

## **Standard 1: Student Identification**

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

- 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.

*CCS employs various tools to ensure comprehensive screening and referral processes for identifying gifted students. Assessments are evaluated to ensure they are fair and accessible to students from diverse cultural and linguistic backgrounds. Additionally, the AIG Team partners with the Exceptional Children's Department to build awareness of twice-exceptional students and develop plans for identifying and teaching these students.*

### **To screen for K-2 Talent Development**

*BOY and MOY data are collected, and students performing in the top 10th percentile may be pulled for support in Talent Development groups. Additional information is collected by having classroom teachers complete the Characteristics Checklist.*

*Dibels*

*Characteristics Checklist*

*Once students are identified as the top 10% for their grade level, the AIG Facilitating Teacher works with them in a pull-out setting.*

### **K-2 Identification**

*CCS will accept assessment data from outside testing for consideration for early identification services. Identification for K-2 students would be on an individual basis with a teacher or parent referral. If a teacher or parent is requesting their child be screened for K-2 identification, the request is made to the AIG Facilitating Teacher, in writing. The AIG Facilitating Teacher will then convene the AIGSC. Screening data collected will include the Characteristics Checklist, Dibels, and iReady. The team may also request the student take a Cogat test or receive academic testing by the school psychologist*

*Outside testing by a psychologist could include:*

*WISC or Woodcock Johnson*

*CogAT testing*

*Once the student is identified, the AIGSC team will meet to develop a DEP.*

### **Grades 3-8**

*New students (Grade 3): At the start of the school year, the AIG Facilitating Teacher and the Data Manager review the existing academic records of all incoming 3rd grade students. For students with no existing data, a "Permission to Test" letter is sent home for parents/guardians. Once permission is granted, an ability test is administered to the student. The results are analyzed to determine if the student meets the criteria for AIG identification and services. If the student meets the criteria, a parent meeting is held and a DEP is developed.*

*A teacher or parent can refer a student to be considered at any time. The referral would go to the AIG Facilitating Teacher. Data is gathered on the student to include any education testing, benchmarks, EOG/EOC data, Gifted Checklist. The data is shared with the AIGSC committee. The committee then decides if the student will be identified, not identified, or if further data is needed. The parent is notified of the decision. If further data is needed, the AIG Facilitating Teacher will administer the appropriate Cogat test.*

*New Students (all grades): During the enrollment process in Infinie Campus, parents indicate if the student was previously identified as gifted in their former district. The Director of Student Services receives an automated notification regarding prior identification. A comprehensive review of the student's transfer records is conducted by the AIG team. If the previous data meets the CCS identification criteria, the student is placed in AIG services., If the data is incomplete or does not align with local standards, additional assessments are scheduled with "Permission to Test" obtained from the parent.*

*If a teacher or parent refers a student for consideration of AIG identification, that request must be made, in writing, to the AIG Facilitating Teacher.*

*Once the request is made, the AIG Facilitating Teacher will convene the AIGSC to review existing data to include Dibels, iReady, EOG scores, and work samples. The AIG Facilitating Teacher will also give a Cogat Test.*

*Once the student is identified, the AIGSC team will meet and a DEP will be developed.*

### **Grades 9-12**

*Teachers may refer students for consideration for identification for AIG services. Classroom teachers must collect data that includes:*

*Benchmark/Assessment scores, current grades/classroom performance, work samples (with evidence of higher-level thinking per Bloom's or Depth of Knowledge), attendance, and Gifted Characteristics Checklist.*

*The AIG Services Committee will meet to review the data and determine next steps, which could include recommendations to the classroom teacher, further testing, or identification.*

*EOC*

*Observations/Assessments*

*Teacher Recommendations*

*Portfolios*

### *MTSS process*

*If a teacher or parent refers a student for consideration of AIG identification, that request must be made, in writing, to the AIG Facilitating Teacher.*

*Once the request is made, the AIG Facilitating Teacher will convene the AIGSC to review existing data to include consideration of Math EOC and Reading EOC in which the student scores a Level 5, Characteristics Checklist, data from the MTSS process that indicated the student is consistently performing above grade level. The student will also be given a Cogat test. Once the student is identified, the AIGSC team will meet and a DEP will be developed.*

*AIG Facilitating Teachers review annual data to determine if there is additional qualifying information for students. This data includes a variety of measures such as portfolios, work samples, and other evidence of student ability and achievement. These tools are used to determine initial eligibility as well as to evaluate changes to existing identifying labels and services.*

### **Screening Students New to CCS**

*The AIG Facilitating Teacher meets with the Data Manager at the beginning of the school year to review data of all incoming 3rd-grade students. If the student has no existing data, a "Permission to Test" letter will be sent home to parents. An ability test will be given to those students to determine if they are eligible for identification for AIG services.*

*When parents register students (at any grade level) for enrollment in CCS schools, if the parent indicates prior gifted identification, the Director of Student Services is notified through Infinite Campus. A review of data is conducted to determine if the student meets the CCS identification criteria or if additional assessments/data are needed.*

*CCS conducts a universal screening at the end of the 2nd grade. In addition, students may be assessed/screened based on parent requests, teacher recommendations with accompanying data, or data gathered through the MTSS process. Partnerships with the ML and EC departments ensure that these processes are equitable, inclusive, and responsive to the needs of diverse learners. This includes ensuring that multilingual learners have access to fair assessments and that twice-exceptional students receive targeted support through customized plans, policies, and resources tailored to their unique strengths and challenges.*

- 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 to develop a comprehensive learner profile.

Specifically, CCS defines **Academic and Intellectual Giftedness (AIG)** as students who perform at a substantially high level on both ability and achievement assessments when compared to their peers.

Specifically, CCS defines **Intellectual Giftedness (IG)** as students who perform at a substantially high level on ability assessments when compared to others of their age, experience, or environment.

Specifically, CCS defines **Academic Giftedness (AG)** as students who perform at a substantially high level on achievement assessments when compared to others of their age, experience, or environment.

Placement decisions will be made by the AIGSC (AIG Services Committee), which is composed of the building-level AIG Facilitating Teacher and Administrator. Remaining members of the team can include the School Counselor, Instructional Coach, and/or MTSS Instructional Support.

CCS has established the following processes and criteria for outcomes of initial, universal, and specific identification of students in the spring of grade 2.

Pathway 1:

- Ability only - 98th percentile or higher verbal, nonverbal, or quantitative.
- Ability+Achievement - 93rd percentile or higher

Students who score at the 98th percentile or higher on Ability assessments or 93rd percentile or higher on Ability+Achievement assessments will be identified as Academically Intellectually Gifted (AIG). These students will receive differentiated services in the classroom. The AIGSC (including the parent) will meet to determine a plan of action to meet their specific learning needs by scheduling them into a Cluster group in the regular classroom setting. Enrichment pull-out services will be provided. Enrichment services are provided for students in grades 3-8. AIG facilitators are available to meet with the classroom teacher for consultation/collaboration upon request.

Pathway 2:

- Students who score between 95-97th percentile on Ability assessments will be identified as Intellectually Gifted (IG). These students will receive differentiated services in the classroom. The AIGSC (including the parent) will meet to determine a plan of action to meet their specific learning needs by scheduling them into a Cluster group in the regular classroom setting. Enrichment pull-out services will be provided. Enrichment services are provided for students in grades 3-8. AIG facilitators are available to meet with the classroom teacher for consultation/collaboration upon request.

Pathway 3:

- Students who score between 95-99th percentile on Achievement assessments in the area of Math will be AM, in the area of Reading will be AR, or both Math and Reading will be identified as Academically Gifted (AG). These students will receive differentiated services

*in the classroom. The AIGSC (including the parent) will meet to determine a plan of action to meet their specific learning needs by scheduling them into a Cluster group in the regular classroom setting. The only enrichment pull-out services that will be provided will be for students who score a level 5 on the math EOG in elementary school. Once students enter middle school, they will have the opportunity to take honors and/or high school math courses. AIG facilitators are available for consultation/collaboration upon request.*

*AIGSC reserves the right to consider individual students who do not meet the established criteria but who exhibit other traits of giftedness. In order to attempt to identify underrepresented populations who need gifted services, CCS completes a universal screening at grade 2 and accepts referrals at other grade levels. For students that are referred by teacher(s) or parent(s) outside of grade 2, multiple criteria are reviewed to identify students' need for gifted services. These criteria include the following: referral rubric, teachers observations, assessments, and screenings, consistent performance on measures of achievement, and standardized assessments of ability and achievement. Also evidence they are performing at a higher level than grade level classmates, in include academic and talent contests, competitions, and awards The AIGSC will convene to review data and determine the pathway in which the student is identified.*

*AIG Facilitating Teachers review annual data to determine if there is additional qualifying information for students. This data includes a variety of measures, such as portfolios, work samples, and other evidence of student ability and achievement. These tools are used to determine initial eligibility as well as to evaluate changes to existing identifying labels and services.*

*In addition, students may be assessed or screened based on parent requests, teacher recommendations with accompanying data, or data gathered through the MTSS process. Portfolios and work samples play a critical role in providing a more comprehensive view of student potential, especially for those whose abilities may not be fully captured by traditional assessments.*

*Collaboration and communication among MTSS teams, translators, counselors, ML teachers, and other stakeholders are integral to ensuring that students' diverse needs are recognized and addressed. This collaborative approach ensures a holistic understanding of each student, particularly multilingual learners and twice-exceptional students, enabling equitable and inclusive practices throughout the screening and identification processes.*

*For other reviews (outside of the universal screener in grade 2), the following data would be collected in addition to any test scores that the student has:*

- *Student portfolios: a collection of work samples demonstrating advanced reasoning or creativity*
- *Observation Rubrics: teacher-documented behaviors that indicate gifted characteristics*
- *Local Performance: success in academic contests, talent competitions, or local awards*

- *MTSS data: progress monitoring that shows a student is performing significantly above grade-level peers*
- 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.

