Students
- Recognizing Giftedness in EL Learners

- Girls Do Code: Recognizing STEM gifts and talents in girls

* 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.

The district's focus on High-Quality Grade-Level Instruction is designed to shift instructional mindsets and classroom practices by emphasizing joyful learning, rich student discourse, increased student agency, informed coaching models, and efficient PLC cycles. This strategic initiative directly supports the AG Department's commitment to expanding excellence and broad-reaching opportunities for all students.

The AG Department works in collaboration with numerous district departments, including specific content departments, Counseling Services, New Teacher Support, Guilford Parent Academy, MTSS, CTE, EC, EL and Data Analytics to ensure that district adult learning opportunities address the needs of all learners, including academically advanced learners.

Content Directors from Academic Services work together to develop professional learning for school-based Curriculum Facilitators and Multi-Classroom Leaders to present a cohesive body of learning that can be reinforced at each school site. This alignment of efforts occurs during the annual summer CF Institute and monthly CF/MCL PLC meetings.

Professional learning for new and lateral entry teachers includes a module to address the AG perspective and serves to reinforce AG Department goals of furthering teacher understanding of the unique attributes of gifted learners and building teacher capacity.

The AG Department sponsors participation in the NCAGT conference for as many teachers as the budget allows. Sponsored teachers are required to share highlights of the conference and specific takeaways that are beneficial to the teaching core.

Professional Learning Communities (PLC) are implemented according to district guidelines, both at the school level and centrally. The elementary AG teacher schedule includes time for participation in grade-level PLCs at each of their assigned schools to support collaboration. AG teachers also attend monthly PLCs hosted by the AG Department which provide opportunities for sharing of best practices, collaborative lesson revisions and a forum to learn from peers. AP/IB Coordinators are expected to take new learnings back to their instructional staff and organize PLCs specific to teachers of advanced coursework as a collaborative forum to address best practices in support of advanced learners. These professional learning opportunities align with district priorities of increasing enrollment in advanced secondary coursework and of closing the opportunity gap.

The AG Department will continue to partner with appropriate departments to provide additional professional learning sessions, such as:

- Understanding metacognition by 'Making Thinking Visible'
- Encouraging Growth Mindset in teachers, students, and parents
- Money Talks: Recognizing Giftedness in Students of Poverty
- I, Too, Am AG: Understanding the Needs of 2E Students
- Recognizing Giftedness in EL Learners
- Girls Do Code: Recognizing STEM gifts and talents in girls

The AG Department participates on the MTSS District Implementation Team which ensures that MTSS support documentation and FAM-S conversations represent the needs of advanced learners in school improvement planning. The AG Department is also included on the GCS Strategic Direction Team, serving as an Implementation Team Lead. This allows the voices of AG students and teachers to be heard as a part of a larger district conversation and included in district decision-making.

* Ideas for Strengthening the Standard

The AG Department will work to:

- Collaborate with the Student Information department to generate high school AG rosters and course selection to audit participation in advanced coursework
- Collaborate with the Data and Analytics department to provide PD for administrators and teachers on understanding data analysis of CogAT scores to inform grouping practices and instructional practices for all students
- Provide PD for administrators on using ongoing, differentiated Annual Plans and AG Scope and Sequence to conduct meaningful classroom observations
- Seek to require that the third goal of an AG Teacher's Professional Development Plan to directly relate to the district AIG Plan

During the 2025-2028 AIG Plan cycle, the AG Department will conduct a needs assessment around AIG in-service training topics to determine focus areas for staff development trainings.

The AG Department also facilitates sessions designed to assist School Counselors in the development of resources to use in small and large group guidance opportunities for AG students. These resources will align to the district's Character Ed initiatives and are designed to help academically gifted students develop the social and emotional competencies needed for school success.

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Planned Sources of Evidence	
* Job descriptions for Central Office Academically Gifted staff * Roster of AIG-certified district personnel * Elementary AG teacher schedules	
* AG scheduling and placement guidelines * Elementary and Middle Annual Fidelity Checklists * AG professional development schedule and attendance rosters	
* AG teacher meeting agendas, presentations and attendance rosters * TAG chair meeting agendas and presentations * AIG Coordinator meeting agendas and presentations	
* Enrollment in Canvas Differentiation Strategies for Advanced Learners Course * User statistics of the Canvas Differentiation Strategies for Advanced Learners Course	

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Type	Documents	
	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	

Standard 5: Partnerships

Guilford County Schools (410) 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.

Parents of AG students serve as members of the Team for Academically Gifted (TAG) at each elementary and middle school. The TAG is responsible for AG decision-making at the school level. Parents are also active members of the AG Advisory Board and participate in parent forums and focus groups conducted during AIG Plan writing years.

Elementary AG enrichment units create opportunities for parental involvement through partnerships, speaker opportunities and authentic engaging scenarios where students link their conceptual learning to real world applications through service learning.

Partnerships with parents often occur at the school level to support extracurricular enrichment opportunities for AG students across grade levels, including academic competition coaching, club advisor and to serve as guest expert in a given domain (robotics, history, STEM, arts).

Parents share their insights on raising gifted children, navigating gifted education and supporting social/emotional development. Parents partner with the AG Department to share with other families during AG informational sessions about enrichment opportunities such as Governor's School and Academic All-Star Camp as well as other sessions on gifted programming.

The GCS AG Department is very fortunate to have an active Partners for the Advancement of Gifted Education (PAGE) chapter, Guilford Gifted, which facilitates partnerships between the department and AG families. The Guilford Gifted_Board meets with AG staff regularly to align communications, events and targeted support to needs in the district.

For example, the AG Department has worked hand-in-hand with Guilford Gifted members to:

- organize events and speakers to address social and emotional issues that families of gifted students are experiencing such as anxiety, stress and perfectionism
- offer informational sessions for AG families – AG Transitions to Middle School, AG Transitions to High School – which include panels of student/family representatives of various AG programs to discuss the impact that these programs and opportunities have had on their families
- provide articles and updates communicated through the Guilford Gifted newsletter that is distributed to families of gifted students
- facilitate opportunities for families of gifted students to ask questions, share concerns and have a common voice so that the AG department will remain informed of any misconceptions, issues or misinformation that needs to be clarified
- provide AG teachers with the necessary literature to increase recruitment efforts with new AG parents across the district

The AG department partners closely with parents of highly gifted students enrolled in the Very Strong (VS) program at the Academy at Lincoln to:

- publicize and celebrate accomplishments of students and student groups, including academic team competitions, unique enrichment projects and individual student awards and achievements
- promote the unique academic and social/emotional benefits of the program for highly gifted students from the parent and student perspective to raise awareness throughout the district
- purposefully recruit highly gifted students from underrepresented populations to encourage families to consider and accept the invitation to enroll in the program
- include parent participation in school programming including serving as guest speakers and as authentic audiences for real- world projects

* 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.

GCS is fortunate to be located in close proximity to several colleges and universities: UNC Greensboro, North Carolina A & T, Bennett College, Greensboro College, Guilford College, High Point University, Elon University, Wake Forest University, Duke University and Guilford Technical Community Colleges. Partnerships with these institutions can be leveraged to support and extend the way in which AG students are served throughout the district.

