Mission/Vision Statement and Funding

Dare County Schools (280) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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

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

* Mission and/or Vision Statement(s)

Dare County Schools is committed to enriching academically advanced students with rigorous learning experiences that foster creative thinking while supporting social and emotional needs.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 302,391.00	* $ 29,892.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

* **Practice A**
Develops 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.

Dare County Schools provides multiple pathways to identify students, including committee-reviewed portfolios with a focus on identifying underrepresented populations. Our plan clearly articulates and disseminates comprehensive, equitable screening, referral, and identification processes for all grade levels. We ensure that screening, referral, and identification are inclusive and aligned with best practices for identifying a diverse range of gifted students.

Screening Tools (included but not limited to):

Grades K-2:

- Talent Pools/Nurturing Groups (Including targeted enrichment opportunities for underrepresented populations)
- CogAT or comparable assessment (Third Grade)
- Universal Screener for Number Sense (USNS) Math Screener
- Portfolio (Developed through enrichment activities, after-school programs, and teacher observations)
- Classroom Performance

- Teacher Recommendation/Checklist
- DIBELS 8 Literacy Screener

Grades 3-8:

- Aptitude Test (SAGES-3 or comparable assessment)
- Portfolios (Including work samples from targeted enrichment programs and after-school activities)
- CogAT or comparable assessment (6th Grade)
- PETS or Kingore Observation Survey (Classroom)
- Pre-ACT 8/9
- Assessments (90% or above or top 10% of subgroups) to include but are not limited to:
    - BOG, EOG
    - Classroom Performance
    - Teacher Recommendation/Checklist (Data Point)

Grades 9-12:

- Aptitude Test (SAGES-3 or comparable assessment)
- EOC Performance Data
- PSAT (11th Grade)
- ACT (11th Grade)
- Pre-ACT (10th Grade)

- Portfolios (Developed through coursework, enrichment activities, and teacher observations)
- Classroom Performance
- Teacher Recommendation/Checklist (Data Point)

Referral: The AIG referral process is standardized for all schools across the district. Processes for referral and testing for AIG identification are reviewed annually with AIG facilitators at all levels to ensure consistency and fairness. An AIG team at each school oversees the referral and nomination process and conducts frequent staffing to discuss potential or current students. The team is composed of the AIG facilitator, classroom teacher representatives, a counselor, and an administrator. This team meets regularly to review student portfolios, nomination discussions, and any available performance data for identification.

Identification: Students and families receive copies of all standardized district forms related to AIG services, along with a letter explaining the data used in the placement decision. These forms are available in both English and Spanish. Our daretolearn.org website also explains the process of AIG identification and answers common questions related to AIG nomination and identification. The district's AIG plan is also available in its entirety on our website.

As part of our commitment to a comprehensive learner profile, the district uses data from multiple sources, including qualitative measures such as teacher observations, parent input, behavior checklists, and interviews, to provide a fuller picture of each student’s abilities. This data is synthesized into a learner profile to ensure a holistic understanding of the student’s strengths and areas for growth.

Talent Development Efforts: Dare County Schools integrates talent development efforts across all grade levels, including targeted enrichment opportunities and after-school programs designed to foster growth in students, particularly those from underrepresented populations. These initiatives aim to build portfolios and provide work samples that can be considered for AIG identification. Enrichment activities and specialized programs are designed to cultivate students’ potential and ensure that identification processes do not solely rely on traditional testing measures.

Ongoing Screening Opportunities: Screening and referral opportunities are not limited to specific times of the year. We provide multiple windows for screening throughout the academic year, ensuring that all students have an equal opportunity to be considered for AIG services, especially those who may not have initially been identified. This ongoing process allows for a more flexible approach to identifying students as their academic abilities evolve.

Equity Considerations: To ensure the identification process is equitable for all students, including multilingual learners (ML) and twice-exceptional (2e) students, Dare County Schools works closely with the ML/Title III and EC departments. We collaborate to develop equitable screening practices and ensure that all students, regardless of background, are considered fairly in the AIG identification process.

* **Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Dare County Schools uses a variety of traditional and non-traditional research-based measures to identify students for our gifted program options. By using multiple criteria, we gather data to build a body of evidence for a multi-dimensional student profile that helps us understand each student's abilities and potential.

Academically and Intellectually Gifted students are those who:

- Perform or show the potential to perform at substantially higher levels of accomplishment when compared with others of their age, experience, or environment.
- Exhibit high performance capability in specific academic fields and require educational services specifically differentiated for academic and intellectual rigor.

In Dare County, students can be identified according to the following designations or criteria:

Pathway 1 | Gifted (AG)

Under this category, students must meet the criteria to qualify as gifted in both reading and math (AG), using any combination for pathways. These students perform highly on aptitude and achievement assessments.

Aptitude:

- One or more of the following:

- 90% or higher on CogAT subtests in grades 3 and 6
- 90% or higher on an aptitude test (i.e. SAGES-3)
- 90% or higher on PSAT (11th Grade)
- Achieve in the top 10% of scores within their subgroup
- Comparable IQ score

Achievement:

- One or more of the following:
  - 90% or higher on the BOG (3rd Grade Reading Only)
  - 90% or higher on corresponding subtests on EOG/EOC
  - 90% or higher on Pre-ACT (10th Grade)/ACT (11th Grade)
  - USNS Math Screener – Achieve in top 10% of scores (K-3)
  - Achievement in the top 10% of scores in their subgroup

Supplementary Evidence:

- One or more of the following:
  - Portfolio
  - Teacher Recommendation/Checklist
  - Classroom performance summary
  - Student Interview

Pathway 2 | Math Only (AM)

Aptitude:

- One or more of the following:
    - 90% or higher on CogAT Quantitative, Nonverbal, or Composite subtest
    - 90% or higher on an aptitude test (i.e. SAGES-3)
    - 90% or higher on PSAT (11th Grade)
    - Achieve in the top 10% of scores within their subgroup
    - Comparable IQ score

Achievement:

- One or more of the following:
    - 90% or higher on the BOG (3rd Grade Reading Only)
    - 90% or higher on corresponding subtests on EOG/EOC
    - 90% or higher on Pre-ACT (10th Grade)/ACT (11th Grade)
    - USNS Math Screener – Achieve in top 10% of scores (K-3)
    - Achievement in the top 10% of scores in their subgroup

Supplementary Evidence:

- One or more of the following:
    - Portfolio

- Teacher Recommendation/Checklist
- Classroom performance summary

Pathway 3 | Reading Only (AR):

Aptitude:

- One or more of the following:
  - 90% or higher on CogAT Nonverbal, Verbal, or Composite subtests
  - 90% or higher on an aptitude test (i.e. SAGES-3)
  - 90% or higher on PSAT (11th Grade)
  - Achieve in the top 10% of scores within their subgroup
  - Comparable IQ score

Achievement:

- One or more of the following:
  - 90% or higher on the BOG (3rd Grade Reading Only)
  - 90% or higher on corresponding subtests on EOG/EOC
  - 90% or higher on Pre-ACT (10th Grade)/ACT (11th Grade)
  - USNS Math Screener – Achieve in top 10% of scores (K-3)
  - Achievement in the top 10% of scores in their subgroup

Supplementary Evidence:

- One or more of the following:
    - Portfolio
    - Teacher Recommendation/Checklist
    - Classroom performance summary

Pathway 4 | Intellectually Gifted (IG):

Students who have demonstrated high intellectual capacity (IG). These students demonstrate cognitive processing and reasoning abilities in scholarly areas of study outside of regular academic programming. These students perform in the superior range on aptitude assessments, but may show limited evidence of achievement. This definition recognizes that not all intellectually gifted students will demonstrate gifted characteristics in achievement-based ways.

Aptitude (must meet criteria for at least one bullet):

- CogAT composite subtests V or NV at 98% or above
- 98% or higher on aptitude assessment
- 98% or higher on PSAT (11th Grade)
- Comparable IQ score

Pathway 5 | Academically and Intellectually Gifted (AIG):

Students who have demonstrated high intellectual capacity and academic achievement. These students show cognitive processing and reasoning abilities in scholarly areas of study outside of regular academic programming and perform exceptionally well on aptitude and achievement assessments.

Aptitude (must meet criteria for at least one bullet):

- 98% or higher on CogAT Verbal and Quantitative subtests or
- 98% or higher on CogAT Composite
- 98% or higher on aptitude test
- 98% or higher PSAT (11th Grade)
- Comparable IQ score

Achievement:

- 90% or higher on EOG or EOC
- 90% or higher on Pre-ACT/ACT
- USNS Math Screener – top 10% of scores (K-3)

Supplementary Evidence:

- Gifted Characteristic Checklist.
- Portfolio of supporting evidence.
- Student Interview.
- Observation Checklist.

Subgroups include Ethnically/Culturally Diverse, Limited English Proficiency, Economically Disadvantaged, and Students with Disabilities.

At the K-2 level, we focus on nurturing young learners' potential rather than immediate identification and labeling. Enrichment opportunities are embedded in core instruction, and portfolios are developed using Birdie Kingore's Observation Inventory. We recognize that fostering high-level thinking and performance is crucial for cultivating advanced learning potential before formal gifted certification at grade three. AIG facilitators work with classroom teachers to provide rigorous learning experiences and also develop talent and nurturing pools for students in grades

K-2, where they can work directly with the AIG facilitator. Portfolios will be developed and updated as the student progresses through the primary grades. Talent development and nurturing are especially important for students who may have had fewer opportunities to demonstrate or develop their potential.

In exceptional cases, a four-year-old student may be considered for early admission into Kindergarten if parents provide outside aptitude and achievement testing that meets qualifying mandates. The district offers support for families in accessing the necessary testing and helps them navigate the process, ensuring equity for all families, including those from underrepresented groups.

AIG facilitators collaborate with the EC and ML/Title III personnel to gather relevant data and insights into students' strengths and needs, ensuring equitable identification practices for multilingual learners and twice-exceptional students.

Screening and referral opportunities are ongoing throughout the year with multiple screening windows, allowing flexibility and ensuring that no students are missed due to timing. This includes continuous opportunities for teachers and parents to refer students for potential gifted identification.

Alignment with MTSS and Other Support Staff: AIG teams work within the MTSS framework and collaborate with other support staff, such as social workers, counselors, and psychologists, to ensure a holistic understanding of students' learner profiles. This collaboration supports the integration of personal and social learning and academic needs for a more comprehensive view of the student.

Non-Cognitive Measures: In addition to the quantitative measures, we consider non-cognitive assessments such as motivation, creativity, and problem-solving abilities when building the learner profile. These assessments provide a more holistic view of the student's potential.

Family Support for Early Admission: The district supports families in the early admission process by providing clear guidance on the testing requirements and offering assistance to ensure that families from all backgrounds, including underrepresented groups, can participate fully in the process.

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* **Practice C**

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

Dare County is committed to increasing diversity in our Academically and Intellectually Gifted (AIG) program to better reflect the district demographics. We aim to provide equitable access for underrepresented and underserved populations through culturally appropriate aptitude tests, screening checklists, and other identification procedures. Our goal is to improve equity and access for subgroups including, but not limited to: twice-exceptional students, ethnically and culturally diverse students, students with limited English proficiency, economically disadvantaged students, and students with disabilities.

District Demographics and AIG Program Representation: Dare County Schools serves a student population that is X% ethnically diverse, X% economically disadvantaged, and X% multilingual learners. However, current AIG enrollment includes only X% of these groups, indicating underrepresentation of certain populations. As we work to address these disparities, the AIG facilitator at each school will continue to provide professional development to address common misconceptions about high ability learners and multiple pathways to ensure identification of students from underrepresented populations.

Screening, Referral, and Identification Procedures: Our screening, referral, and identification procedures are designed to address the needs of underrepresented populations, ensuring that no single criterion prevents students from being considered for AIG services. We utilize local norms for aptitude tests and incorporate non-traditional measures like portfolios and talent work samples to gather a more comprehensive view of each student’s abilities. Additionally, systematic follow-up with students in K-3 Talent Development programs helps ensure that all potential candidates are nurtured and given the opportunity to demonstrate their capabilities.

The AIG identification process intentionally responds to our district's demographics by considering the unique strengths and needs of diverse learners. This includes ensuring cultural relevance in the aptitude tests and checklists used, as well as actively working to engage families from underrepresented groups in the referral and identification process.

Regular Data Analysis and Continuous Improvement: Dare County Schools is committed to continuously improving the equity and effectiveness of our AIG identification practices. The district will regularly review and analyze demographic and performance data to evaluate the success of our screening and identification procedures. Findings

from this analysis will inform revisions to practices and guide professional development efforts aimed at enhancing the identification process, ensuring that it remains equitable for all students.

MTSS Integration: To support equitable identification, AIG staff actively participate in MTSS teams. This integration allows us to ensure that the identification process aligns with broader support frameworks, including collaboration with special education, social workers, counselors, and other support staff. AIG staff provide professional development and share resources to help these teams identify appropriate data sources within the MTSS framework to support underrepresented students.

Strategies for Highly Gifted Learners: In addition to the general identification criteria, we have specific strategies for identifying and supporting highly gifted learners. These students, identified through the IG and AIG pathways, may meet higher thresholds on assessments, such as scoring in the 98th percentile or higher on aptitude tests. For these students, we also provide individualized programming options to ensure their needs are met at the highest levels of academic rigor.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	<5%	---	<5%	---	10.20%
Male	---	---	<5%	---	5.80%	---	10.35%
Total	---	---	<5%	---	5.37%	---	10.28%

Percent of Total AIG Students Identified as Dual Exceptionality

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*** Practice D**

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

Screening and Referral Process:

The school-based AIG team will screen or conduct an annual review for all student-initiated nominations or changes in service types using the following criteria:

- 95% or higher on the BOG (Grade 3) OR score within the top 10% of the subgroup
- 90% or above on EOG or EOC and/or NC Final Exams (Grades 3–12) OR score within the top 10% of the subgroup
- Qualifying district-administered grade level achievement test at 90% or above in areas of Reading or Math
- Standardized aptitude test score (CogAT, SAGES-3) at 90% or above OR score within the top 10% of subgroup
- USNS Math Screener (K-3) – Achieve in the top 10% of scores
- Observation data from primary grades (Talent Development program participation)
- 90% or higher on Pre-ACT/ ACT

Subgroups: Ethnically/Culturally Diverse, Limited English Proficiency, Economically Disadvantaged, and Students with Disabilities

Classroom Teacher Screening Includes:

- Student Work Portfolio / Kingore Observation Inventory
- Gifted Characteristics Checklist
- Student Interview
- Observation Checklist

Parent/Guardian/Community Member/Student Nomination on the following criteria:

- Achievement tests other than an EOG at 90% or higher (no more than 24 months old, can include outside assessments)
- Gifted identification in another school district (must provide supporting evidence/paperwork). Parents are required to provide documentation of valid test scores, prior school records, and/or work samples.

Post-Assessment Process: Once assessments are completed, the Academically Intellectually Gifted (AIG) Team will review the nomination and student profile to determine if there is sufficient evidence to recommend services or if additional evidence or review is required.

School AIG Team Decision:

- If the school AIG team determines there is a need for identification:
  - Parents are notified of identification outcomes.
  - A Differentiated Education Plan (DEP) is provided to parents.
    A DEP is an annual plan created by the AIG team outlining the gifted programming services a student will receive.
- If the school AIG team determines there is not sufficient evidence to recommend services at this time:
  - Core educational services will continue.
- If the school AIG team determines the student meets some, but not all, criteria:
  - Parents will be notified of available academic enrichment opportunities.

In the fall of each school year, the school AIG team will meet to review assessments and the continued need for Gifted Education services or recommended supports. This annual review will also involve monitoring the progress of students participating in the K-3 Talent Development program.