*Currently, CCS has 630 AIG students out of 4610 in the entire enrollment. This breakdown is statistically similar to the overall student population, with the exception of the African American percentage.*

*The ethnic breakdown (AIG: Total Population)*

*Asian 7 students or 0.2%*

*African American 11 students or 0.2%*

*Hispanic 34 students or 0.7%*

*Multiracial 63 students or 1.4%*

*Caucasian 510 students or 12%*

*Therefore, we will take the steps below to ensure that we are identifying all students who are in need of gifted services in CCS.*

*In order to attempt to identify under-represented populations (twice-exceptional, economically disadvantaged, minority, and Hispanic populations) who need gifted services, CCS completes a universal screening at grade 2 and accepts referrals at other grade levels.*

*Multiple criteria are reviewed to identify students' needs for gifted services. These criteria included the following: a characteristics checklist filled out by the general education teachers, teacher observations, assessments, and screening, consistent performance on measures of achievement, and standardized assessments of ability and achievement. Also, evidence that they are performing at a higher level than grade-level classmates, including academic and talent contests, competitions, and awards.*

*CCS provides 3 pathways to identification. Identification criteria include assessments of ability and achievement in addition to consistent performance, work samples, and demonstration of gifted characteristics that show a student is demonstrating at a higher level than grade-level peers.*

*AIG Facilitating Teachers collaborate with EC and ML teachers and Instructional Coaches to review data sources to determine the academic standing of students to provide appropriate referrals, identification, and services.*

*AIG Facilitating Teachers provide professional development to Instructional Coaches who serve at the elementary level. Professional development includes universal screening and what that means for students, referral criteria outside the universal screener for identification, and referral/recommendation criteria for students for Talent Development.*

*The AIG team partners with the District MTSS team to provide professional development on core screeners.*

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

*CCS completes a universal screening in the spring for all 2nd graders. AIG Facilitating Teachers will train the classroom teachers to administer the assessments. They will send letters home with information for parents about the nature of the test and the process that will follow. They will prepare, dispense, and collect test materials.*

*Those that score:*

- *98th percentile or higher*
- *93rd percentile or higher on Verbal CogAT and BOG*
- *95- 97th percentile on Ability ONLY*
- *95-99th percentile on Achievement ONLY*

*are placed.*

*“Permission to Test” letters will be sent to parents of students when additional data is needed.*

*Copies of letters sent to parents will be archived. Any parent inquiries or concerns will be documented for follow-up.*

*Referrals are made in other grade levels 3-12 through the MTSS process or transfer students using eligibility criteria as shown on the eligibility forms specific for Language Arts and/or Math (This includes a parent’s request for testing).*

*We currently use different ability screeners at the elementary level, including different levels of the Cogat and the Kuhlman-Anderson. An appropriate level of the Cogat is given at the secondary level to complete screenings as well.*

*We use BOG, EOG, and/or ITBS to obtain achievement test scores to complete screenings.*

*The AIG Facilitating Teacher reviews the scores, shares them with building-level administrators and the Director of Student Services, as well as classroom teachers. They will also send a formal letter home explaining the scores and scheduling DEP/IDEP meetings for students who meet qualifying criteria.*

*For transfer students identified as AIG at their previous school, AIG Facilitating Teachers will acquire the data needed to determine if the students meet CCS criteria for AIG services. They will then communicate with the parents about any data gaps that need to be filled. They will conduct any needed assessments. An AIGSC meeting will be held to communicate those findings*

*to the parents, building-level administrators, and classroom teachers. A DEP will be created if the eligibility criteria are met.*

*A centralized system will track referrals for students in grades 3-12 who transfer into the district or are in the MTSS process.*

*The K-2 Talent Development group will be identified through a process that includes benchmark data and the characteristics checklist filled out by the classroom teacher. Students performing in 90% or higher will be eligible for services.*

*AIG Facilitating Teachers will submit an annual report summarizing screening, identification activities, including the number of students screened, identified, and serviced. Data will be analyzed for trends, success, and areas for improvement in collaboration with district leadership and building-level administrators.*

*Ongoing collaboration with MTSS teams, EC staff, and ML teachers will be documented. Feedback from stakeholders will be gathered via surveys and used to refine practices and procedures.*

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

*CCS will share the screening, referral, and identification processes during district administration meetings, school faculty meetings, and on the district's website. This information will include the Board of Education approved AIG Plan, a parent handbook, and an FAQ document. The presentation for administration and the faculty at each school will be a standardized presentation so that AIG Facilitating Teachers will be receiving the same information.*

*Information will be provided to new enrollees at registration. There will also be information and education during transition periods, such as elementary to middle and middle to high. A quarterly newsletter will be provided to parents that both educates the parents on aspects of AIG programming, as well as informs parents as to what their students are doing in class. This newsletter will also be posted to the website and social media.*

*All documents will be translated into Spanish (or other languages) as needed.*

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

*All AIG Facilitating Teachers will complete the Eligibility Record for Differentiated Services forms, as well as the Gifted Program Services in Infinite Campus for each qualifying student. Students will be flagged in Infinite Campus.*

*Ability score reports will be sent to parents, accompanied by a cover letter explaining whether the student qualified for identification as AIG. A copy of the score report will also be filed in the student's cumulative file.*

*AIG Facilitating Teachers will set up an AIGSC meeting for the initial placement. A Differentiated Education Plan, which includes assessments, goals, strengths, and services, will be completed for each elementary school student. This information will be reviewed with the parent at the annual meeting. All parties will sign, and the DEP will be placed in the student's red folder.*

- g. Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 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.*

*AIG facilitating teachers will collaborate with the classroom teacher, student, and parent to create a Differentiated Education Plan that includes assessment, goals, strengths, activities, and services for each elementary student. This information will be reviewed with the parent at the annual meeting. All parties will sign, and the DEP will be placed in the student's red folder.*

*The AIG Facilitating Teacher will include the EC Teacher or ML Teacher, if applicable, when developing a DEP for a student.*

*Progress reports will be provided to parents at the end of each semester to update them on their child's performance in cluster classes and participation in enrichment/pull-out services at the elementary level. Students in grades 6-8 receive progress reports as part of the quarterly reporting for the semester-long AIG elective course.*

*When students enter grade 8 and move into high school, the DEP plan should integrate with the 4-year plan and be updated annually at the same time.*

*For annual review meetings, the AIG Facilitating Teachers will still complete the above-mentioned documents, but they will contact the parents to determine if they want a face-to-face meeting with the AIGSC if the services are remaining the same. For those parents who opt for the paperwork to be sent home, the AIG Facilitating Teachers needs to collect details from the classroom teacher(s) about how the classroom differentiation will be carried out for that upcoming school year, so that information can be included with the from packet with it is sent home for signatures. Parents can request a meeting with the AIGSC at any time if they have concerns.*

*AIG Facilitating Teachers will make at least 3 attempts to set up parent contact to review AIG paperwork. If they are still unable to set up a parent meeting, the AIG Facilitating Teacher will then set up an AIGSC, and the team will complete the paperwork without the parent present.*

*Copies of the documents will be mailed home to the parent(s), and the originals kept in the student's AIG folder.*

*All the AIG documentation will be maintained in individual files by the AIG Facilitating Teacher and sent to other schools as students transfer.*

*Students who are identified as AIG but later have achievement levels that fall below qualifying standards will require a meeting with the AIGSC and the parent/guardian to determine a plan of action to move them toward academic success.*

## **Standard 2: Comprehensive Programming within a Total School Community**

The LEA provides a K-12 AIG program with an array of services for the total school community to meet the diverse academic, intellectual, and 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.

- 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.

*In grades 3-5, the AIG Facilitating Teachers will provide the school counselor a copy of each student's DEP. The school counselor will meet with students individually or in small groups to work on social-emotional skills and course/career planning in line with their DEP goals.*

*In grades K-2, AIG Facilitating Teachers will offer nurturing support by collaborating with general education teachers to implement learning centers, enrichment activities, and higher-order thinking skill activities within the classroom. Students at the elementary level (grades 3-5) will be served during the enrichment block.*

*AIG Facilitating Teachers will work within the AIG PLC to identify and organize comprehensive resources that address the academic and social-emotional needs of students. At the middle and high school levels, the AIG Facilitating Teachers will partner with school counselors, administrators, and general education teachers to ensure students are appropriately placed in classes. They will monitor students' academic and emotional progress throughout the year, providing support as needed. Students in grades 6-8 will be serviced through an elective class. Additionally, AIG Facilitating Teachers will conduct formal and informal conferences with students to evaluate and address their academic and social-emotional needs.*

*Comprehensive Enrichment and Talent Development opportunities are designed to address the advanced academic and intellectual needs of gifted learners across K-12. These opportunities are accessible to all students, including AIG-identified students, and are developed through collaboration with classroom teachers, AIG specialists, and other school personnel. Participation is guided by student interest, motivation, teacher recommendations, and the student's ability to maintain progress within the standard curriculum. AIG services are aligned with the advanced learning needs of identified students and tailored to support their growth. Discussions involving the AIG Facilitating Teacher, student, and parent ensure that the Differentiated Education Plan (DEP) reflects personalized goals and activities. The following is a list of opportunities that may be provided:*