At the present time, GCS partners with several local universities to provide early college and middle college experiences for students. The Early and Middle Colleges are housed on college campuses and facilitate dual enrollment opportunities for their students. In our two GCS Early Colleges, the Early College at Guilford and the STEM Early College at NC A&T, high performing students are enrolled solely in college courses beginning in grade 11.

The AG Department partners with UNC Greensboro Department of Education annually to host Advanced Placement (AP) Saturday professional development events for AP teachers. Such collaboration has also extended to opportunities for teachers to explore innovative instruction using makerspaces and STEAM enhancements. UNCG also hosts the district-wide Battle of the Books competitions which are highly attended by AG students across grade spans.

Furthermore, the AG department has partnered with multiple accredited universities to provide opportunities for AIG certification by funding course tuition for district personnel who apply for and are awarded a scholarship. The current partnership with Duke University is directly beneficial to GCS AG elementary students since the final course of the licensure program requires participating teachers to develop and deliver a weeklong summer enrichment experience through our GCS AG Explore Camp for rising 4th-6th grade AG students from across the district.

The AG department involves recent graduates and current students from the Duke University Licensure Cohort by supplementing registration and lodging costs for Professional Development opportunities at the North Carolina Association for the Gifted and Talented (NCA GT) Annual Conference.

The Academic All-Star Camp is a summer enrichment opportunity that targets high-performing rising 9th grade students across the district. Through collaboration with local universities, students explore future academic opportunities through information sessions and campus tours. Guilford Gifted, the Guilford County PAGE Chapter, supports these explorations by funding transportation costs.

Beyond university partnerships, GCS has established connections with other local entities to support opportunities for students. The Greensboro Science Center hosts the annual Science Fair competition for talented young scientists across the grade spans; The Science Center and International Civil Rights Museum also provide enrichment exploration to support the extension of science and social studies curricula. High Schools partner annually with local churches, community venues and historic sites such as the Charlotte Hawkins Brown Museum, to administer Advanced Placement and International Baccalaureate exams.

The AG Department's partnership with the High Point Museum regularly provides a space for collaborative planning and professional development for elementary AG teachers and high school AP teachers, who in turn, are more likely to utilize the museum resources to extend learning in their classrooms.

Additionally, local businesses and industry have taken a marked interest in partnering with GCS to provide the students of Guilford County the most advantageous education possible, resulting in multiple new Signature Career Academies (CTA) which focus on the most needed and marketable skills in

today's career fields.

*** 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 AG Department has made an intentional effort to balance stakeholder representation on the AG Advisory Board in order to have as many perspectives represented as possible to monitor implementation, provide input to guide revisions and program and Plan development. The Board is culturally and ethnically diverse and is made up of parents of identified gifted students, AG and regular education teachers, EC and EL representatives, counselors, recent GCS sponsored cohort graduates of the Duke Licensure Program, school-based administration, school board members, and district administration from content departments, including AG Teacher Leaders, AG Coordinator and the AG Director. All grade spans are represented in order to gain input and support regarding programs for elementary, middle, and high school students. The Advisory Board meets regularly to monitor the implementation of the AIG Plan and has expanded opportunities for Advisory Board in-person sessions as well as virtual meeting options in an effort to increase the participation of represented stakeholders.

The AG Department regularly solicits and analyzes feedback from students, families, and community members to guide program improvements.

The AG Advisory Board meets more frequently during a Plan-writing year in order to assist with gathering input from stakeholder groups, to research and discuss potential improvements and to provide timely input on proposed modifications.

Under the 2025-2028 Plan, the AG Department will work to include the student voice in Advisory Board membership, by adding student representation, by hosting student focus groups and/or through the voices on the Superintendent's Advisory Council.

*** 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.

The GCS AG Department disseminates information to all stakeholders about the goals and policies of the AIG Plan and program.

The AG website is a primary resource for students, parents, and the community to access information about the current GCS AIG Plan, program, and processes. The website offers a Google Translate feature so that its information can be accessed in multiple languages.

Additionally, the AG Department partners with the Guilford Parent Academy, Guilford Gifted (PAGE), and the GCS District Relations Department to capitalize on existing communication feeds and avenues for all stakeholders, including Parent Forums, Connect-Ed phone calls, GCS Good News publications, social media posts and newsletters to disseminate pertinent information about opportunities for AG students and families as well as for staff who support them.

The AG Department:

- communicates with principals as needed through weekly 'Leadership Action Updates'

- communicates with Curriculum Facilitators/Multi-Classroom Leaders through weekly newsletters
- communicates with high school AG liaisons through regular Counselor communications
- attends district-wide counselor, curriculum facilitator, and principal meetings
- requires elementary AG teachers and Middle School TAG Chairs to distribute quarterly newsletters to AG families which document current AG programming topics and provide information regarding extracurricular opportunities appropriate for gifted learners
- requires that schools hold regular parent information sessions led by AG teachers and TAG Chairs at the beginning of the year and following the screening window to discuss screening, identification and eligibility; curriculum; transitions; and other needs
- partners with Guilford Parent Academy to provide presentations on topics of interest in a timely manner. i.e. before 2nd grade screening, before middle and high school registration
- informs families new to Guilford County Schools about available services via a slideshow on the AG website
- publishes parents/students' rights on the AG website
- continues to have parent representatives as well as principals, counselors, and teachers from across the grade spans on the AG Advisory Board
- showcases AG student achievements on the website, through the GCS News Brief, and through local news media outlets
- provides Social/Emotional Learning articles for inclusion in school-level AG family communications
- posts recorded informational presentations on AG identification procedures and programming on the public website

District-sponsored parent meetings are held at various locations across the district as well as virtual sessions to ensure participation. Topics include Governor's School information, ACT/SAT preparation and the Academic All-Star summer camp.

A district-sponsored GCS Choice Showcase is held annually to allow families to explore the numerous learning options available through the magnet schools and programs. GCS also holds an annual College Night and Career Fair where students and families can explore post-high school opportunities. Additionally, the AG department hosts a booth at the annual Latino Family Engagement Walk Event sponsored by Guilford Parent Academy Translators are available at these events to assist families.

As the district becomes more linguistically diverse, the need for interpretation services continues to grow. Through collaboration with the EL department, the AG Department presently supports non-English speaking parents through translations of letters and forms, by advocating for non- English-speaking students, and by providing translators as needed. Translators in multiple languages, including American Sign Language, are used to inform and counsel parents on educational options that may be available within the school system for their student.

Under the 2025-2028 Plan, the AG Department will implement a regular newsletter from the AG Department to be shared through school-based communications, Guilford Gifted communications, through the AG webpage, via social media and referenced in Leadership Action Updates (LAU) and Curriculum Facilitator Updates. The newsletter will contain important timelines, AG-sponsored events, other district or community events pertinent for AG families and topics around the support of gifted student needs.

The AG Department will also work to update the AG webpage frequently with student highlights and upcoming events so that the site is a source of timely information for families and community members. Furthermore, outreach efforts will focus on diverse and authentic representations via non-traditional portals such as places of worship, civic and community-based organizations, neighborhood groups, sororities/fraternities, and the City of Greensboro and High Point.