AIG facilitators will provide ongoing professional development for school-level teams to ensure consistent implementation of the screening, referral, and identification processes across the district. This will include training on recognizing gifted characteristics and common misconceptions about high-ability learners.

The district will conduct periodic internal audits of AIG school records to ensure consistent implementation of screening, referral, and identification processes. Audits will include reviews of nomination forms, screening data, and AIG Team decisions to verify adherence to district guidelines. These audits will help ensure that the identification process is equitable and consistently applied across schools. The district AIG team meets at least once per semester to review data, provide professional learning on AIG topics, and implementation practices at the building level.

The district provides standardized forms, flowcharts, and checklists to guide school teams through the screening, referral, and identification processes. These resources ensure uniformity and clarity in the identification process across all schools and help maintain a consistent approach district-wide.

The district will analyze screening and identification data annually to identify trends, ensure equity, and refine processes as needed. Discrepancies in representation or identification rates across schools will be addressed through targeted professional development and procedural adjustments. This data-driven approach will help ensure that all students have equitable opportunities for identification.

AIG facilitators will closely monitor the progress of students participating in K-3 Talent Development programs. This will include reviewing their portfolios and observation data annually to determine readiness for formal identification, ensuring that talent development efforts lead to meaningful outcomes for potential future AIG students.

AIG facilitators will collaborate with MTSS teams to align gifted identification practices with broader intervention systems. Data from multiple tiers of support, including academic and behavioral interventions, will inform AIG decisions. This collaboration ensures that the AIG identification process is supported by a comprehensive understanding of each student’s strengths and needs.

* **Practice E**

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

Dare County Schools will ensure that a School Board-approved copy of the local AIG plan is accessible on the county webpage for parents, community members, and other stakeholders. This webpage will provide detailed information on the screening, referral, and identification processes, as well as program elements offered at both elementary and secondary levels. Classroom teachers will annually provide information to parents and students about AIG identification for differentiation purposes.

Parents of identified students are invited to participate in annual review meetings, where they can review data and course schedules. They will also receive an updated AIG Parent Handbook, which outlines the various local AIG programs. In addition, parents are invited to informational sessions (either face-to-face or virtual) that cover topics such as transitions, course schedules, and enrichment opportunities. AIG facilitators will utilize a variety of technological tools, including webpages, social media, learning management systems, and email, to maintain regular communication with parents.

Communication with Other Stakeholders:

- School and District Personnel:
  A standardized presentation outlining the AIG screening, referral, and identification processes will be shared annually with teachers and other school personnel during professional development sessions. This ensures that all educators and staff members are familiar with the AIG process and can support its implementation effectively.

- Students:
  Age-appropriate information about the AIG program will be shared with students during classroom discussions, assemblies, or special informational sessions. This approach ensures that students understand the benefits and opportunities of the AIG program.

- Community-at-Large:
  Information about the AIG program will be widely disseminated to the broader community through newsletters, local media outlets, and community events. Additionally, AIG program details will be advertised in public spaces such as libraries, community centers, and at local public forums to increase awareness. Community engagement efforts will help ensure that all families and residents are informed about AIG services.

- AIG Advisory Committee

Twice per year, the AIG Advisory Committee will meet to provide feedback on programming and identify areas for improvement. Additional efforts to reach underrepresented families include targeted outreach, multilingual resources,

and community liaisons who support inclusive engagement in AIG services.

To ensure the information is accessible to all stakeholders, Dare County Schools will create brochures, quick reference guides, and flowcharts that explain the AIG screening and referral processes. These materials will be distributed during open houses, Kindergarten registration, and new student orientations, making it easy for parents and community members to understand AIG procedures.

Recognizing the diverse linguistic needs of our community, all written materials will be translated into the primary languages spoken by families within the district. Furthermore, interpreters will be made available during parent meetings to ensure multilingual families can fully participate and understand the AIG processes.

AIG facilitators will collaborate with EC (Exceptional Children) and MTSS (Multi-Tiered System of Support) teams to provide training and resources aimed at recognizing and supporting twice-exceptional students (students who are both gifted and have a disability). This training will be part of ongoing teacher professional development and will also be shared with parents and community stakeholders to raise awareness and improve support for these students.

To ensure consistent and ongoing communication, an annual timeline for parent and community engagement will be established. This timeline will outline the schedule for information-sharing activities, including review meetings, informational sessions, and updates on AIG processes. A standardized presentation will be created and used consistently across the district for all stakeholders, ensuring uniformity in the messaging and clarity in the communication of AIG processes.

* **Practice F**

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

Dare County’s AIG Identification Process includes a comprehensive set of documents, all housed in an individual student file accessible by the AIG Committee upon review. The process begins with a stakeholder referral, either through a paper or electronic file. This file is maintained at the school site and/or through Infinite Campus, the district’s student information system, which ensures easy access and secure storage of all relevant AIG documentation.

The Gifted Education Student Eligibility and Placement Decision Record contains key information, including the student’s personal details, aptitude indicators, achievement indicators, performance indicators, motivation/interest

indicators, and school site decision indicating approval. This record will also include supplementary evidence such as student work samples, checklists, observational data, and external testing results. Families of students undergoing screening will be provided with copies of all documentation used in the review process.

The AIG Facilitator will meet with families of students to discuss the school site decision and explain subsequent next steps. Signed documentation is collected from all parties, and all records are securely stored in compliance with district policies.

AIG documentation will be retained for five years after the student exits the program or graduates, in alignment with district policies regarding student record retention. These records will be securely stored and accessible for any necessary future reviews or audits, in line with both state and district guidelines.

The AIG program will collaborate closely with other district programs, such as Exceptional Children (EC), Multilingual Learners (ML), and Title I, to ensure consistent documentation practices across programs. This collaboration will promote alignment in maintaining and storing student files, ensuring that all programs follow standardized procedures for record-keeping and retention.

Infinite Campus will be the primary system used to document and track key identification evidence. This includes eligibility criteria, placement decisions, and ongoing progress monitoring. AIG facilitators and district administrators will use Infinite Campus to ensure that all student records are up-to-date, accurate, and easily accessible. This system will support efficient management of documentation and allow for streamlined communication among stakeholders involved in the student's AIG services.

Student AIG files will be reviewed annually by the AIG facilitator to ensure that all records remain accurate and up-to-date. During these reviews, additional documentation will be added as needed to reflect ongoing assessments, changes in student services, or program updates. This process ensures that each student's file is continually reflective of their current status and services, maintaining alignment with the most recent data and assessments.

* **Practice G**

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

The Academically Intellectually Gifted (AIG) Team reviews the nomination and student profile to determine if there is evidence of the need for services or if additional evidence or review is required.

School AIG Team Decision:

- If the school AIG team determines there is a need for identification:
    - Parents are notified of identification outcomes.
    - A Differentiated Education Plan (DEP) will be created for the student.
    - The DEP outlines the gifted programming services a student will receive, explains how these services meet the student's needs, and specifies desired outcomes.
- If the school AIG team determines there is not sufficient evidence that the student needs services at this time:
    - Core education services will continue.
- If the school AIG team determines the student meets some, but not all, criteria:
    - Parents will be notified of academic enrichment opportunities.

Annual Review of Identified Students by the School AIG Team:

In the fall of the following school year, the school AIG team will meet to review assessments and determine the continued need for Gifted Education services or recommend supports. The DEP will be updated annually to ensure its alignment with the student's evolving academic and personal and social needs.

DEP Development Process:

The DEP development process involves a review of multiple data sources, including standardized test scores, student work samples, observational data, and teacher feedback. The AIG team, which includes AIG facilitators, classroom teachers, school counselors, and administrators, collaborates to develop the DEP. Parent input is solicited during the development process to ensure alignment with the student’s needs and goals.

Mid-Year Progress Reports:

A progress update will be provided to parents at mid-year. Additionally, an AIG Program Progress Report will be included with regular report cards to keep parents informed of their child’s progress within the AIG program.

Parent Meetings:

The AIG facilitator will schedule annual meetings with all parents to review services reflected on the DEP and recommend any changes based on student data and progress. These meetings will ensure that parents are involved in their child's educational journey.

Transition to Middle School:

A fifth-grade parent meeting will be held to discuss service options in preparation for students’ transition to middle school. A sixth-grade parent night will also be held to introduce parents to the middle school AIG service models and acclimate them to the school.

Collaboration with Other Programs:

The AIG program will collaborate with ESL personnel to ensure that the DEP aligns with supports outlined in the Language Instruction Education Program (LIEP). The AIG program will also work with MTSS teams to provide a holistic approach to meeting the student's academic and personal and social needs.

Annual Review of DEPs:

Each student's DEP will be reviewed annually by the AIG facilitators and the teachers serving the student. This review will include an examination of student portfolios, progress towards curricular goals, and any updated assessment data. The DEP will be shared with parents annually to ensure its effectiveness and guide future planning.

Twice-Exceptional Students:

AIG facilitators will attend IEP meetings when considering the needs of twice-exceptional students, ensuring that services from both the AIG and EC teams are aligned to support the student's full range of needs.

*** Ideas for Strengthening the Standard**

- Enhance training for school administrators, AIG leads in each building, and central office staff.
- Increase parent involvement nights to inform parents about advanced opportunities for AIG students, emotional needs of the AIG learner, and they can best support their child at home
- Use of enrichment blocks for intentional acceleration instruction

Planned Sources of Evidence

*	Review assessment data after each benchmark or assessment
*	Regular review of DEPs
*	Regular revisiting of identification chart to ensure all eligible students are being identified

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

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Standard 2: Comprehensive Programming within a Total School Community

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

* **Practice A**

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

Dare County Schools will provide clear and comprehensive descriptions of the AIG program, including specific services available for each grade span and setting.

Grade Span	AM	AR	AG	IG	AIG
K-2	The AIG Facilitator team collaborates	The AIG Facilitator team collaborates	The AIG Facilitator team collaborates	The AIG Facilitator team collaborates	The AIG Facilitator team collaborates

with classroom teachers to provide support through co-teaching, consultation, and differentiation.	with classroom teachers to provide support through co-teaching, consultation, and differentiation.	with classroom teachers to provide support through co-teaching, consultation, and differentiation.	with classroom teachers to provide support through co-teaching, consultation, and differentiation.	with classroom teachers to provide support through co-teaching, consultation, and differentiation.
Differentiation Strategies for Students with Demonstrated Need:	Differentiation Strategies for Students with Demonstrated Need:	Differentiation Strategies for Students with Demonstrated Need:	Differentiation Strategies for Students with Demonstrated Need:	Differentiation Strategies for Students with Demonstrated Need:
-Small group instruction	-Small group instruction	-Small group instruction	-Small group instruction	-Small group instruction
-Integrated units	-Integrated units	-Integrated units	-Integrated units	-Integrated units
-Independent projects	-Independent projects	-Independent projects	-Independent projects	-Independent projects
-Grade and class acceleration	-Grade and class acceleration	-Grade and class acceleration	-Grade and class acceleration	-Grade and class acceleration
-Tiered assignments	-Tiered assignments	-Tiered assignments	-Tiered assignments	-Tiered assignments
-Project-based learning	-Project-based learning	-Project-based learning	-Project-based learning	-Project-based learning

Examples for K-2: -Exploratory Play: Hands-on learning activities to stimulate curiosity and creativity. -Early STEM Programs: Engaging activities that promote problem-solving and critical thinking. -Creative Writing Workshops: Activities designed to enhance communication and expression. Resources: Classroom teachers, AIG facilitators,	Examples for K-2: -Exploratory Play: Hands-on learning activities to stimulate curiosity and creativity. -Early STEM Programs: Engaging activities that promote problem-solving and critical thinking. -Creative Writing Workshops: Activities designed to enhance communication and expression. Resources: Classroom teachers, AIG facilitators,	Examples for K-2: -Exploratory Play: Hands-on learning activities to stimulate curiosity and creativity. -Early STEM Programs: Engaging activities that promote problem-solving and critical thinking. -Creative Writing Workshops: Activities designed to enhance communication and expression. Resources: Classroom teachers, AIG facilitators,	Examples for K-2: -Exploratory Play: Hands-on learning activities to stimulate curiosity and creativity. -Early STEM Programs: Engaging activities that promote problem-solving and critical thinking. -Creative Writing Workshops: Activities designed to enhance communication and expression. Resources: Classroom teachers, AIG facilitators,	Examples for K-2: -Exploratory Play: Hands-on learning activities to stimulate curiosity and creativity. -Early STEM Programs: Engaging activities that promote problem-solving and critical thinking. -Creative Writing Workshops: Activities designed to enhance communication and expression. Resources: Classroom teachers, AIG facilitators,

	special area teachers, counselors	special area teachers, counselors	special area teachers, counselors	special area teachers, counselors	special area teachers, counselors
3-5	The AIG Facilitator team collaborates with classroom teachers to provide support through co-teaching, consultation, and differentiation. Differentiation Strategies for Students with Demonstrated Need: -Small group instruction -Integrated units -Independent projects -Grade and class	The AIG Facilitator team collaborates with classroom teachers to provide support through co-teaching, consultation, and differentiation. Differentiation Strategies for Students with Demonstrated Need: -Small group instruction -Integrated units -Independent projects -Grade and class	The AIG Facilitator team collaborates with classroom teachers to provide support through co-teaching, consultation, and differentiation. Differentiation Strategies for Students with Demonstrated Need: -Small group instruction -Integrated units -Independent projects -Grade and class	The AIG Facilitator team collaborates with classroom teachers to provide support through co-teaching, consultation, and differentiation. Differentiation Strategies for Students with Demonstrated Need: -Small group instruction -Integrated units -Independent projects -Grade and class	The AIG Facilitator team collaborates with classroom teachers to provide support through co-teaching, consultation, and differentiation. Differentiation Strategies for Students with Demonstrated Need: -Small group instruction -Integrated units -Independent projects -Grade and class

	acceleration -Tiered assignments -Project-based learning -Content replacement Resources: Classroom teachers, AIG facilitators, special area teachers, counselors	acceleration -Tiered assignments -Project-based learning -Content replacement Resources: Classroom teachers, AIG facilitators, special area teachers, counselors	acceleration -Tiered assignments -Project-based learning -Content replacement Resources: Classroom teachers, AIG facilitators, special area teachers, counselors	acceleration -Tiered assignments -Project-based learning -Content replacement Resources: Classroom teachers, AIG facilitators, special area teachers, counselors	acceleration -Tiered assignments -Project-based learning -Content replacement Resources: Classroom teachers, AIG facilitators, special area teachers, counselors
6-8	The AIG Facilitator team collaborates with classroom teachers to provide support through co-teaching, consultation, and differentiation. Differentiation Strategies for	The AIG Facilitator team collaborates with classroom teachers to provide support through co-teaching, consultation, and differentiation. Differentiation Strategies for	The AIG Facilitator team collaborates with classroom teachers to provide support through co-teaching, consultation, and differentiation. Differentiation Strategies for	The AIG Facilitator team collaborates with classroom teachers to provide support through co-teaching, consultation, and differentiation. Differentiation Strategies for	The AIG Facilitator team collaborates with classroom teachers to provide support through co-teaching, consultation, and differentiation. Differentiation Strategies for