<i>Interest-Based Electives</i>	<i>BETA Club</i>	<i>Special Interest Clubs</i>
<i>Arts classes</i>	<i>NC Battle of the Books</i>	<i>Academic Contests</i>
<i>Science Olympiad</i>	<i>Dual Enrollment</i>	<i>CTE-Based Clubs/Internships</i>
<i>Governor's School/NCSSM</i>	<i>Teen Court</i>	<i>AP Courses</i>

- b. Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student need.*

*CCS AIG Facilitating Teachers will work collaboratively with school counselors, school psychologists, and classroom teachers to address the social-emotional needs of AIG students. When necessary, social-emotional goals will be included in the Differentiated Education Plan (DEP) in coordination with the school counselor and the MTSS team.*

*At the elementary level, school counselors will deliver in-class instruction that addresses the social and emotional needs of all students, including those of gifted learners. These lessons are designed to recognize and support the unique challenges faced by gifted students while addressing the diversity of all learners. Topics may include, but are not limited to, bullying prevention, stress management, perfectionism, and fostering a growth mindset. Through this collaboration, services are aligned to the needs of gifted learners, ensuring their social and emotional well-being is supported across all grade levels and learning environments.*

*Tier 1 SEL curriculum will be provided by the District MTSS Team and implemented by AIG Facilitating Teachers, regular education teachers, and other staff. This curriculum includes key character traits such as courage, respect, responsibility, kindness, perseverance, honesty, and*

*gratitude, fostering the social and emotional development of all students, including gifted learners.*

*AIG Facilitating Teachers at the middle and high school levels will collaborate with counselors for grades 6-12 to closely monitor the progress of secondary gifted learners. This includes tracking their academic performance, ensuring appropriate levels of rigor in course selections, and addressing any challenges. Regular “check-ins” will also be conducted to assess students’ social-emotional well-being and stress management.*

*School counselors will collaborate closely with AIG Facilitating Teachers to support students during grade-level advancements and school transitions. When scheduling classes, AIG Facilitating Teachers will work with school administrators and counselors to ensure AIG students are placed with teachers equipped to address both their academic and social-emotional needs. Starting in 8th grade, school counselors will collaborate with AIG Facilitating Teachers to ensure DEPs and 4-year plans are aligned. Additionally, school counselors, teachers, and other stakeholders will continue to provide gifted students with rigorous instruction that is also responsive to their emotional well-being.*

*Students requiring academic, attendance, or behavioral interventions will be referred to the school-level Multi-Tiered Systems of Supports (MTSS) team for assessment and support. MTSS PLC meetings are held monthly at each building, reviewing policies, procedures, and monitoring student data.*

*Currituck County Schools has a dedicated District Mental Health Team to support students’ well-being. If an AIG student exhibits ongoing social-emotional stress despite initial interventions, they will be referred to this team. The team will collaborate to identify and implement additional resources and strategies to support the student. These may include referrals to school-based mental health therapy or connecting the family with external mental health services.*

### **Elementary and Secondary Service Options**

#### *Cluster Grouping of High-Performing Students*

- *Students whose achievement and ability scores average between 90-93 percentiles and therefore don’t qualify for AIG.*
- *Demonstrated/documentated performance*
- *Reading/Math above grade level*
- *Teacher Recommendations (based on classroom performance data)*

#### *Cluster Grouping of AIG/AG/AM/AR/IG Students*

- *AG/AM/AR Students will be clustered to allow for differentiation based on their specific academic strengths.*
- *IG Students will be clustered to allow for specific instruction on work habits and skills based on their IDEP as indicated in Infinite Campus.*

#### *Enrichment Pull-Out Services*

- *Students who qualify for AIG pull-out/inclusion services under pathways 1, 2, and 3*

#### *Flexible Grouping*

- *Discretion of the teacher (based on observation, alternative assessment, and other collected data)*

#### *Grade Acceleration*

- *98/99th percentile on Nationally Normed Individual/Group Aptitude Assessment*
- *Appropriate social development (as assessed by teachers, parents, counselors, and/or psychologists' observations)*
- *Academic performance and development are appropriate for the next level*
- *Strong independent reader*
- *Iowa Acceleration Scale (IAS) is utilized to assess service options based on social-emotional, academic, and other factors.*
- *Recommendation made to the principal, where the final decision is made for placement*

#### *Subject Acceleration*

- *Demonstrated/Documented performance at 2 grade levels above grade placement*
- *Iowa Acceleration Scale (IAS) is utilized to assess service options based on social-emotional, academic, and other factors.*
- *AIGSC recommendation*
- *Demonstrated/Documented performance through the Credit through Demonstrated Mastery (CDM) process*

#### *Independent Study*

- *Evidence of appropriate independent work skills*
- *Evidence of ability to follow through with the plan*
- *Student interest and motivation as assessed by the teacher*

#### *Supported Differentiation within the General Education Classroom*

- *Interest-based or performance-based resources and activities provided by the AIG Consulting Teacher for the general education classroom for those students who are identified as AIG.*
- *Co-teaching*

### **Secondary Service Options ONLY**

#### *Honors/Advanced Placement Courses*

- *EOC / EOG level 4 or level 5 and/or Teacher recommendation*
- *Past performance in the subject area class (recommended A or high B)*
- *Student interest/motivation*
- *Students are expected to take the AP exam at the conclusion of the course*

#### *Credit by Demonstrated Mastery (CDM)*

- *Student request*
- *Students must earn level 5 on EOC or 90% on NCFE; then, they must complete additional work in that subject that will be scored by a rubric*
- *Once that process is completed, they move on to the next course in the sequence*

#### *Dual Enrollment*

- *Social-Emotional maturity level is appropriate*

- *Recommendation by teacher and/or counselor*
- *9th-10th graders identified AIG*
- *Minimum 2.8 GPA*

c. Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

*The AIG program integrates seamlessly with the district's priorities and resources through intentional collaboration, alignment with district policies, and targeted practices.*

*AIG Facilitating Teachers actively participate in leadership team meetings, grade-level PLCs, and MTSS meetings as schedules allow, working alongside administrators, regular education teachers, and exceptional children teachers to address the needs of gifted students. Additionally, they attend district-level PLC meetings, focusing on the Curricular Strategic Plan, pacing guides, curriculum maps, and vetted resources to ensure consistency and alignment with district priorities.*

*To guarantee appropriate placement and support for gifted students, AIG Facilitating Teachers collaborate with building-level administrators and school counselors. CCS provides a wide range of service delivery options that align with the NCSCOS, offering honors courses, advanced placement, and dual enrollment opportunities as appropriate. Teachers integrate rigor, higher-order thinking skills, and differentiation into all classes and employ strategies such as flexible grouping, clustering, and inclusion to meet the diverse needs of AIG students.*

**Grades K-2:** *AIG Facilitating Teachers collaborate with classroom teachers and school counselors to ensure alignment between curriculum options and the total instructional program, ensuring district-wide access to talent development opportunities. These resources are designed collaboratively, fostering teacher ownership and reflection, and align with the district's Curricular Strategic Plan. Classroom teachers gather data to make informed recommendations for AIG identification and placement as students transition to the 3rd grade.*

**Grades 3-5:** *AIG Facilitating Teachers collaborate with classroom teachers and school counselors to ensure alignment between curriculum options and the total instructional program. These materials are shared district-wide and reflect the Curricular Strategic Plan, curriculum maps, and pacing guides for each grade level.*

**Grades 6-8:** *AIG Facilitating Teachers collaborate with classroom teachers and school counselors to ensure alignment between curriculum options and the total instructional program. High-achieving students, particularly those performing at Level 5 on EOG assessments, may accelerate in math and reading. Additionally, 8th graders may have access to high school-level courses.*

**High School:** *AIG Facilitating Teachers work closely with high school programming to expand opportunities beyond honors, AP, and Career and College Promise courses. Students can*

*participate in ROTC, internships, and dual enrollment with the College of the Albemarle, ensuring access to diverse pathways.*

*Across K-12, AIG services are designed to align with the district's focus on "Enroll, Enlist, Employ", equipping students with the academic knowledge and social-emotional support necessary for postsecondary success. This comprehensive approach ensures that AIG programming remains an integrated and essential component of the district's educational priorities and resources.*

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

*To support intentional, flexible grouping practices that facilitate the achievement and growth of AIG and other advanced learners, AIG Facilitating Teachers will collaborate with classroom teachers to analyze assessment data and adjust groupings based on students' readiness levels, interests, and learning profiles. Data trackers will be utilized with Kid Talks to determine student groupings and levels of support as part of the MTSS PLC. Groupings will be revisited regularly to ensure they reflect ongoing student progress and needs. Strategies such as differentiated instruction, cross-grade enrichment groups, and interdisciplinary projects will be implemented to provide diverse learning opportunities. Flexible pull-out services will also be tailored to support skill development in areas of strength. Teachers will receive training on best practices for managing and instructing flexible groups to maximize student growth.*

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

*AIG Facilitating Teachers will share information about the AIG program through faculty meetings, PLC meetings, conferences, and parent information sessions to ensure that all educators and families understand the services available and how to support gifted learners. The CCS AIG Plan, which outlines regulations related to gifted education and local procedures, will be accessible online through the district's website and distributed to AIG Facilitating Teachers and building-level administrators. Printed copies will also be made available upon request.*