*** Ideas for Strengthening the Standard**

To further enhance Standard 5 implementation, the AG Department proposes the following initiatives:

- partner with the EL department to record translated versions of AG informational presentations
- participate in the GCS-CTE Get into Industry Tours (GIIT) to identify and foster potential business and industry partnerships
- invite members of the local business community to participate on the AG Advisory Board

Standard 6: Program Accountability

Guilford County Schools (410) 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 AG Department gathers and evaluates multiple sources of data to analyze progress toward stated goals and areas in need of improvement. This analysis is used to amend and enhance the AIG Plan and program for each 3-year renewal cycle.

The development of the GCS AIG Plan includes the following actions/steps:

- Plan implementation monitoring and exploration of strategies for improvement during the first two years of the new Plan
- Comprehensive and ongoing program evaluation including regular review of:
 - o AG identification trends
 - o Participation in Talent Development services
 - o K-1 Nurture implementation data
 - o AG teacher allotment trends
 - o Demographic data analysis
 - o Analysis of underrepresentation
 - o Student achievement data
 - o Student growth data
 - o Advanced course enrollment data
 - o Requests for course and grade acceleration
 - o AIG licensure and completion of AG minimum PD requirement
 - o Attendance rates at parent sessions
- AG Department self-evaluation using tools provided by the NCDPI Office of Advanced Learning and Gifted Education
- AG Department attendance at regional meetings and technical assistance visits with Department of Public Instruction staff from the Office of Advanced Learning and Gifted Education to support AIG Plan development and improvement
- Review of NCDPI feedback on current AIG Plan
- Gathering of stakeholder input throughout the plan development process which may include surveys, public forums, sessions for major stakeholder groups, and opportunities for targeted focus groups
- Regular Advisory Board sessions which, during year three of the Plan, are used to share proposed revisions for Board member feedback
- Presentation of an executive summary of proposed revisions to district leadership
- Proposed revisions are typically posted for public comment prior to Board approval
- Presentation to the GCS Board of Education for approval
- Submission of the locally approved AIG Plan to the Department of Public Instruction

*** 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.

The AIG Plan is monitored by the AG Director, AG Coordinator, AG Lead Teachers, and the AG Advisory Board.

AG Central Office personnel meet weekly to address implementation matters, including consistency of implementation across the district, any legislative updates that would impact AG programming, adjustments needed to align to district and state policies and considering individual school challenges and needs.

AG Lead Teachers conduct observations and compliance visits in all district elementary schools throughout the year to ensure consistent implementation of the district AIG Plan. Teacher Monitoring Documents are maintained for each elementary AG teacher. This documentation records compliance with AIG Plan components such as service delivery, utilization of AG enrichment curriculum, fidelity of screening and identification processes, school-level collaboration and planning, leadership activities, communication with stakeholders, and staff development initiatives.

The AG Coordinator monitors the implementation of identification and service at the middle school level and for the Very Strong Program at The Academy at Lincoln. Monitoring documents for school-based TAG teams record compliance with AG identification processes and documentation, communication with stakeholders, development of annual plans for differentiation, and collaboration among classroom teachers to ensure service delivery through advanced coursework.

Additionally, Fidelity Checks are completed with elementary and middle school principals to verify recommended AG grouping and scheduling practices in the fall to help facilitate registration decisions. The AG Coordinator and AG Lead Teachers provide updated rosters of eligibility to assist with clustering practices during the summer scheduling process for schools out of compliance.

The AG Director monitors the implementation of AP and IB programming in the district's high schools. Monthly AP Coordinator meetings ensure consistency and equity of availability, access, recruitment practices and quality control for advanced coursework. Likewise, monthly IB Coordinator meetings align programming practices among the four IB high schools to ensure fidelity and consistency.

The Director also meets regularly with the Executive Director of Academics to review data as it relates to AIG Plan implementation, progress on new initiatives and pilot programs and student identification and service.

The AG Advisory Board meets quarterly to monitor progress on implementation of the AIG Plan. These meetings are used to provide updates on new or revised initiatives, to gather concerns or suggestions from stakeholder representatives and to provide annual updates based on AG data collection.

*** 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 GCS Finance department develops the full LEA budget annually, which includes the distribution of state and local 034 funds. The budget is approved by the Board of Education and managed and monitored by the AG Director.

State funding allotted for AG programming is directed primarily for AG elementary staffing purposes. Approximately 55 AG teachers and Nurture Specialists serve more than 60 elementary schools. State AIG funds are also used:

- to provide professional learning opportunities for AG personnel including state and national gifted conferences
- to purchase online access of Iowa Achievement tests for AG identification
- to cover tuition and textbook costs for Early College participants

GCS contributes significant local funding to ensure full implementation of the AIG Plan. Local funds are used for:

- scholarships for licensed staff who wish to pursue AIG licensure in an effort to increase the number of AIG licensed personnel in the district
- district mentorship for teachers new to AG, AP or IB
- remunerating AG diagnosticians to assist with AG identification testing in order to ensure consistency across the district
- the development of appropriate differentiated curriculum
- resources to support AG-specific curriculum
- talent development programs geared toward building potential in underserved populations and closing the excellence gap, including K-1 Nurture in Title I schools
- the development and delivery of professional learning for district personnel on meeting the needs of gifted learners
- training for teachers new to AP or IB, renewal training and training for curricular revisions
- four IB Diploma Programs, including membership fees, postage and instructional supplies
- the Academic All-Star Camp (AASC), including staff salaries and instructional supplies
- supplies and materials for the AG Explore elementary enrichment camp
- supplemental PSAT funds in order to provide SAT preparation and AP Potential for all 10th and 11th graders annually
- the purchase of online CogAT testing as the district's sweep screen for initial AG identification

*** 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.

As stated in Standard 3E, the district uses an assessment and analytics platform to access student-level data. Additionally, analytics visualization tools are used to create school-specific dashboards. Both the dashboard and the assessment and analytics platform provide schools with real-time access to data from diagnostic, formative, and summative assessments. Each school has an assigned Data Coach, a district-level position, that assists administrative teams and classroom teachers with understanding the use of these tools and the ability to use data to easily group students based on demonstrated performance or need. The district has employed the resources needed for school and district leaders to make informed decisions based on trends in student achievement data. This includes decisions for academically gifted and advanced learners involving their academic performance. All public reporting of student data is coordinated through the GCS Division of Accountability, Research, and Planning and the District Relations department to protect student confidentiality and to adhere to the rules of FERPA.

In addition to the district efforts of the Division of Accountability, Research, and Planning, the AG Department maintains an AG Database and AG SharePoint. These serve as secure platforms for the AG Department to communicate directly with school-based AG contacts and share secure student information needed for placement and AG services.

For the 2025-2028 Plan, the AG Department will continue to collaborate with the Division of Accountability, Research, and Planning, the Division of Student Services, the MTSS Department, and Choice Schools and Programs to better monitor trends that are not necessarily tied to assessment data but provide insight into the overall success of all AIG Plan initiatives.