	Students with Demonstrated Need: -Small group instruction -Integrated units -Independent projects -Grade and class acceleration -Tiered assignments -Project-based learning -Content replacement Resources: Classroom teachers	Students with Demonstrated Need: -Small group instruction -Integrated units -Independent projects -Grade and class acceleration -Tiered assignments -Project-based learning -Content replacement Resources: Classroom teachers	Students with Demonstrated Need: -Small group instruction -Integrated units -Independent projects -Grade and class acceleration -Tiered assignments -Project-based learning -Content replacement Resources: Classroom teachers	Students with Demonstrated Need: -Small group instruction -Integrated units -Independent projects -Grade and class acceleration -Tiered assignments -Project-based learning -Content replacement Resources: Classroom teachers	Students with Demonstrated Need: -Small group instruction -Integrated units -Independent projects -Grade and class acceleration -Tiered assignments -Project-based learning -Content replacement Resources: Classroom teachers
9-12	Implementation (academics, interests,	Implementation (academics, interests,	Implementation (academics, interests,	Implementation (academics, interests,	Implementation (academics, interests,

special interests, talents, strengths)	special interests, talents, strengths)	special interests, talents, strengths)	special interests, talents, strengths)	special interests, talents, strengths)
Course selection guidance	Course selection guidance	Course selection guidance	Course selection guidance	Course selection guidance
College recommendation and application counseling	College recommendation and application counseling	College recommendation and application counseling	College recommendation and application counseling	College recommendation and application counseling
Interest survey	Interest survey	Interest survey	Interest survey	Interest survey
Mathletes	Mathletes	Mathletes	Mathletes	Mathletes
Ocean Science Bowl	Ocean Science Bowl	Ocean Science Bowl	Ocean Science Bowl	Ocean Science Bowl
Science Olympiad	Science Olympiad	Science Olympiad	Science Olympiad	Science Olympiad
NC Governor's School	NC Governor's School	NC Governor's School	NC Governor's School	NC Governor's School
AIG Facilitator team teaches, collaborates, and consults with classroom teacher in	AIG Facilitator team teaches, collaborates, and consults with classroom teacher in	AIG Facilitator team teaches, collaborates, and consults with classroom teacher in	AIG Facilitator team teaches, collaborates, and consults with classroom teacher in	AIG Facilitator team teaches, collaborates, and consults with classroom teacher in

order to provide support	order to provide support	order to provide support	order to provide support	order to provide support
*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:	*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:	*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:	*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:	*Differentiation within the classroom through the use of the following strategies with students that have a demonstrated need:
-small group instruction	-small group instruction	-small group instruction	-small group instruction	-small group instruction
-integrated units	-integrated units	-integrated units	-integrated units	-integrated units
-independent projects	-independent projects	-independent projects	-independent projects	-independent projects
-grade and class acceleration	-grade and class acceleration	-grade and class acceleration	-grade and class acceleration	-grade and class acceleration
-tiered assignments	-tiered assignments	-tiered assignments	-tiered assignments	-tiered assignments
-project based learning	-project based learning	-project based learning	-project based learning	-project based learning

NCSSM attendance	NCSSM attendance	NCSSM attendance	NCSSM attendance	NCSSM attendance
Summer Institutes	Summer Institutes	Summer Institutes	Summer Institutes	Summer Institutes
AP Calculus AB and BC	AP Calculus AB and BC	AP Calculus AB and BC	AP Calculus AB and BC	AP Calculus AB and BC
AP Statistics	AP Statistics	AP Statistics	AP Statistics	AP Statistics
AP Environmental Science	AP Environmental Science	AP Environmental Science	AP Environmental Science	AP Environmental Science
AP Biology	AP Biology	AP Biology	AP Biology	AP Biology
AP Physics	AP Physics	AP Physics	AP Physics	AP Physics
AP Chemistry	AP Chemistry	AP Chemistry	AP Chemistry	AP Chemistry
AP Computer Science	AP Computer Science	AP Computer Science	AP Computer Science	AP Computer Science
Resources:	Resources:	Resources:	Resources:	Resources:
Coaching	Coaching	Coaching	Coaching	Coaching
Consulting - Guidance	Consulting - Guidance	Consulting - Guidance	Consulting - Guidance	Consulting - Guidance
Content acceleration - Guidance	Content acceleration - Guidance	Content acceleration - Guidance	Content acceleration - Guidance	Content acceleration - Guidance

Survey	Survey	Survey	Survey	Survey
Dual Enrollment	Dual Enrollment	Dual Enrollment	Dual Enrollment	Dual Enrollment
NCSSM online courses	NCSSM online courses	NCSSM online courses	NCSSM online courses	NCSSM online courses
Credit by Demonstrated Mastery	Credit by Demonstrated Mastery	Credit by Demonstrated Mastery	Credit by Demonstrated Mastery	Credit by Demonstrated Mastery
APEX courses	APEX courses	APEX courses	APEX courses	APEX courses
NCVPHS	NCVPHS	NCVPHS	NCVPHS	NCVPHS
Resources:	Resources:	Resources:	Resources:	Resources:
AIG facilitator	AIG facilitator	AIG facilitator	AIG facilitator	AIG facilitator
Special Area Teachers	Special Area Teachers	Special Area Teachers	Special Area Teachers	Special Area Teachers
Counselor	Counselor	Counselor	Counselor	Counselor

- Dare County Schools ensures that AIG services are aligned with students' IEPs, 504s, and LIEPs. AIG facilitators collaborate with IEP/504 and LIEP teams to tailor instruction for twice-exceptional and multilingual learners, ensuring their unique needs are met through modified or alternative approaches to differentiation.
- Personal and social support is integrated into all AIG services. SEL support includes:

- Group counseling sessions
- Mentorship programs
- SEL-focused classroom lessons

- These supports help students develop durable skills and mindsets needed for success in academics and beyond.
- DEPs are shared with classroom teachers, AIG facilitators, and other staff, ensuring they are used to inform instructional decisions. Regular team meetings allow staff to review and adjust plans as needed.
- Services are tiered based on student needs. For instance, advanced learners may receive more frequent and intensive support through small group instruction, project-based learning, and differentiated assignments, while others may receive enrichment during scheduled FLEX time. This allows for a flexible and responsive approach to service delivery.
- AIG facilitators provide ongoing support to staff through workshops, model lessons, and consultation. They curate resources for classroom teachers and offer professional development on differentiation strategies, ensuring that best practices are implemented across the district.
- Visual aids, such as sample DEPs, service matrices, and flowcharts of collaboration processes, are used to clarify service delivery and ensure alignment with students' advanced learning needs. These resources help staff, students, and families navigate the AIG services more effectively.

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

Dare County Schools' strategic plan includes a priority focus on mental health services and support, ensuring that AIG students benefit from district-wide training, including ACES (Adverse Childhood Experiences) and other mental health-related initiatives. These services are designed to address the unique social and emotional needs of AIG students across grade levels.

K-5 Services:

For younger students, AIG facilitators provide individualized support to address the specific personal and social needs of AIG students, particularly those experiencing stress or pressure to perform. Small group guidance sessions focusing on emotional regulation, growth mindset, and building resilience are offered regularly. These groups are tailored to help students manage emotions and learn coping strategies. Additionally, AIG students may engage in individual meetings with their AIG facilitators to discuss personal or academic challenges, with follow-up support services as needed.

6-8 Services:

In middle school, AIG facilitators work collaboratively with guidance counselors to offer peer mentoring and stress management sessions that focus on academic transitions and peer relationships. These sessions are designed to help students navigate the pressures of middle school, foster leadership skills, and manage academic stress. AIG facilitators continue to provide individual meetings for students facing personal and social challenges, supporting them with tailored strategies and connecting them to additional resources as appropriate.

9-12 Services:

High school students face increased academic pressures, so AIG facilitators offer targeted college counseling, focusing on managing performance pressure, balancing academic and extracurricular commitments, and preparing for future careers. Leadership development programs are available to help AIG students hone their skills in decision-making, conflict resolution, and self-advocacy. Additionally, students may access personalized guidance to cope with stressors related to advanced coursework, extracurricular activities, and future academic aspirations.

Collaboration and Communication:

AIG facilitators collaborate regularly with key stakeholders—administrators, guidance counselors, regular education teachers, and other AIG facilitators—to assess and address the personal and social needs of students. Formalized structures like MTSS (Multi-Tiered System of Supports) and PLCs (Professional Learning Communities) are utilized to monitor progress and refine strategies. Stakeholders communicate via shared documentation, regular check-ins, and team meetings to ensure that each student's personal and social goals are consistently addressed.

Holistic Integration of DEPs/IDEPs:

Social and emotional needs are integrated into each student's Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP), with clear goals and strategies to address these needs. AIG facilitators, counselors, and classroom teachers collaborate to ensure these goals are aligned and shared. Regular updates and revisions to the plans are made to ensure continued support.

Community Partnerships:

Dare County Schools partners with local mental health professionals and agencies to enhance mental health services. These partnerships provide ongoing professional development for staff and offer additional support for students and families in need. Through these collaborations, staff gain insight into best practices for supporting AIG students' mental health and are able to refer students to community resources as appropriate.

Data Practices:

To ensure a data-driven approach to addressing social and emotional needs, AIG facilitators and counselors utilize behavioral data, teacher observations, and survey results to monitor student progress and identify emerging needs. This data informs individualized interventions and adjustments to support services, ensuring AIG students receive the appropriate level of support to thrive both academically and emotionally.

This comprehensive approach ensures that Dare County Schools provides AIG students with the mental health support they need at every grade level, fostering their social and emotional well-being alongside their academic growth.

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

- Dare County Schools is committed to ensuring that AIG services are integrated across various district policies and practices to provide equitable support for all AIG students. AIG services are aligned with the district's strategic plans, school improvement plans, and Local Board of Education policies to ensure that the unique needs of AIG students are addressed in every aspect of the district’s operations.

- The district’s AIG services are explicitly connected to broader district policies, including the strategic plan, school improvement plans, and policies approved by the Local Board of Education. The AIG plan serves as a guiding document, but it is also integrated into these larger initiatives to create a cohesive support system for AIG students. For example, AIG services are embedded into the district’s goals for academic excellence and equity, and they are aligned with school improvement efforts that aim to meet the needs of all students. District administrators and AIG facilitators use the AIG plan to make informed decisions that affect both district-wide and school-level priorities.

- Dare County Schools ensures equitable access to resources for implementing the AIG program across all schools. Resources are allocated on a per-student basis, initially based on headcount and adjusted to account for the varying needs of each school. The allocation process is flexible and responsive to the needs identified by schools and AIG facilitators. To ensure that all schools have the necessary resources, the district conducts periodic audits and reviews of resource distribution to ensure equity. Schools can also submit requests for additional resources based on their specific needs, and these requests are reviewed in collaboration with the AIG facilitators to ensure appropriate support.

- To enhance understanding and communication, Dare County Schools will create visual materials such as infographics, flowcharts, and diagrams. These materials will clearly illustrate how AIG services align with other district initiatives, including how AIG services are integrated into the broader academic and support structures. Visual tools will be shared with stakeholders, including parents, teachers, and administrators, to provide a clear, accessible understanding of the AIG program and its connections to other district efforts.

- Dare County Schools recognizes the importance of regularly reviewing policies related to AIG services to ensure they align with current best practices. The district actively evaluates the effectiveness of AIG-related policies through annual reviews, feedback from AIG staff, and input from stakeholders. This ongoing assessment helps identify areas for improvement, and recommendations for policy changes are made based on the findings of these reviews. The district is committed to continuous improvement to ensure the AIG program meets the evolving needs of students.

- Dare County Schools is committed to serving a diverse AIG population, including twice exceptional (2e) students and multilingual learners. The district plans to develop or review policies to ensure that these unique groups of students receive the appropriate support within the AIG program. This may include specialized interventions, differentiated instruction, and specific accommodations for 2e students, as well as language support services for multilingual learners. The district is committed to ensuring that all AIG students, regardless of their additional needs, have access to a rigorous and supportive learning environment.

- AIG facilitators collaborate with instructional departments through a variety of strategies, including Professional Learning Communities (PLCs) and professional development opportunities. These collaborations ensure that AIG services are integrated into the general education environment and that teachers and staff have the support they need to meet the needs of AIG students. AIG facilitators also serve on leadership teams at each school, providing ongoing guidance and support to help align AIG services with the school's overall mission and goals.

- General education teachers, administrators, parents, and community members serve on the AIG Advisory Committee, which plays a critical role in making recommendations for program implementation and integration with other district initiatives. The committee ensures that the AIG program is continuously evaluated and adjusted to meet the needs of all students.

- By integrating AIG services with district policies, ensuring equitable resource access, and focusing on continuous improvement, Dare County Schools is dedicated to providing an inclusive and supportive environment for all AIG students, including those who are twice exceptional or multilingual.

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

Dare County Schools' AIG mission statement is as follows:

Enriching academically advanced students with rigorous learning experiences that foster creative thinking while supporting social and emotional needs.

Our focus is on fostering growth for all students through personalized, innovative instructional practices. The AIG program is integral to this vision, utilizing data-driven decisions to ensure that AIG students receive appropriate services and support throughout the year.

At the beginning of the year, Dare County Schools uses a variety of academic, social, and emotional data to inform student grouping decisions. Data sources such as EVAAS, EOG, EOC scores, DIBELS 8, and pre-assessments are carefully analyzed to create initial groupings. These groupings are designed to reflect the comprehensive needs of students, including academic strengths, learning styles, and personal and social factors. For example, K-5 reading groups are established based on literacy data while math groups are organized using EOG data, screener data, and pre-assessments. The district uses student profiles, which incorporate academic and behavioral data, to guide the initial placement of students in groups.

Grouping practices at Dare County Schools are flexible and continuously reassessed to ensure they meet students' evolving needs. Groups are reassessed at regular intervals throughout the year, with data points such as formative assessments, benchmark scores, and classroom observations serving as triggers for adjustments. For example, if a student demonstrates significant progress or challenges in a particular area, their group placement may be adjusted to provide the necessary support or challenge. Teachers and AIG facilitators work collaboratively to monitor student progress, ensuring that groups are fluid and dynamic, allowing students to move in and out of groups as their needs change.

The Multi-Tiered System of Supports (MTSS) and Intervention/Enrichment (I/E) time play a crucial role in supporting flexible grouping and ensuring that AIG students receive the necessary academic intervention or enrichment. MTSS teams collaborate regularly to review student data and adjust groups as needed, ensuring that students who require additional support or advanced challenges are appropriately placed. I/E time is used strategically to offer targeted

interventions for students who may be struggling academically or provide enrichment opportunities for those excelling. This collaboration ensures that all students, including AIG learners, receive the support they need to succeed academically and socially.

Dare County Schools relies on evidence-based best practices in gifted education to guide its grouping procedures. Current research on grouping strategies for advanced learners is integrated into the AIG program to ensure that students are grouped in ways that maximize their growth and learning opportunities. For example, AIG students may be grouped based on achievement, interests, or specific areas of talent, and the grouping structure is designed to foster collaboration and intellectual stimulation. These evidence-based practices ensure that the AIG program is aligned with current research on how to best support the academic development of gifted learners.

In addition to academic data, Dare County Schools incorporates a holistic approach to grouping decisions by considering non-academic factors such as attendance, behavior, and personal and social data. These factors are carefully evaluated in conjunction with academic performance to ensure that groupings reflect the whole child and address any specific needs. For instance, if a student's attendance or behavior indicates challenges in the classroom, this data may be used to adjust their grouping or provide additional support to address these needs. By using a wide range of data points, the district ensures that each student receives a well-rounded and tailored learning experience.

Through the integration of data-driven grouping procedures, ongoing flexibility, collaboration with MTSS and I/E teams, evidence-based practices, and a holistic approach to student needs, Dare County Schools ensures that the AIG program provides the most effective and personalized support for gifted learners.

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

Dare County Schools is committed to integrating program standards, legislation, and regulations related to gifted education into ongoing professional development, administrative meetings, and site team meetings throughout the school year.

To ensure that differentiated practices are consistently applied, the district offers professional development that aligns with the latest regulations and best practices for gifted education. This will include in-person sessions and online. The

AIG handbook will be a key resource for teachers and support staff, and will be used throughout the year to guide instructional practices for AIG students. Sections of the handbook will focus on specific instructional strategies and differentiated practices, helping teachers integrate these approaches into their daily instruction.