*AIG services are designed to identify and nurture the strengths of gifted learners across various domains, including academic, creative, and leadership areas. Progress reports will be provided to parents each semester to communicate student performance in cluster classes and pull-out enrichment at the elementary level. Students in grades 6–8 receive AIG progress reports as part of the quarterly reporting process, and high school AIG students receive support through advanced course placement and scheduling tailored to their strengths and goals.*

*AIG Facilitating Teachers will engage with parents, classroom teachers, counselors, and administrators during each student's annual AIG review to ensure that critical academic and social-emotional information is documented in Infinite Campus and applied across all*

*educational settings. This includes attention to the unique affective needs of gifted learners, with support structures such as guidance, counseling, and access to SEL-informed enrichment opportunities.*

*Collaboration between school levels supports smooth transitions. During AIG PLC meetings, elementary AIG Facilitating Teachers will coordinate with middle school teachers to facilitate student transitions. Similarly, middle and high school AIG Facilitating Teachers will collaborate to ensure readiness for high school expectations. High school AIG Facilitating Teachers will work with counselors to ensure course selections reflect students' advanced learning needs and interests.*

*To support continuity and appropriate placement, an annual AIG records exchange is recommended at the end of each school year. This involves AIG Facilitating Teachers and key personnel across all K–12 schools to ensure seamless service delivery and consistent support for each student's academic and personal growth.*

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

*AIG Facilitating Teachers maintain clear and consistent communication with parents, classroom teachers, and administrators during the annual review process at the beginning of each school year. This ensures that vital information about AIG students is documented in their AIG files and Infinite Campus and implemented consistently across all educational settings.*

*Administrators and school counselors collaborate directly with AIG staff to create schedules that align with the specific needs of gifted students. AIG PLC meetings provide a platform for effective communication between teachers at different grade levels, ensuring smooth transitions at key points:*

- *Elementary to Middle School: Elementary AIG Facilitating Teachers work closely with middle school teachers to prepare students for the transition, sharing relevant information and strategies to support their continued success.*
- *Middle to High School: Middle school and high school AIG Facilitating Teachers collaborate during PLC meetings to ensure students are well-prepared for the academic and social changes associated with high school.*

*High school AIG Facilitating Teachers also work with school counselors to ensure proper course scheduling for AIG students, including access to honors, AP, and dual-enrollment opportunities.*

*At the end of each school year, an AIG records exchange is recommended. This meeting includes AIG Facilitating Teachers from all K-12 schools and other appropriate personnel to review records and plan for seamless transitions across grade levels. This structured communication process supports the effective continuation of services for gifted learners throughout their K-12 journey.*

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.

*When determining the most suitable service delivery option for an AIG student, the AIG Facilitating Teacher collaborates with the parents, teachers, administrators, and the student to review comprehensive data. This data includes teachers, parents, and student input, academic grades, classroom observations, End-of-Grade (EOG) and End-of-Course (EOC) scores, and other standardized assessments.*

### **Policies and Procedures for Acceleration Opportunities**

**Grade acceleration is considered using the following criteria:**

- *98/99th percentile on a nationally normed individual/group aptitude assessment.*
  - *The Iowa Acceleration Scale to guide decisions.*
  - *Appropriate social and emotional development, as assessed by teachers, parents, counselors, and/or psychologists.*
  - *Academic performance and readiness for the next grade level.*
  - *Strong independent reading skills.*
- The AIGSC provides a recommendation to the principal, who makes the final placement decision.*

**Subject-specific acceleration is determined based on:**

- *Demonstrated performance at least two grade levels above current placement (grades K-5).*
- *Successful completion of the Credit by Demonstrated Mastery Process (grades 6-12).*
- *A recommendation from the AIGSC.*

### **Credit by Demonstrated Mastery (CDM)**

*CDM allows students in grades 6-12 to earn course credit by providing mastery of subject material through assessments, performance tasks, and bypassing traditional coursework.*

### **Compacted Content**

*Compacted content allows students to progress more quickly through material they have already mastered, focusing on advanced concepts and skills. Teachers use pre-assessments to identify areas where instruction can be accelerated or streamlined.*

### **Dual Enrollment**

*Middle and high school students can access dual enrollment opportunities, including online courses through the North Carolina Virtual Public School (NCVPS) and partnerships with local*

colleges. These opportunities allow students to earn high school and college credits simultaneously.

### **Collaborative Enrichment Opportunities**

*At the elementary level, students may collaborate with teachers and peers outside their grade level in areas where they demonstrate exceptional strengths.*

*CCS is dedicated to cultivating and developing the potential of young learners through a purposeful and intentional early intervention program for K-2 students, laying a foundation for success in 3rd grade and beyond. The goal is to nurture and enhance the abilities of all children, increasing their opportunities for appropriate identification for gifted services and ensuring their educational needs are met.*

*AIG Facilitating Teachers provide professional development for classroom teachers, focusing on higher-order thinking skills, differentiation, and nurturing strategies. These sessions equip teachers to foster talent development and critical thinking in young students through activities like project-based learning and STEAM activities. Additionally, AIG Facilitating Teachers allocate time to work directly with K-2 high-performing students, flexibly grouped based on assessment data, to enhance skills in reading, math, and critical thinking.*

*The AIG Facilitator, in collaboration with the classroom teachers, considers the academic, social-emotional, and developmental needs of each student. For students requiring differentiation beyond the general classroom, options such as differentiated instruction, flexible grouping, cluster grouping, compacting, and independent study are implemented. In some cases, early identification of giftedness for K-2 students occurs through a review of assessment data by building-level AIGSC, ensuring appropriate service delivery.*

*This structured approach ensures that early interventions and talent development opportunities are purposeful, intentional, and aligned with the unique needs of young learners, fostering their growth and maximizing their potential.*

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

*CCS is dedicated to cultivating and developing the potential of young learners through a purposeful and intentional early intervention program for K-2 students, laying a foundation for success in 3rd grade and beyond. The goal is to nurture and enhance the abilities of all children, increasing their opportunities for appropriate identification for gifted services and ensuring their educational needs are met.*

*AIG Consulting Teachers provide professional development for classroom teachers, focusing on higher-order thinking skills, differentiation, and nurturing strategies. These sessions equip teachers with strategies to foster talent development and critical thinking in young students through activities like project-based learning and STEAM initiatives. Additionally, AIG Consulting*

*Teachers allocate time to work directly with K-2 high-performing students, flexibility grouped based on assessment data, to enhance skills in reading, math, and critical thinking.*

*The AIG Consulting Teacher, in collaboration with the classroom teacher, considers the academic, social-emotional, and developmental needs of each student. For students requiring differentiation beyond the general education classroom, options such as differentiated instruction, flexible grouping, cluster grouping, compacting, and independent study are implemented. In some cases, early identification of giftedness for K-2 students occurs through a review of assessment data by the building Level AIGSC, ensuring appropriate service delivery.*

*This structured approach ensures that early interventions and talent development opportunities are purposeful, intentional, and aligned with the unique needs of young learners, fostering their growth and maximizing their potential.*

*i. Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including development, frontloading, at all grade levels (or grades 4-12).*

*Currituck County Schools strives to identify all students who may benefit from AIG services, ensuring inclusivity for all students from diverse cultural, ethnic, and economic backgrounds, as well as Multilingual Learners (MLs), highly gifted individuals, and twice-exceptional students (those who are gifted and have disabilities). To achieve this, AIG Facilitating Teachers collaborate closely with classroom teachers, Exceptional Children's Teachers, ML teachers, and administrators to screen students and provide appropriate AIG service delivery options, regardless of race or socioeconomic status.*

*Before selecting services, the available data is carefully reviewed to determine the most suitable delivery option. For students with exceptional needs, an Individualized Education Plan (IEP) may address areas requiring support, while a Differentiated Education Plan (DEP) outlines strategies to meet their areas of giftedness.*

*j. Enhances and further develops the talents and interests of AIG students through extra-curricular programming.*

*CCS actively supports the development of AIG students' talents and interests through a variety of extracurricular programs and activities. In elementary school, AIG-identified students can participate in opportunities such as academic competitions and other school-based clubs that promote critical thinking and creativity. These opportunities allow students to explore interests and talents, fostering a love for learning and setting a foundation that encourages problem-solving, collaboration, and original thinking. Middle school students have access to programs such as Future Business Leaders of America (FBLA), Science Olympiad, academic competitions, and other specialized clubs designed to challenge and inspire. Involvement in clubs and competitions provides gifted learners with peer groups that have similar interests and abilities, promote a sense of belonging and motivation, and help students build advanced skills.*

*At the high school level, students can engage in academic competitions, field trips, and career-oriented opportunities such as internships and CTE clubs. They may also take honors and AP courses, create interest-based clubs, and pursue dual enrollment with community colleges. Additionally, AIG students can earn high school credits in middle school through courses like Math I, Spanish I, and Earth Science, as well as access online courses. These diverse programs ensure that AIG students are continually challenged and supported in their academic and personal growth.*

*By offering a variety of opportunities across educational levels, CCS ensures gifted learners are not only challenged but also supported in ways that nurture their unique potential and foster lifelong learning.*

### **Standard 3: Differentiated Curriculum and Instruction**

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

- a. Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

*The AIG students in Currituck County follow the NC Standard Course of Study, which is adapted to address a range of advanced ability levels through differentiation, enrichment, extension, and acceleration strategies. AIG Facilitating Teachers support classroom teachers by providing guidance on differentiated instruction during grade-level PLC meetings, as schedules allow. Classroom teachers plan and deliver differentiated lessons tailored to student needs, as evidenced in lesson plans.*