All Levels:

- District use of a comprehensive college, career, and life readiness survey which is administered in Grade 7 and revisited in Grade 10. This aptitude survey can help the AG Department identify strengths and interests of those receiving AG services to ensure that these students are supported in the post-secondary goals (Division of Student Services)
- Trend data in the number of AG students experiencing homelessness (Division of Student Services)
- Screening data regarding social and emotional needs using the district's new MTSS platform (MTSS Department)

Elementary Level:

- Demographic data regarding AG Explore Camp attendees (AG Department)
- Trend data in the number of AG served students who leave the district at the end of 5th grade (AG Department and Division of Accountability, Research, and Planning)
- The number of students transitioning from Talent Development opportunities to AG identification (AG Department)
- Student math placement in accordance with SB 500

Middle School Level:

- Student math placement in accordance with SB 500 Middle School Level:
- Demographic data regarding AASC attendees (AG Department)
- Trend data in the number of AG served students who leave the district at the end of 8th grade (AG Department and Division of Accountability, Research, and Planning)
- Number of AG identified who are not enrolled in advanced ELA courses

High School Level:

- Annual report of the number of AG served students who successfully completed an AP, IB, dual enrollment courses (AG Department and Division of Research, Accountability, and Planning)
- Annual report of the number of AG served students who were recognized as Merit Scholars or received full scholarships (Division of Student Services)
- Trend data in the number of students receiving AG services who leave the district as Early Graduates (AG Department and Division of Accountability, Research, and Planning)
- Trend data in the number of AG served students who are listed as drop-outs
- Number of AG students who successfully completed CDM requirements

The data collected will serve to inform district decisions on how to ensure that appropriate and timely supports are in place to develop the aspirations of academically gifted and advanced learners.

*** 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 demographic breakdown of GCS student enrollment is:

- 42.1% African American
- 26.2% White
- 19% Hispanic
- 7.1% Asian
- 5.6% All Others

Approximately 9,700 GCS students, including PreK students, are identified for EC services and 8,300 are identified for EL services.

Approximately 17% of the overall district student population is formally identified as AG. The demographic breakdown of this AIG subgroup is:

- 20% African American
- 51% White
- 11% Hispanic

- 11% Asian
- 6% All Others

When we consider all students receiving AG services (including Talent Development) in GCS, 23% of the overall district student population receives AG services and the demographic breakdown is:

- 22% African American
- 49% White
- 12% Hispanic
- 11% Asian
- 6% Multi-racial

Approximately 2.8% of AG-identified students are also identified for EC services and less than one percent is also identified for EL services.

The AG Coordinator position was created specifically to monitor and address the representation, performance and retention of under-represented populations.

As such, the Coordinator is tasked with:

- generating reports through PowerSchool and the district AG database to compare the demographic breakdown of the AG student population in relation to overall district and individual school populations
- analyzing disaggregated reports on AG student achievement
- determining targeted professional development to raise awareness of areas of disparity and of the needs of gifted learners from these groups.
- researching best practices in identification and programming for underrepresented students
- reporting out identification by demographic group three times per year – after fall screening, after second grade screening and after summer testing
- collaborating with the Office of Access and Opportunity to include AG data in departmental trainings and presentations
- collaborating with the Exceptional Children and English Learners departments to ensure the inclusion of these student populations

The performance of AG students is monitored annually upon the release of EOG/EOC score data. The AG department collaborates with the Division of Accountability, Research, and Planning to verify that students from underrepresented populations have not been overlooked at the school level in the AG identification process. The AG department's Central Office personnel reviews and approves school-based eligibility decisions to ensure districtwide accuracy and consistency of AG identification practices.

An annual review of individual student performance may result in a change of service or the implementation of a Student Support Plan to strategize solutions for students whose scores may indicate underachievement or insufficient growth. Outcomes of annual reviews are communicated to parents by the school TAG chairperson. AG teachers systematically review available data for students who are new to the district to identify potential need for future AG screening.

At the high school level, AP/IB participation and performance data is analyzed to identify gaps in participation and performance of underrepresented groups. Expectations are in place to ensure that schools use AP Potential data consistently to identify students who could experience success in this advanced coursework. A district-funded partnership with Equal Opportunity Schools (EOS) focuses on identifying and addressing barriers and perceptions that hinder student enrollment in AP/IB courses.

* 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.

A key strategy of our AIG Plan is to ensure that every academically gifted and advanced student is taught by a teacher who is knowledgeable on the academic, social, and emotional needs of these students. Ideally, such knowledge would be obtained by completing the graduate courses needed for AIG licensure.

However, the district has developed a 12-hour professional learning opportunity for teachers who are unable to obtain their AIG licensure through graduate courses. The content of the GCS credited courses provides district teachers with the information needed to:

- understand the characteristics of gifted learners – including the impact culture has on recognizing traits of giftedness in students from underserved populations
- effectively use differentiation strategies to provide appropriate opportunities for acceleration, extension, and enrichment

Information regarding the licensure of personnel serving AG students is currently available through the Human Resource (HR) Department's Intranet and Applitrack portal. In addition to the HR report, the AG Department maintains a record of participation and completion of the locally provided professional development. Annually, the AG department requests and reviews the HR AIG licensure report as well as the attendance records for the district course to determine the following:

- the number of AIG-licensed teachers at each school
- the schools that should be prioritized in promoting the AIG licensure scholarship awarded by the department or full-staff participation in the GCS created AG professional development
- the percentage of AG-identified students served by a teacher who has AIG licensure or has completed the GCS-created AG professional development series

Information regarding AIG licensure credentials and completion of minimum LEA requirements is communicated to school principals during the annual fidelity checks. At a minimum, teachers assigned to teach academically gifted students who have not met the district's requirement are expected to have completed the district courses or passed the Gifted Praxis or be enrolled in a state-approved AIG licensure program by July 1. When a teacher fails to meet this requirement, principals are strongly encouraged to reschedule academically gifted students in such a way that ensures that they are instructed by a classroom teacher who meets the requirements stated in the AIG Plan.

* **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.

Stakeholder feedback on the effectiveness of AG programming is critical to strategic implementation, ongoing evaluation and the identification of areas for improvement.

The AG Department posts an "Ask the AG Department" link on the department's webpage which invites all stakeholders to submit questions, comments or concerns regarding AG services. These questions are immediately addressed by an AG Department member and commonly asked questions are compiled to populate an FAQ document.

There is also a district-level Let's Talk communication tool which provides a means for stakeholders to ask questions and share concerns while maintaining anonymity if desired.

Regular parent informational meetings are conducted at the school and district level in person and virtually. These interactions always include question and answer sessions which provide opportunities for parents to ask questions, clarify misunderstandings and express concerns. Informational sessions include:

- *Understanding the GCS Screening and Identification Process* for families new to the AG identification process
- *AG Transitions to Middle School* and *AG Transitions to High School* to inform families about the AG service model in secondary settings
- Very Strong Program informational meetings to communicate opportunities for the highly gifted
- Governor's School sessions to inform families about this unique summer opportunity for gifted students

For the 2025-2028 Plan, the AG Department will develop brief informal surveys for AG teachers to use for annual program evaluation in conjunction with student reflection and self-evaluation.

The AG Department incorporates programming feedback opportunities into the Academic All-Star Camp and the AG Explore Camp structure for student participants and their families.