Collaboration between AIG specialists, general education teachers, administrators, and support staff will be an ongoing priority. To facilitate this, scheduled meetings and joint planning sessions will be held to ensure that differentiated instruction aligns with the needs of AIG students. These meetings will allow AIG specialists to collaborate with classroom teachers, ensuring that instructional strategies and groupings are tailored to meet the academic and personal and social needs of gifted learners. The AIG team will also work closely with administrators to ensure that the program's goals are supported at the school and district levels.

The AIG Plan, along with tools for identifying students and communicating with parents, will be shared with all stakeholders at the beginning of the year. Updates on student progress, including information on strengths, interests, and skill development, will be provided at the start of the school year and at semester breaks. Additionally, teachers and support staff will have access to ongoing updates and resources related to AIG students through regular check-ins and mid-year reviews. This ensures that all stakeholders are kept informed of student progress and any changes to the service delivery.

Parents will receive a parent handbook that outlines the AIG identification process, areas of giftedness, and service options. This handbook will be updated annually and made available on the district website, as well as provided directly to parents of identified students at the start of each school year. In addition to this, regular communication will be maintained with parents throughout the year to keep them informed about their child's progress. This may include parent-teacher conferences, newsletters, or other forms of communication. The goal is to foster an ongoing partnership with parents to support the personal and social and academic development of gifted learners.

Specific training sessions on the legal aspects of gifted education will be integrated into professional development for staff. This training will cover regulations related to the identification process, eligibility criteria, and service delivery for gifted learners. By ensuring that staff are fully informed about these legal requirements, Dare County Schools aims to provide equitable and compliant services to all gifted students.

By integrating these strategies—focused professional development, regular collaboration, clear communication with parents, and a commitment to legal compliance—Dare County Schools will ensure that gifted students receive the personalized, differentiated support they need to thrive academically and socially.

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

Dare County Schools' AIG Facilitators will facilitate communication among teachers of gifted students using a variety of strategies to ensure effective and consistent support across all grade levels and school transitions.

To support smooth transitions, AIG facilitators work closely with sending and receiving schools, particularly during grade-level transitions (e.g., elementary to middle school and middle school to high school). Teachers in receiving schools are prepared to support AIG students through formal meetings, shared documents, and ongoing communication. For example, teachers from elementary schools transitioning students to middle schools will meet with middle school teachers to discuss the academic and personal and social needs of each student. A shared electronic platform is used to track student progress and ensure that information, such as DEPs, academic performance, and personal and social data, follows the student across school levels. This helps receiving teachers understand how to best support students as they enter a new environment.

Dare County Schools also has a procedure for managing transfers of students with AIG identification from outside the district. When a student transfers from another district or charter school, the AIG status and any existing services will be assessed and communicated to the appropriate staff at the receiving school. A protocol is in place for reviewing the student’s AIG identification, service history, and any necessary adjustments to ensure they continue receiving appropriate support.

AIG facilitators organize transition meetings involving all key stakeholders to ensure that student needs are addressed during school transitions. These meetings include receiving teachers, school counselors, administrators, and parents. The structure of these meetings ensures that all academic and personal and social needs are discussed, and that strategies are put in place for ongoing support. AIG facilitators lead these meetings, with input from other stakeholders to ensure a comprehensive approach to each student’s transition.

Data plays a central role in facilitating transitions. Academic data (e.g., EOG, EOC scores), DEPs, and personal and social data is shared with receiving teachers in advance to inform instructional planning. This data helps identify any areas where more intensive support may be needed during the transition and will guide teachers in implementing appropriate instructional strategies. Regular meetings with Gifted Referral Teams and PLC teams will also review data to assess the effectiveness of the transition process and make any necessary adjustments.

In addition to the above, AIG facilitators maintain portfolios of student progress and achievements, which will be shared among teachers, guidance counselors, and parents. The referral process is clearly communicated via the county website, in the AIG Handbook, and through regular updates to staff, parents, and the advisory committee. Regular meetings with parents—at least twice per year—are held to discuss student progress and ensure continued collaboration in meeting the needs of AIG learners.

By utilizing these comprehensive communication strategies, Dare County Schools ensures that AIG students receive the appropriate support during transitions, and that all stakeholders are aligned in providing the best services for these students.

* **Practice G**

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

Dare County Schools has an ongoing commitment to reviewing and updating policies and procedures related to gifted education, with a particular focus on creating and enhancing acceleration opportunities for students at all grade levels. With that in mind, DCS is incorporating purposeful academic and career planning into our standard operating procedures. This work will further enhance the efforts to create DEPs that are purposeful and targeted to individual student needs.

Current Dare County Schools' policies include options for acceleration based on student performance in standardized assessments or classroom performance, with teacher recommendations playing a key role in initiating the process. AIG facilitators, teachers, and administrators work together to evaluate these recommendations, considering academic performance, portfolios, personal and social maturity, and input from parents to determine the most appropriate acceleration opportunities. The district will ensure that new policies, procedures, and resources for acceleration are aligned with state regulations and are easily accessible for teachers and parents.

Dual enrollment opportunities, such as courses through the College of the Albemarle (COA), are available to high school students who meet specific criteria. To qualify for dual enrollment, students must demonstrate academic readiness, through guidelines outlined by the state or if a 9th/10th grade student is identified as AIG in both reading and math. The application process involves the AIG team, counselors, and administrators to review eligibility and support the student in their enrollment. Academic prerequisites for dual enrollment, including successful completion of

advanced coursework or performance on placement tests, are outlined in district procedures, ensuring that students are adequately prepared to succeed in college-level courses.

A team of middle school teachers worked collaboratively to design a compacted curriculum by first identifying key academic standards and expectations across different grade levels. They then analyzed and prioritized the most essential concepts and skills, ensuring vertical alignment and continuity in learning. Finally, they integrated these elements into a streamlined, cohesive curriculum that supports accelerated learning and meets the diverse needs of their students.

Beyond compacted curriculum and dual enrollment, Dare County Schools offers a range of other acceleration opportunities. These include:

- Accelerated Pathway for Early Graduation (GRAD-006): For eligible students, this pathway allows them to graduate in three years, and it includes specific steps for students to follow, ensuring they are on track for early graduation.
- Mentorships and Internships: Local programs may provide opportunities for specialized mentorships or internships, offering students real-world learning experiences that align with their academic interests and career aspirations.
- Other Acceleration Strategies: The district will continue to explore and develop additional opportunities, such as flexible grouping, independent projects, and personalized learning plans to support accelerated learners.

Dare County Schools is committed to providing ongoing professional development and resources to ensure that counselors, teachers, and parents have the tools they need to make informed acceleration decisions. Workshops, informational sessions, and clear guidelines will be offered to stakeholders, covering acceleration strategies and decision-making processes. Additionally, rubrics and data-driven tools will be introduced to guide acceleration decisions, ensuring consistency and alignment with the district's goals for gifted education.

To support long-term success, Dare County Schools will integrate a comprehensive acceleration plan across the K-12 spectrum. For students seeking early graduation or dual enrollment opportunities, individualized Differentiated Education Plans (DEPs) will be developed to guide their academic journey. These plans will address not only short-term acceleration opportunities but also provide a roadmap for continued academic growth. For students on accelerated paths in multiple content areas, these DEPs will be regularly reviewed and adjusted to ensure alignment with academic goals and graduation requirements.

By implementing these policies and procedures, Dare County Schools aims to create a clear, supportive framework for acceleration opportunities, ensuring that all students can access the resources and guidance they need to excel academically.

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

Dare County Schools implements a Multi-Tiered System of Support (MTSS) across both elementary and secondary schools, focusing on nurturing the academic, social, and emotional development of all students, including those with outstanding potential.

The district is committed to providing strong core instruction through differentiated strategies and small-group interventions in both reading and math. This foundational approach is designed to meet the diverse needs of all learners, including those who demonstrate higher ability in these areas. In particular, AIG facilitators serve students in grades K-3 who show higher-level thinking and skills, using similar differentiated strategies to help cultivate their talents.

To further enrich the learning experience for young gifted students, Dare County Schools integrates talent development opportunities such as:

- Access to Advanced Content: Gifted students will be provided with content that challenges them to think critically, expand their knowledge, and engage with more complex material.
- Critical Thinking Exercises: These activities help develop problem-solving and analytical skills. Tasks are designed to encourage students to explore concepts in depth, make connections, and think creatively.
- Creativity-Driven Projects: These projects encourage students to express themselves in innovative ways, allowing them to explore various forms of creative expression such as art, music, and writing.

Additionally, specialized enrichment programs, such as after-school clubs, summer programs, or cross-curricular projects, provide further opportunities for talent development, offering students additional time and space to explore

their interests and strengths.

Dare County Schools recognizes the importance of supporting the social and emotional needs of young gifted students. In addition to intellectual challenges, gifted students often require guidance in developing personal and social resilience and managing the emotional aspects of their abilities. To address these needs, the district implements strategies such as:

- Mentorship: Pairing gifted students with mentors to help them navigate social interactions and emotional challenges.
- Counseling and Group Activities: Providing counseling services focused on social skills, emotional regulation, and peer relationships to support gifted students' well-being and peer interactions.
- Support for Emotional Resilience: Special emphasis is placed on helping students build emotional resilience, manage perfectionism, and develop positive self-esteem, ensuring they can thrive socially and academically.

To ensure a comprehensive approach to talent development, AIG facilitators collaborate closely with other specialists, including special educators and school counselors. This collaboration is particularly crucial for identifying and supporting twice-exceptional (2E) learners, whose strengths may not always be immediately visible due to concurrent challenges such as learning disabilities. Regular meetings between AIG facilitators, special educators, and school counselors allow for holistic planning and implementation of strategies tailored to the needs of these students.

Classroom teachers, in collaboration with AIG facilitators, employ a range of instructional strategies to meet the diverse needs of gifted learners. Some of the key strategies include:

- Differentiated Materials: Teachers select books, activities, and resources that are tailored to the varied abilities within the classroom, ensuring that gifted students have access to challenging content.
- Independent Projects: Students are provided with opportunities to explore topics of personal interest in depth, allowing for self-paced learning that fosters independence and intrinsic motivation.
- Tiered Assignments: Assignments are designed with varying levels of complexity, allowing students to work at their own level and progress at their own pace.

- Workstations: In K-3 classrooms, differentiated assignments are developed collaboratively with the AIG facilitator, offering students choices in how they approach tasks and providing opportunities for self-directed learning.

To ensure that talent development efforts are effective, Dare County Schools implements regular monitoring and evaluation of students' progress. This includes:

- Periodic Assessments: Assessments are conducted to track students' academic progress, identify areas of strength, and adjust instruction as needed.
- Regular Check-Ins: Teachers, specialists, and parents participate in regular check-ins to assess students' progress and make adjustments to their learning plans as necessary.
- Ongoing Collaboration: Continuous communication between teachers, AIG facilitators, and parents ensures that all stakeholders are informed and involved in the process of supporting the student's growth.

By focusing on differentiated instruction, providing personal and social support, collaborating with specialists, and continuously evaluating student progress, Dare County Schools creates an environment where gifted students can develop their talents to their fullest potential.

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

Dare County Schools' revised AIG plan takes a more intentional approach in broadening access to advanced learning opportunities and services, particularly for underrepresented student groups.

As part of our ongoing policy and procedures review, Dare County Schools is focusing on developing and refining policies that promote equity in AIG identification and service delivery. The revised plan includes specific actions to eliminate barriers that may have previously hindered access to these opportunities for students from underrepresented groups, such as Multilingual Learners (ML), economically disadvantaged students, and students with disabilities. These policies ensure that all students, regardless of background, have equitable access to advanced learning programs.

Additionally, our local policies will provide clear guidance to counselors, parents, and teachers on the resources and opportunities available to support student identification and participation in AIG services.

In an effort to foster the development of talented students, particularly from underrepresented populations, Dare County Schools has established a variety of systematic talent development opportunities for students from kindergarten through grade 12. These opportunities are designed to nurture students' abilities at all stages of their educational journey. Some of these efforts include:

- At the middle and high school levels, we provide access to specialized summer programs, mentorship opportunities, and dual enrollment courses, especially for underrepresented groups. These programs are aimed at preparing students for the rigorous academic demands they will face in high school and beyond. Dual enrollment programs with local community colleges offer students college-level experiences, providing an early exposure to higher education.

- Each middle and high school in Dare County Schools has an enrichment block built into their master schedules where students are afforded the opportunity for advanced study, enabling them to delve deeper into complex subjects at a quicker pace. These dedicated support periods foster accelerated learning and mastery by providing a structured environment free from the interruptions typically encountered in a standard classroom setting. Additionally, these support periods offer opportunities for individualized instruction, project-based learning, and enrichment activities that further stimulate intellectual growth and curiosity.

- To ensure that students are adequately prepared for advanced opportunities before the next grade level, teachers provide students with reading materials that will be covered in classes they will be taking. This allows them to familiarize themselves with the content and develop a deeper understanding before they encounter it in a classroom setting. Teachers also use pre-teaching to introduce major topics and essential skills that will be crucial during instruction. This includes advanced math concepts, scientific theories, or literary analysis techniques, giving students a head start. Students also receive instruction on skills such as note-taking, research methods, and time management. This instruction equips students with the tools they need to handle the increased academic demands of school effectively.

Dare County Schools uses a data-driven approach to ensure that talent development practices are effective, especially for underrepresented groups. The district regularly analyzes both academic data (e.g., test scores, grades), personal and social data (e.g., surveys, teacher observations) to evaluate how well these practices are meeting the needs of students. This data is used to adjust strategies, refine policies, and ensure that students are receiving the support they need to succeed in advanced learning opportunities.

In addition to utilizing academic and personal and social data, Dare County Schools values student feedback in shaping the future of talent development efforts. Dare County Schools will implement focus groups and surveys, particularly from underrepresented groups, to gather input on the effectiveness of current programs and identify areas for improvement. This feedback will play an integral role in refining and evolving our talent development initiatives to better serve all students.

The district also places a strong emphasis on professional development for teachers to support their work with diverse student populations. Our professional development opportunities, such as the AIG PLC sessions held at least once per semester and district-wide professional learning, are designed to help classroom teachers identify the characteristics of gifted learners, understand how to differentiate instruction, and support the personal and social needs of gifted students. These PD opportunities also help teachers recognize the difference between high-achieving students and truly gifted learners, enabling them to better support all students, particularly those from underrepresented groups, in reaching their full potential.

Through these efforts, Dare County Schools is working to ensure that all students, regardless of their background, have access to advanced learning opportunities and the support needed to thrive academically, socially, and emotionally.

* **Practice J**

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

Dare County Schools offers a wide range of extracurricular programs to foster the development of students' academic, intellectual, personal, and social talents. These programs are designed to engage students from K-12 and are tailored to meet the evolving needs of AIG students as they progress through grade levels.

At the elementary level (K-5), the focus is on foundational enrichment activities that nurture curiosity and build essential skills. Programs such as Math 24, chess club, and other after-school enrichment programs allow younger students to explore a variety of subjects in a supportive, engaging environment. These activities help develop critical thinking, teamwork, and problem-solving skills while providing a solid foundation for advanced learning.

In middle school, students begin to engage in more complex, deeper problem-solving activities such as Science Olympiad, Ocean Science Bowl, STEM programs and Coding/Computer Design programs. These extracurricular opportunities challenge students to apply their knowledge in real-world contexts and prepare them for higher-level academic pursuits. At this stage, we also encourage students to explore their individual strengths and passions through a broader range of activities, including Book Clubs and Creative Writing.