*At the elementary level, AIG Facilitating Teachers provide enrichment services through pull-out classes and/or inclusion scheduled 1 to 2 times per week, as outlined in the DEP. Activities during these sessions are designed to extend grade-level content, offering opportunities for*

*problem-solving, creative thinking, and independent projects. Careful scheduling ensures that students do not miss critical instruction in core subjects.*

*At the middle school level, services are embedded in students' course selections and an elective course. Additionally, opportunities are supplemented through outreach activities such as math contests, Science Olympiad, FBLA, and other extracurricular events tailored to student interests.*

*High school AIG Facilitating Teachers support students by assisting with course selection, arranging testing for opportunities like Governor's School, and sharing information about academic contests, field trips, scholarships, and other enrichment activities.*

*These strategies ensure that AIG students across all grade levels receive instruction and support that aligns with their advanced abilities, fostering their academic growth and personal interests. Additionally, regular evaluation of these strategies through student performance data and feedback helps ensure continuous improvement.*

*Professional collaboration is an integral part of adapting the SCOS. AIG Facilitating Teachers regularly communicate with teachers to provide resources and support for differentiated instruction. They also collaborate within their own PLCs to share ideas, develop enrichment plans, and review instructional strategies. The impact of these practices is monitored through student performance, feedback, and ongoing assessments.*

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

*Classroom teachers and AIG Facilitating Teachers will use formative and summative data to identify student readiness levels and ensure appropriate grouping for differentiated instruction. Teachers will also use student interest surveys to guide the development of tiered assignments, choice boards, passion projects, and other student-driven activities tailored to individual interests. Instructional strategies will be matched to students' identified needs by considering their readiness, abilities, and interests. For example, students needing additional challenges may engage in advanced inquiry-based activities or problem-solving tasks, while students requiring support in organization skills will receive targeted instruction in study habits and time management.*

*Each AIG student will have an Individualized Differentiated Education Plan to support executive functioning skills to include organization skills, study habits, and classroom learning needs. IDEPs will be reviewed regularly with classroom teachers and parents to monitor progress and adjust strategies as needed to ensure alignment with students' specific needs.*

*All students have opportunities for enrichment through activities like academic competitions and interest-based clubs. The Iowa Acceleration Scale may be used to evaluate readiness for grade*

*acceleration. Advanced coursework is available in middle and high school, including honors, AP, NCVPS, and dual enrollment. Teachers incorporate high-interest, high-rigor activities such as Socratic and Paideia Seminars, problem-based learning, and independent research projects to challenge advanced learners.*

*To ensure equitable access, administrators and counselors will use data and outreach efforts to identify and support underrepresented students in advanced programs. AIG Facilitating Teachers will review student schedules to ensure proper placement in advanced coursework and collaborate with counselors to address any scheduling issues.*

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

*Through Kid Talks, AIG Facilitating Teachers will collaborate with teachers, counselors, and MTSS to analyze relevant student data and recommend appropriate resources and support.*

*A variety of differentiated, evidence-based resources are available for classroom teachers, supported by the AIG Facilitating Teachers and the Director of Student Services. These include NCDPI resources to ensure alignment with state standards, UFLI, and Dibels for assessments, and iReady for data-driven instruction. Intellectual and academic needs are met through project-based learning, problem-based learning, and activities drawn from the National Association for Gifted Children (NAGC) website. Tools like CharacterStrong support the development of functional and social-emotional skills.*

*To address social and emotional needs, teachers use learning styles and interest inventories to tailor instruction and activities, ensuring relevance and personal connection for students. Resources like student interest surveys, current events, and enrichment opportunities are utilized to foster independent learning and critical thinking. These tools are adaptable and designed to meet the diverse academic, intellectual, social, and emotional needs of AIG students.*

*Technology can be leveraged for differentiation. Teachers can use tools to create interactive learning experiences tailored to individual interests and readiness levels.*

- d. Fosters the development of durable skills and mindsets which support the post-secondary success of gifted learners. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

*Currituck County Schools is committed to fostering durable skills and mindsets that prepare AIG students for post-secondary success by integrating intentional practices into the curriculum and extracurricular activities. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility.*

**Adaptability:** *Students participate in project-based learning and inquiry-driven activities that challenge them to navigate uncertainty, adapt their approaches, and persevere through complex*

tasks. For example, students engage in STEM challenges where they must adjust designs and strategies based on testing outcomes and peer feedback.

**Collaboration:** Group projects and activities, such as team-based debates, science experiments, and collaborative research projects, provide opportunities for students to work effectively with diverse peers. Programs like Science Olympiad and Future Business Leaders of America (FBLA) further enhance teamwork skills in competitive settings.

**Communication:** AIG students develop oral and written communication skills through activities such as presentations, essays, and student-led conferences. Tools like Socratic Seminars and peer reviews encourage thoughtful dialogue and constructive feedback, helping students articulate their ideas clearly and persuasively.

**Critical and Creative Thinking:** Instruction emphasizes open-ended problems, design thinking, and advanced analysis. Students participate in enrichment activities such as problem-based learning and independent studies, fostering their ability to think critically and innovatively. Teachers incorporate resources from the National Association for Gifted Children (NAGC) to support these goals.

**Empathy:** Lessons from CharacterStrong and service learning projects encourage students to consider the perspective of others, develop interpersonal skills, and contribute positively to their communities. Role-playing activities, Socratic seminars, and discussions about current events also promote empathy and global awareness.

**Learner's Mindset:** Students are encouraged to adopt a growth mindset through reflective journaling, goal-setting exercises, and mentorship opportunities. They learn to embrace challenges as growth opportunities and view feedback as an essential part of the journey.

**Personal Responsibility:** AIG students develop organizational skills, time management, and self-discipline through activities like goal-setting, maintaining planners, and managing independent projects. Teachers also incorporate executive functioning strategies to help students take ownership of their learning and manage their responsibilities effectively.

By embedding these durable skills and mindsets into daily instruction, enrichment activities, and extracurricular programs, CCS ensures that AIG students are well-equipped to navigate the challenges and opportunities of post-secondary education and beyond. These practices empower gifted learners to excel academically, socially, and emotionally, fostering lifelong success.

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

Teachers will use formative and summative assessment data from a variety of sources, including Read to Achieve data, Dibels, iReady, SchoolNet, EVAAS, EOG, EOC, and common grade-level assessments, to evaluate the needs of AIG students. Pre-assessments at the start of each unit

*will help identify students who require curriculum compacting, tiered assignments, or advanced learning opportunities. Formative assessments, such as classroom observations and ongoing check-ins, will ensure instruction remains aligned with students' needs.*

*PLC teams will meet after each assessment window to analyze results, identify trends, and make necessary adjustments to student groupings. This collaborative approach allows for continuous monitoring and refinement of instructional practices. AIG Facilitating teachers will work with grade-level PLCs to co-develop differentiated lessons and provide targeted support for advanced learners. For instance, students demonstrating mastery may engage in project-based learning or problem-solving activities, while those requiring additional scaffolding receive targeted interventions in specific areas.*

*Additionally, classroom teachers will use interest inventories to design activities that align with students' passions and learning preferences, fostering both engagement and growth. Students receiving gifted services will have their progress reviewed annually to ensure proper placement and alignment with their evolving needs. These practices ensure a dynamic and responsive approach to differentiation, helping every AIG student reach their full potential.*

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

*To effectively implement a differentiated curriculum and instruction, collaboration among various personnel is essential. AIG Facilitating Teachers, school counselors, administrators, and specialists work together to address the unique needs of gifted students and ensure their academic and social-emotional growth.*

*Classroom teachers and AIG Facilitating Teachers collaborate during grade-level and vertical PLC meetings to analyze student data, discuss instructional strategies, and develop lessons tailored to students' abilities, interests, and readiness levels. These meetings allow for the sharing of best practices, such as tiered assignments, curriculum compacting, and inquiry-based learning opportunities, ensuring that instruction meets diverse learner needs.*

*School counselors and administrators are involved in creating a supportive environment for AIG students by addressing their social-emotional needs and ensuring proper placement in advanced coursework or cluster or flexible groupings. Counselors may provide input on strategies to support students' executive functioning, emotional resilience, and time management skills.*

*Specialists, such as instructional coaches or technology integration facilitators, offer resources and guidance on incorporating innovative tools and methods into differentiated instruction. This might include the use of digital platforms, project-based learning, or cross-curricular activities designed to challenge gifted learners.*

*In cases where additional expertise is needed, the AIG team may collaborate with district-level staff and provide a representative from the district-level MTSS team, or external organizations,*

*such as universities or community programs, to provide enrichment opportunities like mentorships, internships, or participation in academic competition.*

#### **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.

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

*CCS's Director of Student Services is the AIG district Coordinator, and there are 7 AIG Facilitating Teachers who are responsible for plan implementation. Elementary schools receive direct services from AIG Facilitating Teachers. The middle schools receive direct services through an AIG teacher and indirect services. The high school employs a Facilitating Teacher who provides indirect services at this time.*

##### ***The District AIG Coordinator:***

- *Holds Academically Gifted License*
- *Oversees the implementation and accountability of the AIG program*
- *Plans and coordinates AIG staff development activities*