The AG Department's strong collaboration with the Guilford PAGE chapter, Guilford Gifted, enables the communication of input provided by teacher, parent and community member participants.

The AG Advisory Board, whose membership reflects a variety of stakeholder groups, school types and locations, is asked to gather and share input from their peers and colleagues.

Monthly AG teacher, middle school TAG Chair meetings, and AP/IB Coordinator meetings include opportunities for AG staff to gather input on AG programming and implementation.

Monthly Academic Services divisional meetings allow the AG Director to seek input from other content directors on specific implementation strategies and efforts.

Monthly school-based TAG meetings include parent representation and opportunities for feedback.

At the school level, AG school contacts conduct school-specific sessions that include the opportunity for stakeholder feedback such as:

- required TAG meetings gather input from school staff and parent members; TAG minutes are shared with the AG Department central office staff
- required participation of elementary AG teachers in Professional Learning Communities at the school level to gather input from regular education teachers
- Beginning-of-Year AG meetings to inform families of service provision and enrichment opportunities invite feedback of effective processes

*** Practice H**

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

All data from evaluation of the local AIG program gathered during the revision of the AIG Plan, including any survey data, self-evaluation summary, or focus group input, is shared with the public through the AG webpage, through virtual information sessions and through the Board of Education approval process. Prior to Board approval, proposed revisions are posted for public comment. Submitted comments and responses are also posted for review. Once approved, the revised plan is published on the AG website.

Data considered during evaluation of the AG program will be available on the AG website and through district data dashboards, including:

- Official spring AIG headcount
- Demographic breakdown of eligible AG students based on spring AIG headcount
- AP and IB participation data
- Student achievement data
- Student growth data
- Advanced course enrollment data
- AG identification trends
- Talent Development participation

*** 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.

AG student rights are currently protected through the general GCS student rights policies and procedures. Additionally, the enforcement of Article 9b through AG program procedures and practices protects the unique needs of gifted students. These practices and procedures are codified in a digital AG Teacher Handbook, TAG Chair Handbook and AP Toolkit.

Practices and procedures are carefully monitored for consistency and fairness across the district by the AG Department

Informed Consent:

To ensure that parents/guardians maintain autonomy regarding their child's education, upon request a parent may waive the districtwide universal screening opportunity. In this case, the parent/guardian may submit (1) a full aptitude score from an assessment administered by other school/district personnel for other school service decisions or (2) an AG Referral for school data to be reviewed for possible Talent Development services.

Testing for AG screening and identification requires prior parent notification and consent. Before AG services can begin, parents must consent via signature on the student's Differentiated Education Plan and/or course registration forms.

Reassessment:

The Annual Review process includes a review of AG student performance on End-of-Grade and End-of-Course assessments and allows for communication of additional eligibility and changes in service. GCS does not remove AG eligibility; however the Annual Review process allows for TAG to determine the most appropriate service to meet current student needs, including the implementation of a Student Support Plan, MTSS support structures or modification of direct service.

Transfers from Other LEAs/Charter Schools:

Students in grades 3-12 arriving in GCS from other North Carolina districts who were receiving AG services in their previous district will maintain AG eligibility, and services will be determined based upon most recent data. Eligibility will be verified through PowerSchool for districts with AIG Plans filed with the state.

Students who were identified for AG eligibility prior to grade 2 will be reassessed according to GCS eligibility criteria.

Students in grades K-12 arriving in GCS from districts outside of North Carolina who provide documentation of AG eligibility in their previous district will be assessed for AG services according to GCS eligibility criteria.

Procedures to Resolve Disagreements:

A process to resolve disagreements is in place and is communicated to parents. The

"Resolving Disagreements" document is located on the AG website. This document provides parents with the steps to follow should they have a disagreement with an AG decision.

The procedure for resolving disagreements specifically regarding AG identification and service decisions is as follows:

A parent or guardian who disagrees with a decision made by the school's TAG Team concerning processes involved in identification of a student for differentiated services in the school's AG program, or appropriate services provided to the student, has the right to appeal that decision, According to Chapter 115C, Article 9B, of the General Statutes of North Carolina by initiating the following 'Resolving Disagreements' process within twenty (20) days following the event or condition that is the basis of the disagreement.

Part 1: Parent Request

Parents who have questions or concerns should first talk with the Academically Gifted teacher assigned to the school. The concern is reviewed in light of the approved GCS AIG Plan and when decisions about screening, identification and services follow the procedures outlined in the current GCS AIG Plan, the decision of the school-based TAG team is upheld. If the disagreement continues to be unresolved and the school believes that the appropriate procedures have been followed, the parents may take the following steps.

Part 2: Administrative Review

If the disagreement is not resolved at the school level, the parents may request an administrative review at the district AG Department level. A written request should be sent to the Director of the AG Department within 10 school days of the school level meeting. The Director of AG and the AG Department Central Office personnel will convene a meeting with the parents to review the procedures and resulting decisions. Minutes are recorded and signatures obtained from those present. The Director provides the parent/guardian with a copy of the meeting minutes and a written statement of the decision and/or next steps within 10 school days after the meeting is held. The minutes are copied to the Executive Director of Academics.

Part 3: GCS District Formal Grievance Procedure

If the disagreement is not resolved at the AG Department level, AG Central Office staff will provide a written record of the administrative review and efforts conducted to resolve the disagreement to the school principal and the case is referred to GCS Board Policy 1740/4010-R Student and Parent Grievances under *E. Procedures*:

<https://www.gcsnc.com/families/student-family-handbook/resolving-complaints-concerns>

Regulation Code: 1740/4010-R Student Parent Grievance Process

A. Responding to Complaints

Guilford County Schools is committed to providing an effective means for parents/caregivers and students to voice concerns and complaints. For most concerns, the complaint should be received and addressed at the level closest to where the complaint originated. For example, a complaint regarding a classroom should be heard first by the teacher. A complaint regarding the school should be addressed first by the principal. Personnel matters should be referred to the immediate supervisor of the person against whom the complaint is made. The District also makes available the *Let's Talk* platform to provide parents/caregivers, students, and community members with a way to informally ask questions and resolve concerns.

When such informal methods are not appropriate, the procedure for filing a formal grievance to address concerns regarding specific decisions where there are claims that board policy or law has been misapplied, misinterpreted, or violated are contained in this regulation below.

Some issues of particular concern have specific processes to ensure that appropriate procedural safeguards and protections are in place, including the following:

1. A process to resolve concerns about procedures and practices related to student health (see Policy 1310/4002 Parental Involvement and Empowerment)
2. Public hearings and public comments at board meetings on subjects of concern to parents and the community (See Policy 2310 Public Participation in Board Meetings)
3. A procedure for parental concerns regarding the curriculum (See Policy 3200 Selection of Instructional Materials)
4. Specific processes for addressing disciplinary consequences (See Policy 4300 Student Discipline)
5. Complaints of matters related to student assignment (See Policy 4150 Student Assignment)

6. Processes as provided by law for students with disabilities (See Policy [1730/4022/7231](#), Nondiscrimination on the Basis of Disabilities)

7. Processes to address claims of discrimination, harassment, bullying or retaliation (See Policy [1710/4021/7230](#), Prohibition Against Discrimination, Harassment, and Bullying)

8. A procedure to resolve concerns about misconduct on the basis of sex or gender (See [1725/4035/7236](#), Title IX Sexual Harassment – Prohibited Conduct and District Response)

B. Purpose of the Grievance Process

The grievance procedure is designed to be a positive process through which relationships and communications between parents, students, and school officials may be improved. The primary purpose of the grievance procedure is to provide a means for orderly and equitable resolution of disputes. Grievance meetings and hearings are intended to open discussion about concerns and to resolve them. They are not intended to punish any student or employee. During all grievance

conferences and communications, the focus will be on finding solutions and resolutions. No retaliation, coercion, discrimination, or reprisal will be taken against any student or parent who makes use of the grievance process.