For high school students, the district offers specialized programs such as NC Governor's School, Poetry Out Loud, and interest-based internships that allow students to engage in college-level experiences and professional environments. These opportunities are designed to deepen students' expertise, foster leadership skills, and encourage the pursuit of specialized interests that may lead to career pathways. Additionally, our high school students have the opportunity to collaborate with local organizations, universities, and businesses to enhance their learning and gain practical experience.

To further support the development of AIG students, Dare County Schools encourages opportunities for students to showcase their accomplishments. Students involved in extracurricular activities are provided with multiple avenues to demonstrate their learning, such as through:

- End-of-year showcases where students can present their projects or performances to peers, parents, and the community.
- Student-led conferences that allow students to discuss their progress and achievements.
- Science fairs, art exhibitions, or performances where students can display the skills and knowledge they have gained from their extracurricular involvement.

To enhance the scope and depth of our extracurricular offerings, Dare County Schools actively seeks partnerships with local organizations, universities, and businesses. These collaborations help provide students with access to additional resources, mentorship, and specialized internships. For example, we are working with local STEM organizations to offer more in-depth coding and engineering workshops and collaborating with universities to provide students with college-level learning opportunities and real-world internship experiences.

The district uses interest inventories to guide students in selecting extracurricular activities that align with their strengths and passions. The results from these inventories are analyzed by AIG facilitators, teachers, and counselors to match students with the programs that best fit their interests and talents. By using this data, we ensure that students

are not only participating in programs that challenge them academically but also engaging in activities that motivate and inspire them to reach their full potential.

Programs are promoted through multiple communication channels, including newsletters, club announcements, meetings, Peachjar flyers sent to families, and social media platforms managed by Dare County Schools.

Through these diverse extracurricular opportunities, Dare County Schools aims to support the intellectual, personal, and social growth of AIG students at every stage of their academic journey, from K-12, while ensuring that these programs evolve to meet their changing needs and interests.

*** Ideas for Strengthening the Standard**

- Use of enrichment blocks for intentional acceleration instruction
- Professional learning for general education teachers on differentiation and enrichment strategies, and how to scaffold lessons

Planned Sources of Evidence

*	Providing evidence-based enrichment and differentiation activities during district AIG meetings
*	Reviewing AIG numbers and student data to ensure we are identifying students in K-12
*	Regular review of the AIG Parent Handbook

Documents

Type	Document Template	Document/Link

AIG Standard 2 Additional Resources	N/A	

Dare County Schools (280) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

* **Practice A**

Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Dare County Schools adapts and differentiates the NC Standard Course of Study (SCOS) to meet the academic needs of advanced learners through a variety of enrichment, extension, and acceleration opportunities across grade levels. These programs are designed to ensure that students are continually challenged and supported as they develop their talents and interests.

In grades K-2, Talent Development Groups, also known as nurturing pools, provide enrichment-based activities that focus on developing critical thinking skills and extending core instruction to meet the needs of students demonstrating gifted potential. These groups engage students in activities that stimulate curiosity, enhance problem-solving abilities, and foster creativity. Teachers use differentiated assignments, projects, and assessments to tailor instruction to the individual needs of students.

Cluster Grouping is implemented across all grade levels, allowing identified students to work with peers of similar needs, abilities, and interests. Within these groups, teachers use differentiation strategies such as varied project-based learning, flexible grouping, and individualized assignments to address the specific learning needs of students. In middle and high school, these groups may involve more specialized content areas, such as advanced math or science, where students engage in deeper problem-solving tasks or research projects. Cluster Grouping provides opportunities for students to collaborate, exchange ideas, and learn from one another in an environment that fosters academic growth.

For students in grades 3-5, content replacement in ELA and Math is provided to accelerate learning and ensure that students are challenged beyond the regular curriculum. In this model, identified students are provided with advanced content and learning opportunities that go beyond the standard classroom materials. Teachers incorporate differentiated lessons and assessments to ensure that students are working at an appropriate level, allowing them to engage with higher-order thinking skills and more complex concepts.

Dare County Schools offers high school-level courses such as English 1, Math 1, and Earth/Environmental Science to eighth-grade students, with opportunities for acceleration to high-performing seventh graders. These high school-level courses are designed to give students an early introduction to advanced academic content, preparing them for the challenges of high school coursework. Additionally, curriculum compacting is used in honors courses offered in grades 6 and 7 to ensure that high-performing students are adequately prepared for high school classes before they transition.

Students may earn credit through demonstrated mastery, which allows them to progress in their learning based on their demonstrated knowledge and skills, rather than seat time. This option is available upon request from students or parents or through teacher recommendations. This strategy ensures that students can advance at their own pace, particularly when they have already mastered the content.

Dare County Schools plans to open an Early College in the fall of 2025. Eligible high school students have the opportunity to participate in dual enrollment programs through local community colleges. This allows students to take college-level courses and earn both high school and college credit. These opportunities provide students with exposure to advanced academic content and prepare them for postsecondary education. In addition, internships with community businesses and organizations offer work-based learning experiences that extend the curriculum and provide real-world application of academic skills.

Dare County Schools offers a variety of outreach opportunities that align with student interests and encourage participation in programs beyond the classroom. Examples of these opportunities include:

- Academic competitions
- Fine arts competitions
- Book Clubs that promote literacy and foster a love of reading

These programs are designed to extend students' learning in areas such as language arts, social studies, and creative thinking, fostering well-rounded growth and skill development.

Each middle school also has a Career Development Coordinator who organizes and leads community outreach initiatives that connect AIG students with local professionals and resources, fostering real-world learning and networking opportunities. Additionally, they collaborate with community organizations to create mutually beneficial partnerships that support students' career readiness and civic engagement.

To support staff in differentiating instruction, Dare County Schools provides common planning time, coaching support, and access to instructional resources. During common planning time, teachers collaborate to discuss differentiation techniques and plan lessons that cater to the diverse needs of their students. Coaches, including AIG specialists, provide guidance and model effective differentiation strategies for classroom teachers. This support helps ensure that teachers can meet the varied needs of AIG students and implement individualized learning plans effectively.

Technology is used to create personalized learning environments for AIG students, supporting both accelerated pacing and differentiated instruction. Adaptive learning tools and digital platforms provide students with individualized learning pathways, allowing them to progress at their own pace in subjects such as math, reading, and language arts. These tools help ensure that students are continuously challenged and engaged, promoting mastery of advanced content.

The district ensures that these various enrichment, extension, and acceleration opportunities are coordinated across grade levels to provide a cohesive, K-12 framework for talent development. As students move through grade levels, they have the opportunity to transition seamlessly between programs, ensuring that their academic, intellectual, and personal and social needs are continually met. For example, students in elementary grades may begin with foundational enrichment activities and gradually progress to more specialized opportunities, such as high school-level courses and dual enrollment, as they advance to middle and high school.

Through these strategies, Dare County Schools ensures that AIG students receive a challenging, personalized education that fosters their growth and development across all grade levels. By adapting the curriculum, offering various enrichment opportunities, and providing support for staff, the district promotes excellence and equity for all students.

*** Practice B**

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

Dare County Schools will continue to hold annual district professional development events throughout the county. These events will provide staff working with potential or identified AIG students the opportunity to select targeted professional development courses designed to deepen their understanding of AIG characteristics, differentiation techniques, data-driven grouping, personal and social support for gifted learners.

AIG facilitators will collaborate with K-2 classroom teachers to develop and implement whole-group activities based on the Kingore Observation Inventory. These activities will provide opportunities for all K-2 students to engage in higher-level problem-solving and talent development. Teachers will use differentiated activities, assignments, and assessments to meet the diverse needs of students. Student samples meeting designated criteria will be collected for individual portfolios. The AIG facilitator will also assist classroom teachers in identifying gifted characteristics based on student responses during these activities.

In grades K-8, AIG facilitators schedule dedicated check-in times with AIG students to build relationships, foster open discussions, and provide personal and social support. These time blocks offer a safe space for students to express concerns, reflect on their learning, and receive guidance to help them navigate the challenges they may face as gifted learners.

In grades K-5, classroom teachers and AIG facilitators will work together to enhance and extend the NC Standard Course of Study (NCSCOS) through various strategies, including:

- Project-Based Units: Designed to foster critical thinking and collaboration.
- Inquiry-Based Activities: Encouraging curiosity and deep investigation.
- Online Resources: Supporting independent learning and exploration.
- STEAM Activities: Promoting integration of science, technology, engineering, arts, and mathematics.
- Academic Competitions: Offering challenges to build problem-solving skills.
- Interest-Based Clubs and Meetings: Allowing students to pursue their passions.

- Design Thinking: Fostering creativity and innovation.
- Dual Language Immersion program
- 21st Century Skills Development: Focused on communication, collaboration, and critical thinking.

Middle and high school students have access to advanced courses and enrichment opportunities that use the following research-based instruction strategies, including:

- Acceleration: This involves advancing students through the curriculum at a faster pace than usual, allowing them to engage with more challenging material sooner.
- Curriculum Compacting: This strategy condenses the regular curriculum to eliminate repetition of previously mastered material, freeing up time for enrichment or advanced study.
- Grouping: Placing students with similar abilities together for instruction can lead to more appropriate, rapid, and advanced instruction.
- Differentiation: Tailoring instruction to meet the individual needs of students by varying content, process, product, or learning environment.
- Project-Based Learning: Engaging students in complex, real-world projects that require critical thinking, collaboration, and creativity.
- Enrichment Programs: Providing additional learning opportunities that go beyond the standard curriculum, such as special classes, extracurricular activities, or mentorship programs.
- Pull-Out Programs: Removing students from the regular classroom for specialized instruction in their areas of strength or interest.
- Open-Ended Choice: Allowing students to choose their own topics or projects based on their interests, which can increase motivation and engagement.
- Teacher Training: Ensuring that teachers are well-trained in gifted education strategies to effectively support and challenge AIG students.

- Interest-Based Learning: Designing lessons and activities around students' interests to increase engagement and motivation.

Dare County Schools places a strong emphasis on incorporating student interests into the learning process. Interest inventories, surveys, and teacher-student discussions are used to identify students' interests, which are then integrated into project-based learning, independent studies, and club activities. For example, students may choose topics for independent research or engage in passion-driven projects that align with both their academic needs and personal interests.

School-based teams, including AIG facilitators and classroom teachers, collaborate regularly to plan differentiated instruction, monitor student progress, and share best practices. Through common planning time and professional learning communities (PLCs), staff work together to ensure that all students are appropriately challenged and supported in their learning. AIG facilitators provide coaching and support to ensure effective differentiation across subjects and grade levels, helping teachers align strategies to meet students' diverse needs.

By offering a variety of differentiation strategies, leveraging data, and creating collaborative school-based teams, Dare County Schools ensures that AIG students receive a challenging and personalized education that supports their academic and emotional development. These strategies, combined with a focus on student interests and advanced opportunities, provide a comprehensive approach to talent development from elementary through high school.

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

AIG facilitators collaborate by sharing effective lessons, units, and evidence-based strategies and resources that support the academic and intellectual development of advanced learners. These resources and strategies are shared with instructional support staff and classroom teachers through PLC meetings and professional development offerings. Additionally, teachers of gifted students continue to utilize digital learning tools and select supplementary resources and programs to support the AIG curriculum.

District-wide curriculum maps, pacing guides, and learning-focused plans outline how to effectively use the evidence-based resources listed below to ensure consistency and alignment across classrooms.

A variety of evidence-based resources that enhance student learning may include (but are not limited to) the following:

- Kingore Observation Inventory: Used to identify and assess gifted characteristics in early learners, this inventory supports the development of advanced thinking and problem-solving skills.
- Primary Education Thinking Skills (PETS): This resource facilitates critical thinking and problem-solving for students by engaging them in activities that require them to analyze, synthesize, and evaluate information, enhancing their cognitive development.
- Maker Space Resources: Encourage creativity and innovation, providing opportunities for students to explore engineering, design, and technology through hands-on projects that build critical thinking and collaboration.
- Interest Inventories: These inventories help identify students' personal interests, allowing teachers to design lessons that are both academically challenging and engaging for individual students.
- Coding/Computer Programming: Provides opportunities for students to develop computational thinking and problem-solving skills while engaging with current technology trends.
- Project/Problem-Based Learning Units: Engage students in real-world challenges, fostering collaboration, critical thinking, and problem-solving skills while applying academic content in meaningful ways.

To address all needs of AIG students, Dare County Schools is committed to providing a holistic approach to development. AIG facilitators collaborate with the student services department, including counselors, psychologists, and social workers, to support the emotional and social well-being of gifted students. Through these partnerships, resources such as bibliotherapy lessons, peer mentoring programs, and group counseling sessions are implemented to help students navigate their unique emotional challenges.

The district ensures that evidence-based resources are not only academically beneficial but also integrated into the broader framework of personal and social development. AIG facilitators work closely with classroom teachers to implement differentiated instruction that integrates both intellectual and personal and social growth. For example, project-based learning units may be designed to not only enhance academic skills but also build social collaboration and problem-solving skills. AIG facilitators provide ongoing support through coaching, co-teaching, and modeling lessons to ensure teachers feel confident in using these resources.

Teachers are encouraged to plan for both academic rigor and wellness development during their instructional time. Professional development sessions also focus on how to balance academic challenges with fostering emotional growth, ensuring students' needs are met in a comprehensive manner.

Professional development for AIG personnel includes structured workshops focused on effective differentiation strategies, the integration of wellness techniques, and the use of evidence-based resources. These sessions are offered regularly to ensure that teachers have the knowledge and skills needed to implement these resources effectively.

AIG facilitators provide support through regular PLC meetings, where teachers can share insights, discuss student progress, and receive guidance on using resources effectively. This collaboration ensures that all teachers are prepared to meet the diverse needs of gifted learners and provide a comprehensive educational experience that addresses both academic and emotional growth.

To ensure all teachers have access to the necessary resources, district-wide curriculum maps, pacing guides, and learning-focused plans are made available through digital platforms, allowing teachers to access them easily when needed. The resources are also offered in a variety of formats, including digital and printed materials, to ensure accessibility for all staff members.

Dare County Schools recognizes the unique needs of twice-exceptional students (those who are gifted and also have disabilities) and gifted multilingual learners. Specialized interventions are provided to address the whole child. Collaboration between AIG facilitators, special education staff, and ESL teachers ensures that individualized support is offered, enabling these students to thrive in both their giftedness and their areas of need.

By leveraging evidence-based resources, integrating whole-child supports, and offering targeted professional development, Dare County Schools ensures that all AIG students receive a comprehensive and personalized education that fosters both academic excellence and emotional well-being.

* **Practice D**

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

Instruction for gifted students will be grounded in the North Carolina Standard Course of Study standards and objectives, with a focus on core instruction in reading and math. These subjects will be taught and applied through engaging learning projects tied to carefully designed units of study. The units will promote critical thinking, higher-order questioning, communication, collaboration, creativity, and leadership development through cooperative group work.

AIG students will have ample opportunities to develop communication and collaboration skills by engaging in project- and inquiry-based learning. Final project presentations will emphasize both written and oral communication skills, encouraging students to articulate their learning outcomes effectively.

A wide variety of projects will be offered, including but not limited to:

- Service Learning Projects: These projects encourage students to apply their academic knowledge to address community needs, fostering empathy and a sense of responsibility.
- Peer Tutoring/Mentoring: Peer tutoring promotes empathy and personal responsibility as students assist their peers while reinforcing their own learning.
- Student Ambassador Program: Students will lead tours of the school, engaging with visitors and developing their communication and leadership abilities.
- Volunteer Opportunities: These school- and community-based initiatives allow students to contribute to their communities while learning the value of service and leadership.
- Book Studies: These collaborative reading projects encourage students to critically engage with texts, developing their analytical and communication skills.
- Clubs: Participation in clubs like Model UN and Odyssey of the Mind promotes teamwork, creativity, and problem-solving.