- *Represents and advocates for the AIG program on committees, in meetings, and at various functions*
- *Coordinate AIG screening and identification activities in the schools*
- *Supervises the development of differentiated curriculum for the AIG program*
- *Communicates with schools, outside agencies, and other stakeholders regarding AIG program policies, issues, and/or legal questions*
- *Shares opportunities for state licensure with staff at large*
- *Stays updated with current gifted education trends, research, or state/national policies in coordination with the North Carolina Association of the Gifted and Talented (NCAAGT) to ensure the program evolves with best practices*
- *Tracks progress and implementation across schools in the district to ensure consistency through observations, auditing student records, and communication with AIG Facilitating Teachers in PLC meetings*

***The AIG Facilitating Teachers:***

- *Oversee the implementation of the AIG program in assigned school(s)*
- *Chairs the AIGSC in assigned school(s)*
- *Coordinate AIG screening/identification activities in assigned school(s)*
- *Elementary - provides direct support to students through a pull-out or push-in setting/Middle - provides direct support to students through an elective class/High - provides indirect support to students on a consulting basis.*
- *Elementary - provides progress reports for parents each semester*
- *Middle School - provides progress reports quarterly for the semester-long course*
- *Elementary, Middle, High - conducts yearly DEP development and contacts parents about updated paperwork and level of service for that school year.*
- *Participates in program evaluation, considering feedback from stakeholders*
- *Provides support to teachers with curriculum compacting, materials development, event planning, unit planning, and DEP development*
- *Represents the AIG program on committees, in meetings, and at special events*
- *May conduct workshops and meetings related to gifted education*

***AIGSC (AIG Facilitating Teacher, Cluster/Classroom Teacher, School Administrator):***

- *Collects and reviews student data to make appropriate service delivery option recommendations*
- *Ensures communication with parents, cluster/classroom teachers, administrators, and other educational personnel is handled appropriately and confidentially*

***Cluster/Classroom Teacher:***

- *Works cooperatively with the AIG Facilitating Teacher to provide differentiated instruction to cluster students (elementary and middle)*
- *May serve on AIGSC (elementary, middle, and high)*

- *Collaborates with the AIG Facilitating Teacher to prepare a differentiated plan for students (elementary and middle)*
- *Works with the AIG Facilitating Teacher to develop yearly DEPs and participates in the AIGSC meeting about the level of service for that school year (elementary)*
- *Teaches honors/AP classes (middle, high)*
- *Collaborates with AIG Facilitating Teacher to prepare a differentiated plan for honors/AP students (middle, high)*

b. Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners and supports the implementation of the local AIG program and plan.

*Currently, CCS employs 7 AIG Facilitating Teachers, each of whom serves multiple schools or holds multiple roles at a single school. These teachers provide pull-out services for students identified as AIG and also offer consultation and collaboration with classroom teachers who work with AG (academically gifted) and IG (intellectually gifted) students. In addition, AIG Facilitating Teachers collaborate with classroom teachers, counselors, and parents to address the social-emotional needs of gifted learners. This support is provided through:*

- *Direct services: Academic, intellectual, and social-emotional topics are integrated into AIG Facilitating Teachers' pull-out lessons for gifted learners.*
- *Indirect services: Academic, intellectual, and social-emotional resources are shared with teachers, school staff, and families to address specific needs related to gifted learners.*

*The Director of Student Services will work closely with school administration to ensure that AIG Facilitating Teachers participate in school-level problem-solving teams, faculty meetings, PLCs, and MTSS, to coordinate support for gifted students.*

*CCS will offer ongoing professional development for AIG Facilitating Teachers to ensure they are equipped with the latest research-based, rigorous strategies for working with AIG students. The teachers will be surveyed to assess their professional development needs, and early release professional development days will be maintained. Experienced AIG Facilitating Teachers will mentor new teachers during their first year. Additionally, CCS will provide opportunities for AIG Facilitating Teachers to attend conferences on a rotating basis as funds permit.*

*School-level and district-level administrators will observe AIG Facilitating Teachers to ensure they are effectively addressing the academic, intellectual, social, and emotional needs of gifted learners through their tasks and services.*

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.

*Each classroom teacher in the district must have a basic understanding of the district's AIG Plan. Teachers with clustered AG and IG students receive professional development focused on*

*differentiating curriculum, including acceleration strategies. Teachers are also encouraged to expand their expertise in gifted education through AIG coursework (up to licensure) or by taking the PRAXIS.*

*All personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators, are required to participate in professional development aligned with their roles. Topics may include, but are not limited to:*

- *Characteristics of gifted learners*
- *Differentiation strategies and curriculum compacting*
- *Social-emotional needs of gifted students*
- *Instructional best practices and district instructional priorities*
- *Curriculum development and revisions in reading and math*
- *Technology integration and 21st-century teaching strategies*

*Professional development will be delivered during PLC times, designated professional development days, faculty meetings, and through self-paced virtual formats. Quarterly meetings with AIG Facilitating Teachers will focus on discussing curriculum implementation, revisions, and the creation of new resources.*

*CCS strives to employ highly qualified teachers. AIG students clustered with teachers who have received training in gifted education. School administrators and AIG Facilitating Teachers will work collaboratively to provide ongoing support for classroom teachers and ensure the effectiveness of AIG programs and services.*

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

*CCS will ensure that all general education personnel providing services to AIG students either hold an AIG add-on license or meet the LEA requirements for that position. To support this, CCS will inform teachers about opportunities to earn AIG licensure through a university program, offering partial monetary reimbursement upon program completion. Teachers will also have the opportunity to take the PRAXIS test with test prep sessions and a reimbursement of the test fee for those earning a passing score. Regular education teachers with AIG licensure will be given priority to have AIG cluster grouping in their classrooms.*

*To further support the needs of AIG students, CCS will survey administrators and staff to determine professional development needs. Based on this data, the Director of Student Services and AIG Facilitating Teachers will plan and implement targeted professional development. Curriculum coaches, the MTSS lead, EC teachers, ESL teachers, and other instructional staff may collaborate with AIG Facilitating Teachers to lead specific sessions. These efforts will ensure that unlicensed personnel receive the training and support necessary to meet the academic, intellectual, and social-emotional needs of gifted learners while working toward licensure or meeting LEA requirements.*

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

*Our professional development plan is aligned with district initiatives to ensure that every student has access to excellent educators and personalized education. To achieve this goal, CCS is dedicated to the strategic recruitment and retention of licensed professionals, with a particular focus on attracting and supporting individuals from diverse backgrounds.*

### **Recruitment Strategies:**

1. **University Partnership:** CCS collaborates with local universities and teacher preparation programs to promote AIG licensure opportunities, ensuring a steady pipeline of qualified candidates.
2. **Financial Incentives:** To encourage educators to pursue AIG licensure, CCS offers tuition reimbursement for licensure programs and covers fees for the PRAXIS examination upon earning a passing score.
3. **Outreach to Underrepresented Groups:** The district actively engages with organizations and networks that support educators from diverse backgrounds. These efforts include targeted recruitment campaigns and participation in job fairs that focus on diversity in education.
4. **Public Awareness Campaigns:** CCS raises awareness of AIG licensure opportunities through informational sessions, newsletters, and online platforms, ensuring that educators are informed about pathways to advance their careers.

### **Retention Strategies:**

1. **Mentorship Programs:** Newly licensed AIG teachers are paired with experienced mentors who provide guidance, support, and professional growth opportunities during their first year.
2. **Professional Development:** Quarterly professional development sessions are tailored to meet the needs of AIG educators, focusing on best practices, innovative instructional strategies, and addressing the academic, social, and emotional needs of gifted learners.
3. **Leadership Pathways:** AIG professionals have access to leadership roles within the program, such as serving on advisory committees or leading professional development initiatives, to encourage professional growth and long-term commitment.
4. **Support Work Environment:** CCS prioritizes creating a collaborative and inclusive work culture. Administrators work closely with AIG educators to provide resources, reduce workload challenges, and ensure alignment with district priorities.
5. **Recognition Programs:** The district recognizes and celebrates the contributions of AIG professionals through awards, acknowledgements in district communications, and opportunities to showcase their work at conferences and events.

*By combining these comprehensive strategies, CCS is committed to fostering a strong and diverse workforce of AIG-licensed professionals who are well-equipped to meet the academic, intellectual, and social-emotional needs of gifted learners.*

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

*AIG Facilitating Teachers will align their Professional Development Plans with state and national standards while prioritizing equity and excellence in gifted education. Professional development opportunities will include training on implicit bias, equitable identification practices, and strategies to support underrepresented student groups in accessing gifted services. AIG Facilitating Teachers will be evaluated using the North Carolina Professional Teaching Standards Evaluation Rubric, ensuring alignment with 21st Century Skills and a commitment to equitable outcomes.*

*To stay informed on best practices, AIG Facilitating Teachers will attend local, state, and national AIG-related conferences, as funding allows, and maintain memberships in organizations like NCAGT. They will engage in collaborative meetings with cluster/classroom teachers to share strategies for inclusive and differentiated instruction. Professional learning sessions will also focus on examining and updating district policies and practices to eliminate barriers for underrepresented students in the AIG program.*

*Additionally, CCS will utilize online professional development resources provided by NCDPI and integrate district-provided technology into the AIG curriculum to promote 21st Century Learning Skills. These efforts aim to foster an inclusive and equitable gifted education program that meets the needs of all students.*

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

*AIG Facilitating Teachers will align their Professional Development Plans (PDP) with state and national standards while prioritizing equity and excellence in gifted education. Professional development opportunities will include targeted training on implicit bias, equitable identification practices, and strategies to support underrepresented student groups in accessing gifted services. These sessions are designed to help educators recognize and address barriers in the identification and support of gifted students from diverse backgrounds.*