C. Definitions

1. Grievance. A grievance is a formal written claim by a current employee of the Guilford County Schools that alleges one or more violation of a specified federal law, State law, State Board of Education policy, State rule, or local board policy. The term grievance does not apply to any matter for which the method of review is prescribed by law, for which there is a more specific remedy in law or board policy, or for which the Board of Education is without authority to act. Specifically, the following issues will be addressed through other policies and procedures: (a) claims of discrimination, harassment, or bullying, including but not limited to sexual harassment under Title IX; appeals or complaints related to student discipline decisions; complaints of matters related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA (Individuals with Disabilities Education Act); complaints or appeals related to student assignment; challenges to curriculum or health education programs in cases where such challenges are covered by other policies.

2. Parent. The term “parent” refers to the parent, legal guardian, legal custodian, or person standing in loco parentis for the currently enrolled student.

3. Grievant. The “grievant” is the currently enrolled student or student’s parent who is filing the grievance.

4. Interested Parties. An “interested party” is any other person involved in the grievance, including the Grievant, any employees, any other students, and the other employees who may be required to take certain actions or refrain from taking action in response to the grievance.

5. Third Party Representative. A “third party representative” is a person designated by an interested party to represent their interests. Each interested party is entitled to bring to any formal meeting or hearing on the grievance one representative to be present and support the Grievant or any interested party who may be directly affected by the outcome of the grievance.

6. Day. A “day” is a calendar day. In computing any period by which an act must be done, the last day of the period is to be included unless it is a Saturday, Sunday or school calendar holiday. In that event, the first day following the last day that is not a Saturday, Sunday or school calendar holiday will be the final day.

D. Right to Representation

Both Grievant and any interested parties may be represented at all stages of the formal grievance procedure by a third-party representative. Third party representatives are expected to follow the rules established for grievances and to act with courtesy and decorum befitting a formal meeting or hearing process. No party may have more than one representative present at a formal meeting or hearing. Parties intending to bring representation to a formal

meeting or hearing must notify all other Interested Parties at least two days before the hearing of the name and position (attorney, pastor, association representative, etc.) that they are bringing a third-party representative.

E. Procedures

Grievances should be raised and settled in a timely and efficient manner. All Interested Parties are encouraged to make reasonable efforts to resolve grievances informally and at the most immediate administrative level. All hearings and conferences under the grievance procedure will be private and confidential unless otherwise provided by law or unless otherwise mutually agreed to by all Interested Parties. To the extent possible, all hearings and meetings will take place so as not to interrupt the regular duties and responsibilities of the Interested Parties.

A student or parent is encouraged to submit any concern to the principal and then the principal's supervisor. Dialogue between families and school administrators often resolve concerns without the need for the student or parent to utilize the formal grievance process described in this procedure.

1. Step One: Formal Grievance Submission.

A student or parent may formally grieve a decision by submitting a written grievance using forms provided, together with any supporting documentation, to the Deputy Superintendent of Instructional Leadership within 15 days of the event or condition that is the basis for the grievance. The Deputy Superintendent of Instructional Leadership will review the submission and determine whether it meets the definition of "grievance" as defined in board policy. In the event the submission does not meet the definition of "grievance," the Deputy Superintendent of Instructional Leadership may take any other appropriate action to address the situation.

If the submission meets the definition of "grievance," the Deputy Superintendent of Instructional Leadership will assign the appropriate administrator to conduct the first level of review of the grievance. The appropriate administrator will generally be the principal, unless the complaint relates directly to the principal, in which case the appropriate administrator will generally be the principal's supervisor. However, the Deputy Superintendent of Instructional Leadership may exercise discretion in determining the appropriate administrator to assign. The assigned administrator will set up a meeting with the Grievant. At the formal grievance meeting, the assigned administrator will attempt to resolve the grievance; however, if the parties cannot agree to a resolution, the assigned administrator will investigate the allegations and issue a written decision regarding their findings and the appropriate action (if any) to be taken).

2. Step Two: Mediation through Deputy Superintendent's Office.

If the Grievant is dissatisfied with the response at Step One, the Grievant may, within 5 days of receipt of the Step One decision, submit a Request for Mediation in writing to the Deputy Superintendent of Instructional Leadership. Failure to submit a Request for Mediation within five days of receipt of the decision at Step One constitutes abandonment of the grievance. The Deputy Superintendent of Instructional Leadership, upon review of the grievance, may remove it directly to Step Three if it is clear in their judgment that mediation will not assist in the resolution of the concern due to the nature of the grievance. Copies of all written materials submitted by the Grievant at Step One should be attached to the Request for Mediation Form in order to provide the Mediator with background information. Additionally, the Mediator may ask the Interested Parties to

provide such additional background information as would facilitate the mediation in the judgment of the Mediator. The content of the negotiations and discussion may not be offered at any subsequent level.

3. Step Three: Superintendent Review.

If the Mediator declares an impasse at Step Two, the Grievant may, within 5 days of the conclusion of the mediation at Step Two, submit an appeal in writing to the Deputy Superintendent of Instructional Leadership, who will coordinate with the Superintendent to determine who will be designated to make the final administrative decision. Failure to submit an appeal within 5 days of the declaration of an impasse (which is assumed to be the last day of mediation unless the mediator determines otherwise) at Step Two constitutes abandonment of any right to appeal. If mediation has been waived by the Deputy Superintendent of Instructional Leadership, the Step Three grievance must be submitted 5 days from the official notification that mediation has been waived. Copies of all written materials submitted by the Grievant at Step Two should be attached to the Grievance Form. Interested Parties must submit to the Superintendent or designee copies of all documents and materials considered at Step Two within three days of receipt of notice that the Grievant has appealed the decision.

The Superintendent or designee will review all of the information and convene a formal meeting with the interested parties. The Superintendent or designee may conduct additional investigation if they deem it necessary to make a final decision. The Superintendent or designee will issue a written final decision regarding their findings and the appropriate action (if any) to be taken.

4. Step Four: Appeal to the Board.

If the Grievant is not satisfied with the written decision of the Superintendent or designee, the Grievant may, within 5 days of receipt of the written decision at Step Three, submit an appeal in writing to the Board. To submit such an appeal, the grievance must submit the appeal to the Deputy Superintendent of Instructional Leadership, who will forward the information to the GCS Hearing Officer. The GCS Hearing Officer will coordinate the Board's hearing process.