In addition to core lessons and projects, AIG students will hone their critical thinking skills through a variety of resources, including (but not limited to):

- IXL
- Zearn

- Khan Academy
- Flexible Grouping
- CommonLit
- Primary Education Thinking Skills (PETS)
- Kingore Observation Inventory
- AP Courses
- NC Virtual Public School
- NC School of Science and Math
- Dual Enrollment

These resources will provide students with opportunities to engage in open-ended problems and complex tasks that challenge their thinking. For example, AP courses and Dual Enrollment allow students to work on advanced topics that promote deep, critical engagement, while resources like Zearn, IXL, and Khan Academy provide tailored, self-paced instruction that enhances their problem-solving skills.

AIG students will have opportunities to build their leadership skills by participating in activities such as:

- Student Government
- Student Ambassadors
- Local Government Student Advisors
- Journalism (Yearbook)
- Broadcasting (Announcement/News Broadcasts)
- National Junior Honor Society

- National Honor Society

These activities encourage students to take initiative, develop organizational skills, and inspire others, all of which are critical to their future leadership roles.

AIG students will be able to develop future-ready skills through partnerships with community organizations offering internships aligned with the organizations' missions. These include, but are not limited to:

- Coastal Studies Institute/East Carolina University
- NC Aquarium
- Jennette's Pier/Nags Head Pier/Avalon Pier/Kitty Hawk Pier
- Job Shadowing and Internships with local business partners

These opportunities help students gain professional communication skills, manage their time, and understand how academic knowledge can be applied in real-world settings, preparing them for both higher education and careers.

Through these activities and experiences, students will develop essential skills that will serve them in post-secondary settings such as higher education and the workforce. Communication, collaboration, critical thinking, and leadership skills learned through activities like internships, peer tutoring, and student government will directly transfer to the demands of college, careers, and leadership roles. These experiences also build adaptability, time management, and the ability to approach complex tasks, all of which are essential for academic success and professional growth.

These essential skills will be embedded across all grade levels and content areas. For instance, middle school students might engage in research projects that require critical thinking and collaboration, while high school students will tackle more interdisciplinary projects that encourage adaptability, creativity, and real-world problem-solving. These curriculum units will be scaffolded to challenge students more as they progress through the grades, with high school students tackling more complex tasks that require creativity and deep thinking.

Students in K-12 will have opportunities to participate in seminars, book club discussions, and debates, where they will engage in critical thinking, communication, and collaboration during their enrichment block. In these settings, students will be encouraged to consider multiple perspectives, work together in teams, and present their ideas clearly and

persuasively. These discussions will also promote a learner's mindset, encouraging students to engage in self-reflection and feedback sessions that help them understand the value of growth and continuous learning.

By incorporating these diverse opportunities and resources into the curriculum, Dare County Schools will ensure that AIG students are not only challenged academically but also equipped with the skills and mindsets necessary to thrive in post-secondary education, careers, and leadership roles.

* **Practice E**

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

Dare County Schools is committed to data-informed instructional decision-making, ensuring that gifted and advanced learners receive tailored educational experiences that challenge their abilities and promote growth.

Benchmark formative assessments, aligned with curriculum guides and the North Carolina Standard Course of Study (NCSCOS), are administered three times per year. These assessments help to track student progress and adjust instruction as needed. AIG facilitators analyze the assessment data to plan and differentiate instruction specifically for AIG students. Performance data, including analysis by goal, standard, and item, from testing and accountability reports are regularly used to inform grouping decisions and instruction.

Assessment results are used to compact the curriculum and differentiate instruction according to individual student needs. Based on the results, students are grouped flexibly for enrichment activities, ensuring that groups are formed according to various factors such as strengths, weaknesses, and learning styles. This allows for customized instructional strategies, including acceleration and extension activities for advanced learners. Collaborative planning conversations between teachers, instructional support staff, and AIG facilitators ensure that student growth and performance are continuously considered when adjusting curriculum and instructional practices.

AIG students receive differentiated instruction based on data-driven insights. For example, the CogAT (administered at the end of second grade) provides valuable information about students’ cognitive strengths and weaknesses. These learner profiles inform decisions about acceleration, enrichment, and extension activities. Strengths can be further developed through group projects or individual learning activities, while areas of weakness can be targeted through specialized interventions. Assessment data, particularly from pre-assessments, summative assessments, and

formative assessments(e.g., DIBELS, Running Records, district-wide benchmarks), guide the customization of learning experiences for each AIG student.

Formative assessments, such as running records or teacher-created assessments, provide ongoing feedback that can guide real-time adjustments to instruction. These assessments allow educators to quickly identify areas where students need additional support or enrichment. For example, AIG students may receive more complex tasks or be challenged with higher-level questioning during enrichment blocks, allowing them to delve deeper into content and concepts.

In addition to using assessment data, collaborative planning plays a vital role in differentiating instruction for AIG students. During these meetings, AIG specialists work with classroom teachers and instructional staff to design learning experiences that challenge gifted students. Data is discussed in detail to identify opportunities for acceleration or enrichment activities. For instance, grouping decisions are made based on specific data points—such as performance on EOGs, EOCs, and other assessments—ensuring that students are placed in appropriate learning groups for tailored instruction.

Additionally, MTSS protocols or professional learning communities are utilized to analyze data and make informed decisions about how to best meet the needs of AIG students. These discussions also help track student growth and ensure that AIG students are continuously challenged at appropriate levels.

Pre-assessments, including district-wide benchmarks and teacher-created assessments, provide valuable information that informs instructional planning for AIG students. These assessments help identify whether students require acceleration in specific subject areas or if they need more enrichment to deepen their understanding. Based on pre-assessment results, groups can be formed to provide targeted instruction that best supports individual needs. These pre-assessments also help ensure that AIG students are engaged in learning opportunities that stretch their cognitive and academic abilities.

End-of-year summative assessment data, such as EOGs, EOCs, and NC Check-Ins, are analyzed to guide the placement of students in AIG services. These assessments highlight areas of strength and areas requiring further support, informing grouping decisions and instructional adjustments. Data analysis also allows educators to track long-term growth and determine the effectiveness of instruction. For example, if an AIG student demonstrates exceptional performance in one area but struggles in another, instructional modifications are made to address weaknesses while providing appropriate challenges in areas of strength.

Summative data from these assessments serves as a valuable tool for grouping students and for planning further instructional interventions. By analyzing these results, educators can identify which students may benefit from

additional support or more challenging material, thus ensuring that all students are continuously challenged and progressing in their learning.

The district uses a variety of research-based tools and assessments to support the differentiation of curriculum and instruction for AIG students. These tools are specifically designed to assess advanced academic strengths and wellness needs, helping to identify appropriate strategies for instruction. For example, tools like CogAT and Kingore Observation Inventory help educators identify cognitive strengths, while other assessments may highlight areas like creativity or problem-solving, which can inform the design of enrichment and extension activities. Creativity, problem-solving, and leadership skills are considered when planning challenging projects or activities for AIG students.

Tracking the long-term growth of AIG students is a key focus in Dare County Schools. Growth is analyzed year-over-year to ensure that AIG students are consistently challenged and continue to develop at an appropriate pace. Longitudinal tracking allows educators to adjust instructional practices to meet the evolving needs of gifted learners. Data from both formative and summative assessments are used to identify areas where students may need additional support or enrichment, ensuring that each student's learning trajectory is optimized for their development.

In summary, Dare County Schools leverages comprehensive assessment data to guide instructional decisions and ensure that AIG students receive the appropriate level of challenge and support. From pre-assessments to end-of-year assessments, data is used to differentiate instruction, provide targeted interventions, and ensure continuous growth for all learners. Collaborative planning ensures that instruction is customized to meet the specific needs of AIG students, while research-based tools help identify the most effective strategies for acceleration, enrichment, and extension.

* **Practice F**

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

Collaboration among AIG facilitators, regular education teachers, ESL and EC teachers, and administrators will occur regularly through PLC meetings, team meetings, and leadership meetings. The focus of these meetings will be to develop, share, and implement curriculum maps, pacing guides, learning-focused lesson plans, and differentiated instructional strategies to meet the needs of all students, including AIG learners.

AIG facilitators will also collaborate with elective teachers and media specialists to enrich classroom activities through specially designed units or projects. AIG specialists will be invited to attend IEP meetings to consider the needs of

twice-exceptional students (students who are both gifted and have additional exceptionalities). Additionally, the progress of AIG students will be regularly discussed and monitored. Beyond scheduled meetings, collaboration will continue through shared Google Docs and email communication among staff, further enhancing the collaborative process.

In practice, AIG specialists work closely with classroom teachers to develop specific differentiated units or share differentiation strategies for core subjects such as math and ELA. These specialists provide valuable input on how to modify lessons and tasks to ensure they meet the diverse needs of gifted learners. For twice-exceptional students, AIG facilitators collaborate with the special education team to ensure that the content is differentiated, and appropriate accommodations are provided. This collaborative process helps identify and address both the giftedness and the additional needs of these students, ensuring that their full potential is supported.

Curriculum maps, pacing guides, and lesson plans are crafted to specifically address the academic needs of AIG students. These resources include opportunities for acceleration, enrichment, and extension and are shared with all instructional staff to ensure consistency across classrooms. For example, AIG specialists ensure that project-based learning, higher-order questioning, and enrichment activities are embedded into regular classroom instruction. This fosters a learning environment where AIG students are continuously challenged while receiving the support they need to succeed.

To ensure that collaboration is effective, dedicated collaboration time is scheduled regularly—bi-weekly or monthly—to focus on advanced content, problem-solving, and refining the implementation of differentiated units. During these sessions, AIG specialists and classroom teachers reflect on how well students responded to differentiated tasks, identify challenges, and adjust assessment methods or instructional strategies. The time is structured to ensure that educators discuss progress, address issues, and plan for future differentiation.

AIG specialists play an active role in advocating for the use of differentiated curriculum during PLC meetings and grade-level meetings. For example, AIG specialists regularly bring up differentiation strategies as specific agenda items and provide examples of differentiated tasks or curriculum adjustments that can be incorporated into instruction. During these discussions, data from formative assessments (such as pre-assessments or ongoing classroom assessments) is used to guide decisions about differentiating content and adjusting instruction for AIG students.

Guiding questions are a central part of the reflection process during collaboration sessions. These questions help ensure that AIG specialists and teachers focus on acceleration, extension, and the depth of content. Questions such as "Are AIG students being sufficiently challenged?" or "What opportunities for enrichment can be provided in upcoming lessons?" are regularly discussed. AIG specialists support teachers in reflecting on these questions during planning

meetings and offer strategies for embedding these opportunities into daily instruction. Additionally, student feedback and observations of student progress are integrated into these reflections to inform future planning.

AIG specialists will curate a variety of resources (including online tools, project ideas, and differentiated worksheets) to help teachers challenge AIG students. These resources are carefully selected to meet the diverse needs of gifted learners, whether focusing on creativity, critical thinking, or leadership skills. Differentiated lessons are designed to meet the individual needs of advanced learners, and these resources are shared with classroom teachers for easy access. Collaboration with ESL and EC teachers ensures that additional resources are available to support twice-exceptional students or gifted multilingual learners.

For twice-exceptional students, AIG specialists and special education staff work together to design individualized learning plans that integrate both the needs of the student as a gifted learner and their other exceptionalities. Modifications might include extended time, alternative assessments, or modified groupings to meet their unique needs. This collaborative approach ensures that these students have access to both the challenging content they need and the necessary accommodations to succeed.

The implementation of differentiated curriculum is closely monitored to ensure that it is being carried out effectively. Observation checklists and progress monitoring tools are used to track how well the differentiated strategies are working in practice. AIG specialists, along with classroom teachers, take responsibility for monitoring the effectiveness of differentiation and making necessary adjustments. Feedback is regularly provided, and collaborative teams discuss how to continuously improve the differentiation process to best meet the needs of AIG students. This ensures that differentiation is consistently implemented, student progress is regularly tracked, and adjustments are made as needed to maximize student success.

By focusing on these strategies for collaboration, curriculum development, and continuous professional development, Dare County Schools will ensure that AIG students receive the challenging, differentiated instruction they need to excel academically while receiving the support necessary for their individual growth.

*** Ideas for Strengthening the Standard**

- Provide professional learning for teachers on how to embed project-based learning (PBL) and inquiry-based learning units tied to real-world issues.

- Provide regular, embedded professional learning on Tier 1 differentiation, questioning strategies, and curriculum enrichment
- Focus on using pre-assessments and formative data to adapt instruction for gifted learners.
- Opportunity to apply for the Dare Early College in 8th grade
- Expanding internships, CCP opportunities, and participation in academic and art competitions

Planned Sources of Evidence

*	Minutes from PLCs where differentiation and acceleration strategies are discussed and reviewed
*	Regular review of pacing guides to ensure acceleration is addressed
*	Monitoring of student opportunities for extending their learning

Documents

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

Dare County Schools (280) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

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

The Director of Elementary Education and the Director of Secondary Education work collaboratively to oversee the AIG Program in Dare County Schools. Both are working on securing AIG certification and consult with the Director of Technology, who holds AIG certification and has a deep understanding of the structure and framework necessary to implement a strong, district-wide AIG program.

The AIG coordinators schedule regular meetings with AIG facilitators to ensure ongoing collaboration and alignment across schools. During these meetings, the coordinator provides mentorship, shares best practices, and ensures that AIG services are consistent and meet the district's goals. The coordinator also offers direct support by assisting facilitators in troubleshooting challenges related to AIG program delivery.

The coordinators work in collaboration with other district leaders to align the AIG plan with broader district goals. This includes developing both annual and quarterly plans that are tailored to the needs of AIG students and ensure that curriculum and instructional strategies are continuously refined. The coordinator also gathers feedback from staff, parents, and community stakeholders to inform the planning process, ensuring that the AIG plan is responsive to the needs of the community.

To ensure a comprehensive AIG program, the coordinators take a data-driven approach to developing the district AIG plan. This may include surveys, focus groups, or other feedback mechanisms to gather input from staff, parents, and

students. This input helps shape the direction of the plan and ensures that it addresses the diverse needs of gifted learners.

The coordinators are responsible for ensuring effective implementation of the district AIG plan. This includes overseeing CogAT testing in 2nd and 6th grades, monitoring the identification process, and communicating with principals, outside agencies, and other stakeholders regarding AIG policies, issues, or legal questions. To monitor implementation, the coordinator conducts site visits to schools, reviews progress, and provides ongoing guidance to AIG facilitators. Regular check-ins are held to ensure the delivery of AIG services aligns with the district's goals.

The AIG plan is continuously revised based on data analysis, including student outcomes, teacher feedback, and assessment results. The coordinator has a structured process for reviewing program effectiveness, which may involve annual reviews of program performance, as well as periodic adjustments based on formative data and feedback from AIG facilitators and stakeholders.

The coordinators closely monitor data related to student identification, including overseeing the Infinite Campus data system and tracking bi-annual head counts. The coordinators ensure that student progress is assessed over time and that any gaps in service are identified and addressed. By tracking student outcomes, the coordinators can ensure that the AIG program is continuously improving and meeting the needs of students.

As the district coordinator, the directors are responsible for a range of tasks including:

1. Advocacy: Representing and advocating for the AIG program at district meetings, on committees, and at community functions.

2. Professional Development: Coordinating ongoing professional development opportunities for AIG facilitators and teachers to ensure they have the necessary skills and knowledge to support gifted students. This includes hosting workshops, providing training, and facilitating peer-sharing sessions.