*To integrate AIG-focused learning into broader district initiatives such as MTSS, culturally responsive teaching, and curriculum differentiation strategies. This integration ensures that all educators, not just AIG staff, develop the skills to support advanced learners within the general education setting. AIG Facilitating Teachers will collaborate with Instructional Coaches, MTSS teams, and other district specialists to align gifted education practices with district priorities, such as personalized learning and equitable instructional practices.*

*Professional learning opportunities will also focus on fostering collaboration among AIG Facilitating Teachers and general education teachers. These include workshops and PLC meetings where AIG Facilitating Teachers share strategies for inclusive instruction, curriculum compacting, and enrichment opportunities. Cluster teachers and general education teachers will have access to co-planning sessions and ongoing support from AIG Facilitating Teachers to build capacity for differentiation and the effective integration of advanced learning strategies into daily instruction.*

*To stay informed of best practices, AIG Facilitating Teachers will attend local, state, and national AIG-related conferences, as funding allows, and maintain memberships in organizations like NCAAGT. They will engage in collaborative meetings with cluster teachers to share strategies for inclusive and differentiated instruction. Professional learning sessions will also focus on examining and revising district policies and practices, ensuring they support equitable access to gifted education and do not inadvertently underrepresented populations.*

*Additionally, CCS will utilize online professional development resources provided by NCDPI, as well as district-created virtual modules, to expand accessibility to professional learning. District-provided technology will be integrated into the AIG curriculum to promote 21st-century learning skills and create learning opportunities for personalized learning experiences. These efforts aim to foster an inclusive and equitable gifted education program that aligns with district priorities and builds capacity for serving gifted and advanced learners across all schools.*

## **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.

a. Develops intentional, two-way partnerships with parents/guardians to support the following needs of students:

- Academic and intellectual
- Social and emotional

*CCS AIG Facilitating Teachers communicate with parents and families in a variety of ways. Parents are invited to DEP meetings upon identification and encouraged to contact their child's teachers or AIG Facilitating Teacher with any concerns or needs throughout the school year. The AIG Facilitating Teacher shared a variety of information with parents, such as articles, a district AIG newsletter, contests, events, competitions, summer camp information, and resources to support social-emotional learning and development. This information is shared via Class Dojo at the elementary level, Remind at the middle school level, and the district AIG website, helping*

parents stay informed about both academic and emotional growth opportunities for their children. Additional external resources, such as the North Carolina Department of Public Instruction AIG webpage, the North Carolina Association for Gifted and Talented, and the National Association for Gifted Children, are shared with parents via the AIG webpage. When appropriate, the school system will share news and accomplishments about the AIG program with the news media. Elementary AIG Facilitating Teachers will send progress reports home once per semester. Middle school AIG Facilitating Teachers will send progress reports home quarterly for the semester-long course. The AIG Facilitating Teachers will present at Professional Learning Communities (PLCs) regarding the unique social and emotional needs of gifted learners.

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.

*Currituck County Schools partners with a range of community stakeholders, including local institutions of higher education, business partners, and others, to enhance and support the local AIG program and services. The district collaborates with institutions such as the College of the Albemarle (COA), providing students with valuable opportunities for academic enrichment. High school students at Currituck County High School and J.P. Knapp Early College High School have the opportunity to dual enroll at COA, allowing them to take advanced coursework and earn college credit while still in high school. Additionally, CCS partners with the North Carolina Virtual Public School (NCVPS) and the North Carolina School of Science and Math (NCSSM) to offer students access to specialized online courses and advanced academic opportunities.*

*Internally, AIG partners with the CTE department to provide internships for students within the school, shadowing school nurses, school counselors, and working at the bus garage or local businesses.*

*During the 2024-2025 school year, a partnership between NCCAP and CCS gifted services began. This partnership will grow during the plan cycle to follow a three-year sequence, which may include the following topics and repeat the cycle every three years:*

*Year One: Plan revision year (District leadership meets to pull together notes from collaborations with parents, teachers, specialists, administrators, and partners into a draft gifted services plan.)*

*Year Two: Administrator, specialist, and teacher professional learning about gifted programs and services.*

*Year Three: Administrator, specialist, and the teacher professional learning about gifted program and services.*

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, and other instructional and support staff.

*CCS will organize an advisory group to meet at least twice a year. Every effort will be made to schedule these meetings on Mandatory Teacher Workdays, Early Release Days, or Parent/Teacher Conference Days.*

*The group will consist of:*

- District-level representation*
  - Building-based representation: AIG Facilitating Teachers, classroom teachers, AIG parents, AIG students, counselor, and administrators*
- Efforts will be made to ensure the group reflects the cultural, socio-economic, and academic diversity of the district to promote inclusivity and equitable representation.*

*Surveys are sent to parents and AIG students yearly in order to collect input on the program. Additional surveys will be considered to determine program effectiveness and next steps. The survey results will be shared with the AIG District Advisory Board and other stakeholders in an effort to improve the overall AIG program.*

*All school administrators, regular education teachers who serve AIG students, AIG parents, and AIG students will be invited to participate in the plan development through survey feedback. Updates and changes to the AIG program will be communicated to the broader school community to ensure transparency and engagement.*

*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*

*Through the use of technology and various media, families of the children with giftedness will be provided with information about the AIG process and related activities to support their children's academic and social needs, in their native language as necessary.*

*CCS will collaborate with community leaders and local businesses to offer enrichment opportunities for AIG students, exploring areas of interest that align with students' passions and talents.*

*Additionally, CCS will work with local colleges to provide both academic and extracurricular opportunities, including dual enrollment for AIG students.*

*To ensure accessibility for all families, communication will be made available in multiple languages. Key resources, including the AIG Plan and program details, will be accessible on the district's website, social media platforms, and learning management systems.*

*The district will also collaborate with local businesses and civic organizations to offer enrichment opportunities such as internships, mentorships, and community service projects for AIG students.*

*A dual enrollment program through the College of the Albemarle will allow students to take college-level courses while still in high school, further enhancing their academic experience.*

*A resource guide outlining extracurricular opportunities, including camps, events, and local programs for AIG students, will be developed and shared. Student successes will be highlighted in local media to showcase the value of gifted education.*

*Through these efforts, the district is committed to providing equitable access to opportunities and support for all AIG students and families.*

## **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.

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.

*Currituck County Schools has developed a written AIG Plan to describe its local AIG program, ensuring alignment with state legislation and SBE policy (N.C.G.S. 115C-150.5-.8, Article 9B). This plan is based on a comprehensive program evaluation that included stakeholder feedback through surveys and interviews, as well as a program self-assessment.*

*The 2025-2028 AIG Plan will be presented to the Currituck County Board of Education in Spring 2025 for approval. Once approved, the plan will be submitted to the Department of Public Instruction (DPI) for review and comment. Any necessary changes to the plan will be approved by the Board of Education to ensure ongoing alignment with district goals and state requirements.*

*An advisory committee, comprising teachers, students, parents, administrators, and community members, will meet regularly to ensure AIG standards are addressed, share ideas and concerns, and provide feedback. The Director of Student Services will oversee the implementation of the plan, ensure alignment with state standards, and evaluate the effectiveness of AIG services.*

*The AIG Plan is integrated into the district's Curricular Strategic Plan, which focuses on three key initiatives:*

- 1. **Developing the Whole Student:** Providing a broad range of programs and services to meet the academic, intellectual, and social-emotional needs of AIG students.*
- 2. **Great Place to Work and Grow:** Creating an environment that attracts and retains highly qualified professionals who are motivated to grow.*
- 3. **Engaged Community:** Promoting community engagement to support student success.*

*Stakeholder feedback will continue to guide the development of short-term and long-term goals under these initiatives. Progress toward these goals will be reflected in the AIG section of the Curricular Strategic Plan, with updates shared regularly with district leadership and stakeholders.*

*The AIG Plan will undergo an annual evaluation process involving stakeholders, including the AIG Advisory, the Director of Student Services, and the Board of Education. This ensures the plan remains responsive to student needs and aligned with state legislation and district goals.*

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.