Failure to submit an appeal within 5 days of receipt of the decision at Step Three constitutes abandonment of any right to appeal. Copies of all written materials submitted by the Grievant at Step Three should be attached to the Grievance Form by the Grievant for consideration by the Board. Interested Parties should submit copies of all documents and materials considered at Step Two within 3 days of receipt of notice that the Grievant has appealed the decision. The Board will conduct the appeal hearing in accordance with Policy 2500 Hearings before the Board.

Legal References: G.S. 115C-45(c); 126-16; 150B-43 *et seq.*

Cross References: Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Hearings Before the Board (policy 2500), Student Discipline (policy 4300)

Replaces: JCE (revised October 9, 2012)

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Issued: September 6, 2018

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

Process	Procedure
Informed consent for identification	* <u>Informed Consent:</u> To ensure that parents/guardians maintain autonomy regarding their child's education, upon request a parent may waive the districtwide universal screening opportunity. In this case, the parent/guardian may submit (1) a full aptitude score from an assessment administered by other school/district personnel for other school service decisions or (2) an AG Referral for school data to be reviewed for possible Talent Development services. Testing for AG screening and identification requires prior parent notification and consent.

Informed consent for placement	* Before AG services can begin, parents must consent via signature on the student's Differentiated Education Plan and/or course registration forms.
Transfer procedures	* <u>Transfers from Other LEAs/Charter Schools:</u> Students in grades 3-12 arriving in GCS from other North Carolina districts who were receiving AG services in their previous district will maintain AG eligibility, and services will be determined based upon most recent data. Eligibility will be verified through PowerSchool for districts with AIG Plans filed with the state. Students who were identified for AG eligibility prior to grade 2 will be reassessed according to GCS eligibility criteria. Students in grades K-12 arriving in GCS from districts outside of North Carolina who provide documentation of AG eligibility in their previous district will be assessed for AG services according to GCS eligibility criteria.
Reassessment procedures	* <u>Reassessment:</u> The Annual Review process includes a review of AG student performance on End-of-Grade and End-of-Course assessments and allows for communication of additional eligibility and changes in service. GCS does not remove AG eligibility; however the Annual Review process allows for TAG to determine the most appropriate service to meet current student needs, including the implementation of a Student Support Plan, MTSS support structures or modification of direct service.
Procedures to resolve disagreement	* <u>Procedures to Resolve Disagreements:</u> A process to resolve disagreements is in place and is communicated to parents. The "Resolving Disagreements" document is located on the AG website. This document provides parents with the steps to follow should they have a disagreement with an AG decision. The procedure for resolving disagreements specifically regarding AG identification and service decisions is as follows: A parent or guardian who disagrees with a decision made by the school's TAG Team concerning processes involved in identification of a student for differentiated services in the school's AG program, or appropriate services provided to the student, has the right to appeal that decision, According to Chapter 115C, Article 9B, of the General Statutes of North Carolina by initiating the following 'Resolving Disagreements' process within twenty (20) days following the event or condition that is the basis of the disagreement. Part 1: Parent Request Parents who have questions or concerns should first talk with the Academically Gifted teacher assigned to the school. The concern is reviewed in light of the approved GCS AIG Plan and when decisions about screening, identification and services follow the procedures outlined in the current GCS AIG Plan, the decision of the school-based TAG team is upheld. If the disagreement continues to be unresolved and the school believes that the appropriate procedures have been followed, the parents may take the following steps. Part 2: Administrative Review If the disagreement is not resolved at the school level, the parents may request an administrative review at the district AG Department level. A written request should be sent to the Director of the AG Department within 10 school days of the school level meeting. The Director of AG and the AG Department Central Office personnel will convene a meeting with the parents to review the procedures and

resulting decisions. Minutes are recorded and signatures obtained from those present. The Director provides the parent/guardian with a copy of the meeting minutes and a written statement of the decision and/or next steps within 10 school days after the meeting is held. The minutes are copied to the Executive Director of Academics.

Part 3: GCS District Formal Grievance Procedure

If the disagreement is not resolved at the AG Department level, AG Central Office staff will provide a written record of the administrative review and efforts conducted to resolve the disagreement to the school principal and the case is referred to GCS Board Policy 1740/4010-R Student and Parent Grievances under *E. Procedures*:

<https://www.gcsnc.com/families/student-family-handbook/resolving-complaints-concerns>

Regulation Code: 1740/4010-R Student Parent Grievance Process

A. Responding to Complaints

Guilford County Schools is committed to providing an effective means for parents/caregivers and students to voice concerns and complaints. For most concerns, the complaint should be received and addressed at the level closest to where the complaint originated. For example, a complaint regarding a classroom should be heard first by the teacher. A complaint regarding the school should be addressed first by the principal. Personnel matters should be referred to the immediate supervisor of the person against whom the complaint is made. The District also makes available the *Let's Talk* platform to provide parents/caregivers, students, and community members with a way to informally ask questions and resolve concerns.

When such informal methods are not appropriate, the procedure for filing a formal grievance to address concerns regarding specific decisions where there are claims that board policy or law has been misapplied, misinterpreted, or violated are contained in this regulation below.

Some issues of particular concern have specific processes to ensure that appropriate procedural safeguards and protections are in place, including the following:

1. A process to resolve concerns about procedures and practices related to student health (see Policy [1310/4002](#) Parental Involvement and Empowerment)
2. Public hearings and public comments at board meetings on subjects of concern to parents and the community (See Policy [2310](#) Public Participation in Board Meetings)
3. A procedure for parental concerns regarding the curriculum (See Policy [3200](#) Selection of Instructional Materials)
4. Specific processes for addressing disciplinary consequences (See Policy [4300](#) Student Discipline)
5. Complaints of matters related to student assignment (See Policy [4150](#) Student Assignment)
6. Processes as provided by law for students with disabilities (See Policy [1730/4022/7231](#), Nondiscrimination on the Basis of Disabilities)
7. Processes to address claims of discrimination, harassment, bullying or retaliation (See Policy [1710/4021/7230](#), Prohibition Against Discrimination, Harassment, and Bullying)
8. A procedure to resolve concerns about misconduct on the basis of sex or gender (See [1725/4035/7236](#), Title IX Sexual Harassment – Prohibited Conduct and District Response)

B. Purpose of the Grievance Process

The grievance procedure is designed to be a positive process through which relationships and communications between parents, students, and school officials may be improved. The primary purpose of the grievance procedure is to provide a means for orderly and equitable resolution of disputes. Grievance meetings and hearings are intended to open discussion about concerns and to resolve them. They are not intended to punish any student or employee. During all grievance

conferences and communications, the focus will be on finding solutions and resolutions. No retaliation, coercion, discrimination, or reprisal will be taken against any student or parent who makes use of the grievance process.

C. Definitions

1. Grievance. A grievance is a formal written claim by a current employee of the Guilford County Schools that alleges one or more violation of a specified federal law, State law, State Board of Education policy, State rule, or local board policy. The term grievance does not apply to any matter for which the method of review is prescribed by law, for which there is a more specific remedy in law or board policy, or for which the Board of Education is without authority to act. Specifically, the following issues will be addressed through other policies and procedures: (a) claims of discrimination, harassment, or bullying, including but not limited to sexual harassment under Title IX; appeals or complaints related to student discipline decisions; complaints of matters related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA (Individuals with Disabilities Education Act); complaints or appeals related to student assignment; challenges to curriculum or health education programs in cases where such challenges are covered by other policies.