3. Clear Communication: Ensuring that there is consistent communication with principals, AIG specialists, and community stakeholders regarding AIG policies, best practices, and student needs. This includes clarifying expectations for the AIG program and offering guidance on how to implement the program effectively in schools.

4. Monitoring and Oversight: Ensuring that the AIG program is implemented consistently and with fidelity across schools, with regular monitoring to track student progress and the effectiveness of differentiated instruction.

The coordinators collaborate with district leadership to ensure that the AIG program is aligned with other district initiatives such as MTSS (Multi-Tiered System of Supports) and professional learning. This alignment ensures that AIG students receive the most effective support possible and that the AIG program complements other district-wide efforts.

To ensure the continuous professional growth of AIG facilitators, the coordinators facilitate ongoing professional development. In addition to regional meetings and webinars, the coordinator organizes district-specific workshops and training sessions that target the unique needs of gifted learners. These sessions focus on key areas such as differentiation strategies, student assessment, and supporting twice-exceptional students.

The coordinators maintain open lines of communication with AIG specialists to ensure they are aligned with the district's vision, mission, and goals for the AIG program. This communication strategy involves regular meetings, the use of shared resources, and consistent feedback loops to ensure that all stakeholders are informed and involved in the development and implementation of the program.

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

AIG facilitators at each educational level are committed to addressing the unique academic, intellectual, social, and emotional needs of gifted learners. To ensure ongoing collaboration and consistent implementation of the AIG plan, regular meetings are scheduled for AIG-licensed specialists serving students across all schools. These meetings provide a platform for AIG facilitators to plan and collaborate on the execution of the district's AIG plan. The services provided at each grade level are designed to meet the specific needs of gifted students in Dare County Schools, as outlined below:

Elementary School:

- Cluster Grouping: Gifted students are grouped together in regular classrooms to receive targeted instruction.
- Flexible Grouping: Students are grouped based on their specific needs for more personalized learning.

- Pull-out Enrichment Classes/Projects: Gifted students participate in specialized programs outside of the regular classroom to challenge their intellectual abilities.
- Co-Teaching with Classroom Teachers: AIG specialists collaborate with regular classroom teachers to provide differentiated instruction.
- Meetings with Counselors, EC, and ELL Staff: AIG facilitators collaborate with other staff to support students' academic and wellness development.
- Small Group and Push-in Services: AIG specialists provide individualized instruction within the regular classroom setting, focusing on all identified AIG students.
- Portfolio Development: AIG specialists help students create portfolios to track their academic progress and growth.

Middle School:

- Cluster Grouping: Similar to elementary, gifted students are grouped together for specialized instruction.
- Flexible Grouping: Groups are adjusted to meet students' changing needs throughout the school year.
- Enrichment Activities: AIG facilitators provide opportunities for intellectual challenge through project-based learning, research, and independent study.
- Meetings with Counselors, EC, and ELL Staff: Collaboration to address academic and personal and social needs continues in middle school.
- Portfolio Development: Continued focus on developing portfolios to document student progress and intellectual growth.
- College and Career-Ready Classes: Students are introduced to classes that promote career exploration and advanced academic learning, preparing them for high school success.

High School:

- Cluster Grouping: Gifted students are grouped for advanced learning opportunities.
- Enrichment Activities: Students engage in activities that foster intellectual growth and encourage creative thinking.
- Meetings with Counselors, EC, and ELL Staff: AIG specialists continue to work closely with other staff to meet students' needs.
- Guidance for Course Selection: AIG facilitators assist students with choosing advanced courses to challenge them academically.
- College and Career-Ready Classes: Opportunities for Honors, AP, Dual Enrollment courses, and internships are offered to prepare students for college and career success.
- College Admission and Goal Setting: AIG specialists provide guidance on college applications, scholarship opportunities, and long-term academic and career goals.

AIG facilitators offer resources to support teachers, staff, and families. These resources include:

- Access to the DPI AIG website for professional resources and state initiatives.
- Webinars and professional development on gifted education and instructional strategies.
- Additional instructional and textual resources to support differentiated instruction and address the specific needs of gifted students.

District administrators conduct surveys of all certified staff to assess training needs. These surveys inform the development of professional development offerings, including topics with an emphasis on AIG. All teachers, specialists, and school counselors have access to students' DEP (Differentiated Educational Plan). AIG facilitators will lead professional development sessions on topics such as:

- Characteristics of Gifted Learners: Understanding the unique needs of gifted students.

- Methods and Models for Gifted Instruction: Effective instructional strategies for gifted learners.
- Social and Emotional Needs of Gifted Learners: Supporting the emotional well-being of gifted students using current research and best practices.

AIG specialists ensure rigorous academic instruction by employing differentiated methods and advanced instructional resources. This allows gifted students to receive instruction that meets their intellectual needs while challenging them to reach their full potential.

Enrichment activities and portfolio development are key to fostering intellectual growth. AIG facilitators engage students in higher-level thinking and problem-solving, allowing them to explore topics beyond the standard curriculum.

Gifted students often face unique challenges such as perfectionism, social isolation, and underachievement. AIG specialists support students' social and emotional development through:

- Collaboration with counselors to provide guidance on student support issues.
- Tailored activities that focus on emotional resilience, peer relationships, and self-regulation.

Professional development offerings are delivered through a variety of methods, including:

- Online modules and in-person workshops that focus on best practices in gifted education.
- Collaborative meetings where teachers can engage in peer coaching and share effective strategies.

These professional development activities are regularly evaluated to ensure they meet the needs of staff. Surveys and feedback loops help assess the effectiveness of the training, and adjustments are made to improve future sessions.

AIG specialists collaborate with school leadership teams, including principals and MTSS teams, to ensure that AIG students receive comprehensive support. AIG facilitators are integral to MTSS meetings, where they work with classroom teachers to create differentiated instructional strategies and ensure that gifted students' academic and personal and social needs are met within the MTSS framework.

By providing tailored services, professional development, and continuous collaboration, AIG facilitators at all levels help ensure that gifted learners receive the support they need to thrive academically, intellectually, and emotionally. These

efforts are aligned with the district's vision, mission, and goals for gifted education, ultimately fostering the success of every AIG student in Dare County Schools.

* **Practice C**
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

Dare County Schools is in the process of developing online professional development modules designed to support educators and prepare them for AIG certification. These modules will serve dual purposes: to enhance the instructional capacity of general education teachers to meet the needs of gifted learners and to help those not yet certified in AIG work toward certification. Throughout this AIG plan cycle, professional development content will be tailored to empower educators to better support gifted learners and prepare them for AIG licensure.

The online modules will address a range of topics essential for supporting gifted learners in the classroom, including (but not limited to):

- Differentiating Instruction: Practical strategies to adapt content, processes, and products for gifted learners across various classroom settings.
- Characteristics of the Gifted Learner: Understanding the unique cognitive, social, and emotional traits of gifted students.
- Social and Emotional Needs of Gifted Learners: Recognizing and addressing the social and emotional challenges faced by gifted students.

These modules will provide teachers with the foundational competencies required to either pursue the AIG add-on licensure or fulfill their professional development requirements.

Certified teachers interested in obtaining their AIG add-on license will have access to high-quality, state-approved programs through Institutes of Higher Education (IHEs) that align with the North Carolina Department of Public Instruction (NCDPI) standards. Dare County Schools will ensure these teachers are supported with resources and tools

for success. Funding will be provided through local allocations and external grants, such as those from the Dare Education Foundation, to support AIG programming and related professional development initiatives.

Dare County Schools integrates AIG-focused professional development opportunities into the district's Beginning Teacher Orientation and Development Program. This training will ensure that beginning teachers are equipped with the skills necessary to recognize and meet the needs of gifted learners from the start of their careers.

In addition, Dare County Schools requires that any personnel working directly with AIG learners will participate in at least one professional growth activity to strengthen their ability to differentiate instruction for AIG students.

The District AIG Coordinator will plan, coordinate, and oversee AIG professional development activities for both AIG facilitators and general education teachers throughout the school year. These activities will be designed to support the ongoing development of staff, ensuring that they are equipped to address the academic, social, and emotional needs of gifted learners.

The online professional development modules will be tailored specifically to general education teachers. These modules will focus on differentiation techniques, identifying gifted students, and supporting their well-being. The content will provide teachers with practical strategies and tools to implement differentiated instruction and address the needs of diverse learners in their classrooms.

AIG instructional specialists will participate in professional development sessions focused on more advanced competencies, including:

- Advanced Differentiation Techniques: Methods for designing curriculum that challenges gifted learners.
- Assessment Strategies for Gifted Learners: Tools for evaluating the progress and needs of gifted students.
- Leading Professional Development: Building capacity to lead professional learning sessions for peers.

Professional development for student services personnel (including counselors, social workers, and special education staff) will address the social and emotional needs of gifted learners, particularly for twice-exceptional students. This training will provide strategies for working with gifted students who may also have disabilities, ensuring that support is aligned with the students' cognitive and emotional profiles.

Administrators will receive professional development to help them better support AIG programs within their schools. This will include:

- Evaluating the Effectiveness of AIG Services: Techniques for assessing and monitoring the impact of AIG programs.
- Integrating AIG Services into School Support Systems: How to weave AIG services into broader support frameworks, including Multi-Tiered Systems of Support (MTSS), and foster a school culture that prioritizes gifted education.

To ensure that gifted education is integrated within MTSS, AIG specialists will work closely with MTSS teams to create a cohesive system of support for gifted learners. Professional development modules will emphasize how teachers and AIG specialists can collaborate to support gifted students at all levels, ensuring that their academic and personal and social needs are met within a multi-tiered framework.

As part of the professional development strategy, additional training will be provided on supporting gifted multilingual learners and twice-exceptional students (students who are gifted and have disabilities). Specialized content will be offered to ESL teachers, special education staff, and AIG facilitators, equipping them with the tools to provide appropriate support to these diverse learners.

To enhance professional development offerings, Dare County Schools will collaborate with neighboring districts and regional partners. This collaboration may include joint workshops, shared resources, and hosting guest speakers with expertise in gifted education. These collaborative opportunities will expand the scope of professional development and provide teachers with a broader network of support.

In addition to offering professional development, Dare County Schools will support teachers seeking AIG add-on licensure through logistical and financial means. This may include substitute coverage for coursework, reimbursement for tuition, and providing access to local resources for educators pursuing certification.

Dare County Schools will regularly survey staff to assess their professional development needs. This feedback will guide the planning of future professional learning opportunities and ensure that the offerings are tailored to the specific needs of educators. The data collected will be analyzed and used to refine the district’s professional development plans.

AIG specialists will take an active role in leading professional development sessions for both general education teachers and student services personnel. By utilizing their expertise, AIG specialists will co-present with other stakeholders and share best practices for differentiating instruction and supporting the diverse needs of gifted learners.

* **Practice D**

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

Dare County Schools ensures the proper placement of AIG students by following the criteria outlined in Standard One. Eligible students are placed in services with teachers who are AIG certified, National Board Certified, have earned a Master's degree, or have demonstrated effectiveness in teaching gifted learners through data such as EVAAS scores.

To ensure that teachers responsible for delivering direct services to AIG students are fully qualified, Dare County Schools follows a systematic process. This process includes:

- Verification of AIG Certification: Before teachers are assigned to AIG students, the district verifies that they have earned the AIG add-on certification, ensuring that all educators meet the district's qualification standards.
- New Hire Qualifications: All new hires are required to meet the LEA's certification requirements for AIG positions. This includes verification of AIG certification or the completion of relevant coursework.
- Ongoing Monitoring: The district regularly monitors the qualifications of teachers assigned to AIG students. This includes periodic reviews of professional development and certification status to ensure that all teachers continue to meet the necessary requirements throughout their tenure.

Dare County Schools collaborates closely with school-based administrators, counselors, and AIG facilitators to ensure that AIG students are placed in appropriate cluster groups. The district employs the following strategies:

- Administrator Involvement: When creating student schedules, administrators verify that teachers assigned to cluster groups have the necessary qualifications to work with gifted students. This ensures that AIG students are grouped with qualified teachers who are capable of meeting their academic and wellness needs.

- AIG Facilitator Role: AIG facilitators actively collaborate with administrators to provide input on the creation of student schedules and pathways. They ensure that the teachers assigned to AIG students have the appropriate certifications and experience in gifted education.

- Cluster Grouping Process: The district uses specific academic criteria and student characteristics to place AIG students in cluster groups. These criteria may include academic performance, cognitive abilities, and socio-emotional needs. The process is formalized through collaboration between administrators and AIG facilitators, ensuring that the placement decisions align with the district's standards for AIG services.

Dare County Schools implements cluster grouping across grade levels, ensuring that AIG students are consistently placed in classes with qualified teachers as they progress through the K-12 continuum. To ensure continued support for gifted learners:

- Ongoing Monitoring: The district reviews student progress regularly to ensure that AIG students remain in classes with appropriately qualified teachers. This monitoring process helps track whether students are continuing to receive the support they need as they advance through the grades.

- Formal Review Structure: The district has a formal structure in place for reviewing student placement on an annual basis, ensuring that all AIG students are consistently placed in clusters with teachers who meet the district's certification requirements.

To ensure that AIG students are consistently placed in appropriate classes, the district has implemented a tracking system to monitor student assignments throughout the school year. This system includes:

- Tracking System: A database tracks the assignment of AIG students to qualified teachers, providing real-time data on student placements. This ensures that AIG students are always placed in classes that align with their educational needs.

- Data Sharing: Data on student placements and teacher qualifications is shared with principals, district leadership, and the local Board of Education on a regular basis. This includes quarterly updates and annual reports, which provide an overview of the effectiveness of the assignment process.

- Reporting Mechanism: There is a formal reporting process in place to communicate the data on student placements to key stakeholders. This ensures that principals and district leadership are kept informed of any adjustments or changes to student assignments.

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

Dare County Schools is committed to recruiting and retaining AIG-licensed professionals, with a strong focus on promoting diversity within the teaching workforce. To achieve this, we have developed a multifaceted approach that includes both recruitment strategies and retention initiatives aimed at ensuring long-term sustainability and success.

Our recruitment plan is designed to attract high-quality, diverse candidates and provide them with the support needed to thrive in Dare County Schools. This includes:

- Targeted Recruitment of AIG-Licensed Teachers: We actively recruit teachers who are already AIG-licensed by targeting districts with a high concentration of AIG professionals. We also engage in outreach efforts to attract teachers from diverse backgrounds, both within and outside the district. This involves creating inclusive job descriptions and partnering with organizations focused on promoting diversity in education.

- Strategic Partnerships for Recruitment: We collaborate with local institutions of higher education (IHEs) to provide coursework for teachers to earn their AIG certification. Additionally, we partner with regional and statewide organizations that specialize in recruiting high-quality candidates, particularly in Title 1 schools and those with fewer AIG-licensed professionals.

To support teachers already employed by the district in earning the AIG add-on license, we are creating professional development modules that will focus on critical components of gifted education. These modules will help prepare teachers for the PRAXIS exam, and upon successfully passing the exam, the district will reimburse the teacher for the cost of the test.

- Timeline for Modules and PRAXIS Support: These modules will be offered quarterly to provide ongoing support, with leadership tracking progress to ensure that a growing number of teachers earn their AIG add-on license each year.

- Additional Incentives: In addition to test reimbursement, the district will consider offering further financial support, such as tuition reimbursement or stipends for coursework related to AIG certification, to encourage teachers to pursue this licensure.

New teachers to Dare County Schools will receive targeted induction and ongoing support. This will include:

- Differentiating Instruction: Professional development will focus on how to differentiate instruction for AIG students effectively, ensuring teachers can meet the diverse needs of gifted learners.
- Identifying Gifted Characteristics: Training will also emphasize how to recognize the characteristics of gifted students and how to develop appropriate academic challenges for them.
- Social and Emotional Support: A key component of induction will involve teaching new teachers strategies to support the social and emotional well-being of AIG students.