*Each year, the AIG Professional Learning Community (PLC) convenes to complete a self-assessment for plan implementation, ensuring alignment with current legislation and state policies. Additionally, yearly survey results, EVAAS score analysis, and other relevant data sources are used to evaluate the effectiveness of the AIG Plan and its components.*

*Building-level School Improvement Teams are responsible for conducting self-assessments for AIG Plan implementation, fostering localized accountability. AIG Facilitating Teachers collaborate with building-level administrators during the evaluation process to identify strengths and areas for improvement across all program components, including identification, service delivery, and curriculum.*

*To build capacity and leadership among AIG staff, a structured professional development plan will be implemented. This plan focuses on best practices for program delivery, data analysis, and leadership skills in alignment with the Curricular Strategic Plan. Designated AIG staff members, including AIG Facilitating Teachers and identified lead educators, will support local AIG Plan monitoring efforts by providing mentorship and guidance to peers.*

*Assessment data will be shared during PLC meetings, with School Improvement Teams, district leadership, and building administrators to ensure transparency and informed decision making. Through these efforts, CCS remains committed to monitoring the implementation of the local AIG program with fidelity, ensuring all components align with state requirements and serve the needs of gifted learners effectively.*

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 Director of Student Services, along with AIG Facilitating Teachers at each school, will keep track of expenditures and ensure funds are used for AIG Plan implementation and for students. Funds will be used for AIG professional development, student programs, projects, supplies, and materials that align with NCSCOS and the AIG Plan.*

*Funds can be requested from outside resources such as Currituck Kids and the Currituck Education Foundation. In addition, AIG Facilitating Teachers can seek to include guest speakers and activities through business partnerships to meet the needs of AIG students.*

*The Director of Student Services meets with the Finance Director monthly to ensure the AIG team is operating under the Uniform Chart of Accounts. There are budget lines that go toward professional development and materials, and resources. AIG Facilitating Teachers can request funds from the Director of Student Services, and requests will be evaluated and approved according to the AIG Plan.*

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

**High School:**

- *EOC*
- *EVAAS projected growth*
- *Drop-out*
- *Internships*
- *Arts enrollment*
- *College applications*
- *Scholarships*
- *Military enlistments*
- *Attendance*
- *Grades*
- *Classroom observations*

**Middle School:**

- *EOG*
- *EVAAS projected growth*
- *NC Check-ins*
- *Enrollment in Math 1, Earth Science, and Spanish 1*
- *Arts enrollment*
- *Attendance*
- *Grades*
- *Classroom observations*

**Elementary Schools:**

- *BOY/BOG*
- *EOG*
- *EVAAS projected growth*
- *3-5 Check-ins*
- *Classroom assessments*
- *iReady*
- *Acadience Math Screener*
- *CogAT*
- *Attendance*
- *Grades*
- *Classroom observations*

*AIG Facilitating Teachers will meet with grade-level PLCs at least twice a year to examine disaggregated data outcomes, identify trends, and adjust program implementation as needed. Data analysis will guide:*

- *Adjustments to student schedules to ensure access to honors, AP, or dual enrollment opportunities,*
- *Involvement of school counselors and social workers to provide SEL support, including attendance and motivation,*
- *College and scholarship support,*
- *Collaboration with CTE for internships and certifications, and*
- *Raising awareness of extracurricular activities and leadership opportunities.*

*AIG Facilitating Teachers will collaborate with MTSS teams to ensure AIG students are included in interventions as needed. The Director of Student Services will share comprehensive data analysis and program proposals with the Central Office Cabinet to inform district policies and practices.*

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.

*CCS is committed to ensuring equity and access to AIG services for all students, regardless of racial, ethnic, economic, or other demographic factors, including exceptionalities and language differences. To achieve this:*

- *All second-grade students are assessed using the CogAT to establish a baseline for referrals and eligibility for AIG services. This universal screening helps identify giftedness across all demographics.*
- *Students in grades 3-12 can be tested on another form of the CogAT or be referred through the MTSS process, which incorporates multiple data points, including classroom performance, teacher recommendations, and academic assessments.*

- *The district analyzes data from multiple data sources, including referral rates, identification outcomes, and retention patterns, disaggregated by demographic factors, to ensure equitable representation in the AIG program.*
- *Retention of identified AIG students is monitored through ongoing evaluation of academic progress, participation in AIG services, and engagement in enrichment activities.*
- *CCS regularly reviews policies and procedures to address any underrepresentation and adjusts practices to meet the needs of diverse learners.*

*By implementing these measures, CCS strives to maintain an inclusive and equitable AIG program that provides access and opportunities for all eligible students.*

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.

*Currituck County Schools maintains and utilizes current data on the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG Plan.*

- *A credential database tracks the qualifications of all staff working with AIG students, including licensure status, AIG certifications, and progress toward professional development goals.*
- *The Director of Student Services collaborates with Human Resources to ensure that qualified individuals are hired for AIG positions and that professional development needs are identified based on credential data.*
- *Staff development opportunities, such as differentiation, problem-based learning, and technology integration workshops, are offered to all teachers of AIG students, with CEU credit provided.*
- *AIG-specific training and certification programs are shared with all staff, and monetary stipends are available for those pursuing licensure. Tutorials and partnerships with universities are offered to support PRAXIS preparation and licensure attainment.*
- *Data on credentials is reviewed annually to identify gaps and inform strategies for improving alignment with AIG plan goals, including equitable access to highly qualified teachers for all AIG students.*

*By systematically tracking and utilizing credential data, Currituck County Schools ensures that personnel serving AIG students meet the standards necessary to deliver high-quality programming aligned with the local AIG Plan.*

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 improvement.

*CCS will foster ongoing implementation and continuous improvement of its AIG program by systematically gathering and responding to feedback from key stakeholders at least once per year. Surveys will be conducted to gather input from AIG parents/guardians, AIG students, administrators, and classroom teachers of AIG-identified students. These surveys will collect valuable data regarding the effectiveness of the program, student progress, and stakeholder satisfaction. AIG Facilitating Teachers will also gather additional data, including but not limited to attendance and grades. AIG Facilitating Teachers will discuss classroom performance and behavior with teachers of AIG-identified students. This collaboration will help identify any challenges or areas for growth in the program.*

*To support continuous improvement, AIG Facilitating Teachers will conduct conferences with parents/guardians to review individual student progress and share feedback regarding their child's experience in the AIG program. Additionally, the AIG team will meet at least once every nine weeks with the Advisory Group to collect anecdotal feedback from both parents/guardians and teachers. This regular meeting will ensure that the AIG team stays connected to the concerns and perspectives of families and can adjust the program as necessary. A Fall meeting will be held annually to present program data, engage in discussions about the effectiveness of current practices, and gather further feedback from stakeholders, including parents, guardians, students, and staff.*

*To ensure the AIG program remains aligned with the needs of students and the broader goals of the district, the Director of Student Services will present data to district leadership, including directors and building administrators. These meetings will allow the AIG team to review feedback, assess program outcomes, and make necessary adjustments to the program. This continuous loop of feedback and adjustment will drive the ongoing implementation and enhancement of the AIG program, ensuring that it remains responsive to the students' needs and focused on achieving the ultimate goal of academic success for all identified AIG students.*

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

*CCS shares test data of individual students with their parents via school letters and report cards. This includes the testing information for our AIG-identified students. In addition, how to access each school's report card is sent home to parents and posted on the NCDPI website.*

*The local AIG Plan is shared with the AIG Advisory Committee, posted on the school's webpage, and a hard copy is available at each school. Plan updates will be posted on the Currituck County Schools district webpage.*

*Data will be provided to the various stakeholders for their individual school(s) and the district. Data may include demographics, representation of groups in the AIG population vs. the entire student population, academic growth, internship opportunities, and attendance.*

*Data will represent trends and will not disclose any individual student information, in accordance with FERPA guidelines. All data will be aggregated and anonymized to ensure compliance with privacy regulations and to protect the identity of individual students.*

*A parent-friendly AIG Handbook is available to parents in a hard copy format that will be offered at the annual AIG meeting and posted on the webpage. The parent-friendly AIG Handbook will also be available in Spanish.*

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.

*Currituck County Schools (CCS) is committed to safeguarding the rights of all AIG students and their families through clear, equitable, and accessible policies. These procedures ensure informed consent, fair reassessment, support for transfer students, and a transparent process for resolving disagreements.*

### **Universal Screening and Identification**

- **Universal Screening:** All 2nd-grade students participate in a universal screener each spring unless the parents opt out.
- **Identification at Other Grades:** Students can be identified for AIG services at any grade level if they meet CCS criteria.
- **Parent Communication:** Parents will be informed in writing before any testing occurs, and their written consent is required.
- **Reassessment:** If a student does not qualify initially, reassessment opportunities may occur based on new data or teacher recommendations.

## **Transfer Students**

- **Reciprocity for Gifted Students:**
  - *Students identified as gifted in another district or state will receive AIG services during their first year at CCS in the identified area.*
  - *After the first year, the student's eligibility will be reassessed based on CCS criteria. In cases where strong documentation supports continued services, criteria may be waived without additional testing.*
- **New Students Without Prior Identification:**
  - *Students transferring from other schools without gifted identification must be enrolled and attending CCS before a referral can be submitted.*
  - *Students eligible under the **Military Interstate Compact** will receive the services they are entitled to while their eligibility is reviewed.*

## **Resolution of Disagreements**

*Parents who disagree with decisions related to AIG identification or services can follow this **Resolution of Disagreements** process:*

1. **Step 1: Conference with the School AIG Team**
    - *Parents can request a meeting with the local AIG Services Committee (AIGSC) to discuss the data and identification criteria.*
    - *A written summary of the decision will be provided after the meeting.*
  2. **Step 2: Appeal to the AIG County Coordinator**
    - *If unresolved, parents may submit a written appeal to the AIG County Coordinator.*
    - *The coordinator will conduct a review, hold a meeting, and provide a written response to the parents, the school-level AIGSC, and the superintendent.*
  3. **Step 3: Appeal to the Superintendent**
    - *Parents may appeal to the superintendent or their designee.*
    - *The superintendent will review the case, hold a meeting, and provide a written decision.*
  4. **Step 4: Appeal to the Board of Education**
    - *For final resolution, parents may appeal to the Currituck County Board of Education.*
    - *The Board will review all data and provide a written decision to the parents and superintendent.*
- **Optional Mediation:** *At any stage, CCS may recommend mediation with an impartial facilitator to help resolve disputes collaboratively.*
  - **External Appeals:** *If disagreements remain unresolved, parents may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes.*

## **Parental Resources and Accessibility**

- *Translated versions of policies and forms are available for non-English-speaking families.*

- *A visual flowchart summarizing the disagreement resolution process is included in the parent materials.*
- *Frequently Asked Questions (FAQ) and a Parent Guide to AIG Services are provided to ensure parents understand the process and criteria.*