2. Parent. The term "parent" refers to the parent, legal guardian, legal custodian, or person standing in loco parentis for the currently enrolled student.

3. Grievant. The "grievant" is the currently enrolled student or student's parent who is filing the grievance.

4. Interested Parties. An "interested party" is any other person involved in the grievance, including the Grievant, any employees, any other students, and the other employees who may be required to take certain actions or refrain from taking action in response to the grievance.

5. Third Party Representative. A "third party representative" is a person designated by an interested party to represent their interests. Each interested party is entitled to bring to any formal meeting or hearing on the grievance one representative to be present and support the Grievant or any interested party who may be directly affected by the outcome of the grievance.

6. Day. A "day" is a calendar day. In computing any period by which an act must be done, the last day of the period is to be included unless it is a Saturday, Sunday or school calendar holiday. In that event, the first day following the last day that is not a Saturday, Sunday or school calendar holiday will be the final day.

D. Right to Representation

Both Grievant and any interested parties may be represented at all stages of the formal grievance procedure by a third-party representative. Third party representatives are expected to follow the rules established for grievances and to act with courtesy and decorum befitting a formal meeting or hearing process. No party may have more than one representative present at a formal meeting or hearing. Parties intending to bring representation to a formal meeting or hearing must notify all other Interested Parties at least two days before the hearing of the name and position (attorney, pastor, association representative, etc.) that they are bringing a third-party representative.

E. Procedures

Grievances should be raised and settled in a timely and efficient manner. All Interested Parties are encouraged to make reasonable efforts to resolve grievances informally and at the most immediate administrative level. All hearings and conferences under the grievance procedure will be private and confidential unless otherwise provided by law or unless otherwise mutually agreed to by all Interested Parties. To the extent possible, all hearings and meetings will take place so as not to interrupt the regular duties and responsibilities of the Interested Parties.

A student or parent is encouraged to submit any concern to the principal and then the principal's supervisor. Dialogue between families and school administrators often resolve concerns without the need for the student or parent to utilize the formal grievance process described in this procedure.

1. Step One: Formal Grievance Submission.

A student or parent may formally grieve a decision by submitting a written grievance using forms provided, together with any supporting documentation, to the Deputy Superintendent of Instructional Leadership within 15 days of the event or condition that is the basis for the grievance. The Deputy Superintendent of Instructional Leadership will review the submission and determine whether it meets the definition of "grievance" as defined in board policy. In the event the submission does not meet the definition of "grievance," the Deputy Superintendent of Instructional Leadership may take any other appropriate action to address the situation.

If the submission meets the definition of "grievance," the Deputy Superintendent of Instructional Leadership will assign the appropriate administrator to conduct the first level of review of the grievance. The appropriate administrator will generally be the principal, unless the complaint relates directly to the principal, in which case the appropriate administrator will generally be the principal's supervisor. However, the Deputy Superintendent of Instructional Leadership may exercise discretion in determining the appropriate administrator to assign. The assigned administrator will set up a meeting with the Grievant. At the formal grievance meeting, the assigned administrator will attempt to resolve the grievance; however, if the parties cannot agree to a resolution, the assigned administrator will investigate the allegations and issue a written decision regarding their findings and the appropriate action (if any) to be taken).

2. Step Two: Mediation through Deputy Superintendent's Office.

If the Grievant is dissatisfied with the response at Step One, the Grievant may, within 5 days of receipt of the Step One decision, submit a Request for Mediation in writing to the Deputy Superintendent of Instructional Leadership. Failure to submit a Request for Mediation within five days of receipt of the decision at Step One constitutes abandonment of the grievance. The Deputy Superintendent of Instructional Leadership, upon review of the grievance, may remove it directly to Step Three if it is clear in their judgment that mediation will not assist in the resolution of the concern due to the nature of the grievance. Copies of all written materials submitted by the Grievant at Step One should be attached to the Request for Mediation Form in order to provide the Mediator with background information. Additionally, the Mediator may ask the Interested Parties to

provide such additional background information as would facilitate the mediation in the judgment of the Mediator. The content of the negotiations and discussion may not be offered at any subsequent level.

3. Step Three: Superintendent Review.

If the Mediator declares an impasse at Step Two, the Grievant may, within 5 days of the conclusion of the mediation at Step Two, submit an appeal in writing to the Deputy Superintendent of Instructional Leadership, who will coordinate with the Superintendent to determine who will be designated to make the final administrative decision. Failure to submit an appeal within 5 days of the declaration of an impasse (which is assumed to be the last day of mediation unless the mediator determines otherwise) at Step Two constitutes abandonment of any right to appeal. If mediation has been waived by the Deputy Superintendent of Instructional Leadership, the Step Three grievance must be submitted 5 days from the official notification that mediation has been waived. Copies of all written materials

submitted by the Grievant at Step Two should be attached to the Grievance Form. Interested Parties must submit to the Superintendent or designee copies of all documents and materials considered at Step Two within three days of receipt of notice that the Grievant has appealed the decision.

The Superintendent or designee will review all of the information and convene a formal meeting with the interested parties. The Superintendent or designee may conduct additional investigation if they deem it necessary to make a final decision. The Superintendent or designee will issue a written final decision regarding their findings and the appropriate action (if any) to be taken.

4. Step Four: Appeal to the Board.

If the Grievant is not satisfied with the written decision of the Superintendent or designee, the Grievant may, within 5 days of receipt of the written decision at Step Three, submit an appeal in writing to the Board. To submit such an appeal, the grievance must submit the appeal to the Deputy Superintendent of Instructional Leadership, who will forward the information to the GCS Hearing Officer. The GCS Hearing Officer will coordinate the Board's hearing process.

Failure to submit an appeal within 5 days of receipt of the decision at Step Three constitutes abandonment of any right to appeal. Copies of all written materials submitted by the Grievant at Step Three should be attached to the Grievance Form by the Grievant for consideration by the Board. Interested Parties should submit copies of all documents and materials considered at Step Two within 3 days of receipt of notice that the Grievant has appealed the decision. The Board will conduct the appeal hearing in accordance with Policy 2500 Hearings before the Board.

Legal References: G.S. 115C-45(c); 126-16; 150B-43 *et seq.*

Cross References: Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Hearings Before the Board (policy 2500), Student Discipline (policy 4300)

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*** Ideas for Strengthening the Standard**

The AG Department will:

- investigate the use of Title I funding to expand access to AG programming, including K1 Nurture services in Title I elementary schools
- consider additional school-level quantitative and qualitative data, such as K-1 Nurture frequency, in the evaluation of program effectiveness
- improve opportunities for student input
- increase participation of a business representative and a representative from an institution of higher learning as members of the AIG Advisory Board

Planned Sources of Evidence

Guilford County Schools (410) 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		
Guilford County Schools (410) 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)]	 <u>Local Board of Education Approval Template</u>	
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	

Phrase	Definition