To retain our AIG-licensed teachers, we are committed to providing the necessary resources, time, and support:

- Professional Collaboration: Adequate time will be allocated for planning, push-in/pull-out services, and collaboration among colleagues to ensure that AIG students are receiving high-quality, differentiated instruction. This collaborative environment will foster professional growth and shared decision-making.
- Mentorship and Leadership Opportunities: We will implement mentorship programs for new AIG educators and provide leadership opportunities for experienced teachers, allowing them to lead professional development sessions and contribute to the overall growth of the AIG program.
- Recognition of Achievements: The district will recognize the achievements of AIG professionals through public acknowledgment at board meetings and other district events, reinforcing the value of their contributions to the success of our gifted learners.
- Advanced Professional Growth: We will offer opportunities for AIG professionals to attend conferences, participate in advanced certification programs, and take on leadership roles within the district to further their professional development.

Dare County Schools recognizes the importance of recruiting and retaining diverse professionals, especially in specialized programs such as Dual Language Immersion (DLI). Our DLI teachers come from a variety of international backgrounds and provide instruction in both English and Spanish to K-5 students.

- AIG Strategies for DLI Teachers: We plan to incorporate AIG strategies and certification into the professional development for DLI teachers. This will help ensure that AIG students in these programs are receiving

differentiated support that is both culturally responsive and academically rigorous.

- Creating an Inclusive Work Environment: In addition to recruiting diverse teachers, we will foster an inclusive work environment through cultural competency training and mentorship programs. This will ensure that teachers from diverse backgrounds feel supported and valued within the district.

To track the success of our recruitment and retention strategies, Dare County Schools has established clear metrics for success:

- Increase in AIG-Licensed Professionals: Our goal is to increase the number of AIG-licensed professionals in the district by 10% over the next three years.
- Diversity Benchmarks: We will set specific diversity targets for our recruitment efforts and track the percentage of new AIG hires from diverse backgrounds. These efforts will be monitored annually to ensure that we are making progress in creating a diverse and inclusive workforce.

* **Practice F**

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

Through Professional Learning Communities (PLCs) and Districtwide DCS Professional Development Opportunities, Dare County Schools will provide focused, targeted learning opportunities for AIG facilitators, classroom teachers, and staff members interested in expanding their understanding of identifying and meeting the needs of both currently identified and potentially gifted students. These professional development opportunities will address key aspects of gifted education, with a specific focus on equity, to ensure that all educators are equipped to support a diverse range of students.

To assess our district's professional development needs and evaluate the effectiveness of current practices, the district AIG Coordinators and school-based AIG facilitators will annually collect feedback from all stakeholders—including parents, administrators, staff, and students—regarding the district’s policies and practices for gifted education and review student data. This feedback will specifically include questions related to the equity of our current identification and service practices to ensure that they are inclusive and accessible to all students, including underrepresented groups like multilingual learners and twice-exceptional (2e) students.

Each elementary and secondary school will complete an annual needs assessment survey to gather information about what is needed to fully support not only our students but also our AIG facilitators, classroom teachers, and staff. This survey will include questions about:

- The perceptions of equity in identifying and serving gifted learners, particularly from underrepresented backgrounds.
- The support needs of AIG facilitators and teachers in differentiating instruction and meeting the needs of diverse learners.

Our district will ensure that professional development is focused on equity in gifted education, with a special emphasis on shifting mindsets, reviewing policies, and refining practices to ensure all students have equal access to opportunities. This will include the following:

- Biases in the Identification Process: Sessions will address how to recognize and address biases in the identification of gifted students, particularly in underrepresented groups such as students from low-income backgrounds, multilingual learners, and 2e students.
- Culturally Responsive Teaching Practices: PLCs and seminars will cover how to apply culturally responsive teaching strategies to better support gifted learners from diverse backgrounds, ensuring all students feel seen and supported in their educational journeys.
- Giftedness Beyond the Traditional Profile: Professional learning will explore how to identify giftedness in students who may not fit the traditional profile (e.g., multilingual learners or those from diverse cultural backgrounds) and develop instructional strategies to meet their unique needs.
- Wellness Needs of Gifted Learners: Special attention will be given to the wellness development of gifted learners, especially twice-exceptional (2e) students, to ensure that these students' emotional and psychological needs are met alongside their academic needs.

Professional development will not be a one-time event but a sustained process that builds on prior knowledge. The district will establish a professional learning pathway for teachers, starting with foundational knowledge about gifted education and progressing to more specialized topics such as equity in gifted education, cultural responsiveness, and supporting 2e or multilingual learners. This pathway will include:

- Regular PLC Meetings: Ongoing PLCs will be scheduled throughout the year to provide educators with opportunities to share best practices, discuss student progress, and reflect on their learning.

- Follow-up Sessions: After initial professional development sessions, teachers will participate in follow-up sessions to discuss how they have implemented new strategies and to receive additional support.

- Mentorship and Peer Collaboration: A mentorship program will be developed to provide new or less experienced teachers with guidance from more seasoned educators, ensuring that knowledge about equitable practices and the identification of diverse gifted learners is shared across the district.

Dare County Schools will collaborate with district leadership to create a comprehensive, districtwide plan that integrates equity in gifted education with broader equity initiatives. This includes:

- Partnerships with NCDPI: We will incorporate resources such as the NCDPI Call to Action and Guidebooksinto our professional learning opportunities. For example, we will use these resources for book studies or action planning sessions focused on equitable practices in gifted education.

- Integration with MTSS and Other District Initiatives: The district will ensure that our work in gifted education is aligned with Multi-Tiered Systems of Support (MTSS) and other district-wide efforts to support equity and excellence for all students, including twice-exceptional (2e) and multilingual learners.

Specific professional development will be offered on the identification and support of 2e (twice-exceptional) students and multilingual learners in the AIG program. This will include:

- Identifying and Supporting 2e Students: Teachers will receive training on how to recognize students who are both gifted and have a learning or behavioral challenge, ensuring that these students receive appropriate support that addresses both their gifts and challenges.

- Differentiation Strategies: Teachers will learn best practices for differentiating instruction for multilingual learners, ensuring that these students receive the extensions and support they need to thrive.

- Targeted Learning for Multilingual Learners: Professional learning will also focus on culturally responsive teaching and language development strategies to support multilingual students' academic growth within the AIG program.

To ensure accountability, the district will regularly track progress on:

- The equity of the identification and placement process for gifted learners.
- The effectiveness of professional development in addressing biases and misconceptions about giftedness.
- The integration of equitable practices in daily classroom instruction.

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

Dare County Schools is developing intentional professional development (PD) plans aligned with the district's strategic plan goals, specifically focusing on personalized learning experiences, engaging students in relevant problem-solving and critical thinking activities and projects, and preparing them for their future. The PD plans ensure that educators are equipped to meet the needs of all students, including gifted learners, by providing differentiated instruction, fostering academic growth, and nurturing personal and social well-being.

Dare County Schools offers professional development opportunities that integrate best practices across various educational programs, including ESL, EC, and AIG. These opportunities ensure alignment and consistency in meeting the diverse needs of all students, especially gifted learners.

As the district implements MTSS/PBIS initiatives for progress monitoring, we will provide targeted professional development to establish data teams. These teams will work to determine effective practices for providing a differentiated core within the instructional program, including the needs of AIG facilitators and gifted students. This ensures that the School Improvement Plan (SIP) goals are aligned with PD activities, addressing the needs of all learners, including gifted students.

AIG facilitators collaborate with instructional support staff to integrate best practices for gifted learners across PD settings and topics. This collaboration promotes opportunities for professional development both within and outside of the district. For example, facilitators will participate in state and national conferences such as NCCAT, NCAGT, and regional meetings to ensure that PD is aligned with the latest research and best practices in gifted education. Facilitators will also work with the LEA team whenever possible to develop PD and serve on committees that focus on

strategic vision, mission, and priorities for the district. This will ensure that AIG needs are consistently considered when setting district-wide goals.

Dare County Schools is committed to ensuring that AIG program goals are explicitly aligned with district-wide PD initiatives. These goals include:

- Improving identification practices for gifted learners.
- Ensuring equitable service delivery for all gifted learners, especially underrepresented groups.
- Increasing teacher capacity in gifted education, focusing on differentiation strategies and supporting the wellness needs of gifted students.

To achieve these goals, PD will include the following:

- Differentiation strategies for gifted learners, ensuring that teachers can tailor instruction to meet the varied needs of students.
- Addressing the personal and social needs of gifted students, particularly those who are twice-exceptional (2e) or multilingual learners.
- Exploring the latest research and models in gifted education, such as Universal Design for Learning (UDL) and talent development models.

AIG facilitators will be deeply involved in broader district initiatives such as MTSS, PBIS, and the School Improvement Plan (SIP). For example:

- PD sessions on differentiated instruction and MTSS will be co-facilitated by AIG specialists to ensure that the needs of gifted learners are addressed within these district-wide frameworks.
- AIG facilitators will participate in planning sessions related to data-driven decision-making, ensuring that gifted students' needs are prioritized as part of broader school improvement strategies.

To strengthen collaboration and build capacity for gifted education, Dare County Schools will implement the following structures:

- Regular PLC sessions for AIG specialists and classroom teachers to share best practices and co-plan differentiation strategies.
- Dedicated planning time for teachers to collaborate with AIG facilitators, ensuring that gifted learners' needs are met across all grade levels.
- Coaching and mentoring opportunities where AIG facilitators can support teachers in refining their instructional practices for gifted learners.

PD will not be a one-time event but a continuous process. This will include:

- Follow-up sessions after initial PD, where teachers can reflect on their implementation of new strategies and receive additional support.
- Coaching and mentoring time after PD sessions, with specific time allocations for teachers to engage in reflection and refine their practices.
- Structures for post-PD reflection, such as reflection journals or check-ins with AIG facilitators to discuss the integration of new practices.

To promote the sharing of best practices, Dare County Schools will provide:

- Regular best practice sharing sessions where AIG facilitators and classroom teachers can highlight successful strategies and co-teaching opportunities. For instance, teachers might showcase lessons where gifted learners were provided with appropriate extensions.
- Technology tools (e.g., LMS, shared digital folders) will be used to create a centralized hub for AIG resources and best practices. Teachers will have access to lesson plans, video tutorials, differentiation strategies, and other materials to support ongoing learning and implementation.

Dare County Schools will leverage existing structures, such as district-wide PD days and early release days, to incorporate AIG-specific PD. For example:

- Dedicated AIG PD sessions will be scheduled during these times to ensure that AIG facilitators and classroom teachers have access to focused professional development on gifted education.

- Sessions will be tailored to the specific needs of AIG staff, ensuring that strategies for identifying and meeting the needs of gifted learners are central to these PD opportunities.

*** Ideas for Strengthening the Standard**

- Offering a local AIG certification pathway
- Provide staff with tools to effectively partner with families of gifted learners (including translation support and varied communication formats)
- Host joint family-teacher workshops around supporting gifted learners at home and at school.
- Providing professional learning for general education teachers on how to differentiate and accelerate student learning

Planned Sources of Evidence

*	Ensure all instructional staff has AIG certification
*	Monitoring the number of staff who secures a local AIG certification
*	Feedback on family-teacher workshops

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

Dare County Schools (280) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

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

- academic and intellectual
- social and emotional.

Dare County Schools believes our educational programs are stronger and better when we work collaboratively with parents, families, and community agencies. To support two-way partnerships, the district provides multiple opportunities for parents to contribute to and benefit from the AIG program. Examples include face-to-face meetings, feedback surveys, and open forums during annual parent engagement events. Additionally, parents are actively involved in the development of their child's DEP during collaborative meetings with AIG facilitators, ensuring individualized support for academic, intellectual, and social/emotional growth.

All secondary schools host annual AIG parent nights to introduce families to the middle school AIG service model. These meetings can be face-to-face or virtual to enhance accessibility at all levels.

To strengthen academic and intellectual programming, parents are invited to participate in enrichment activities, such as STEM events, academic competitions, and mentorship opportunities facilitated by the Coastal Studies Institute. The district also collaborates with parents to develop and support clubs and extracurricular programming tailored to students' interests.

Recognizing the importance of social/emotional well-being, the district partners with organizations such as Dare Challenge, Integrated Family Services, and Children and Youth Partnership to provide training for staff and resources for families. In schools, student wellness calendars and scheduled reflection times create opportunities for AIG students to build peer relationships and develop self-regulation skills. These intentional partnerships ensure that all families have a voice in shaping the district's AIG program. Using responsive scheduling through Infinite Campus at the secondary schools, blocks of time are set aside to allow teachers and AIG specialists to meet with gifted students to check-in, build relationships, and reflect on feelings/emotions.

The AIG Advisory Committee, representing diverse parent perspectives, meets twice annually to provide feedback on programming and identify areas for improvement. Additional efforts to reach underrepresented families include targeted outreach, multilingual resources, and community liaisons who support inclusive engagement in AIG services. Dare County Schools has an established network of community support that will extend to AIG students across the district. Community and industry partners include East Carolina Coastal Studies Institute, The Cape Hatteras National Seashore, Fort Raleigh National Historic Site, Wright Brothers Memorial, Outer Banks Home Builders Association, Outer Banks Visitors Bureau, the NC Ferry System, Spring Arbor Retirement Home, NC State Employees Credit Union, Towne Bank, Outer Banks Hospital, Dare County Travel and Tourism Board, Dare County Chamber of Commerce, Bayliss Boat Works, Twiddy Realty, Blue Vacations and many other local community care clinics, medical practices, dentists, and other businesses. In addition, DCS AIG programs will establish partnerships with local Fire, EMS and law enforcement divisions in Dare County. Community and industry partners support A variety of AIG programs by providing guest speakers, educational initiative sponsorships, and a variety of work-based learning opportunities to enhance learning across all curricular fields. These industry supporters will also enhance opportunities in career exploration and skill development through a "Career Café" model as a collaborative effort within the guidance and CTE departments. This model would provide an ongoing forum for students to explore careers, experience career coaching, participate in vocational testing, and develop real world skills in resume writing, employment applications and job interviewing. Dare County Schools' shares AIG program information on the district website and through social media platforms.

* **Practice B**

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

Dare County Schools partners with a variety of community stakeholders to enhance the AIG program, providing students with diverse opportunities for enrichment, extension, and acceleration. Local businesses, institutions of higher education, and community organizations contribute to the program by offering specialized resources, mentorships, and academic competitions. For example, students engage in enriching activities such as math competitions, Science Olympiad, and Science Fairs, where they hone their intellectual skills and explore new areas of knowledge. These opportunities challenge students academically while fostering a passion for learning that extends beyond the classroom.

In partnership with the Coastal Studies Institute and the College of the Albemarle, the district offers acceleration opportunities, including STEM-focused internships and college-level coursework, including offerings for 9th and 10th grade AIG students. Additionally, the Carolina College Advising Corps supports high school students by providing college readiness guidance and access to higher education resources, promoting long-term academic success for AIG students. Students are also afforded advanced curricular opportunities through NC Virtual Public Schools, NC School of Science and Math, and the NC Governor's School.

During the 2024-2025 school year, a partnership between NCCAT and Dare County Schools Gifted Services was begun. This partnership will grow during this 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 collaboration with parents, teachers, specialists, administrators, and partners into a draft gifted services strategic plan.)

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

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

This cycle will allow district gifted leadership to have time to learn and draft gifted plans every three years at an NCCAT site (Ocracoke or Cullowhee) while also affording capacity building for administrators, specialists, and teachers.

Community engagement also plays a crucial role in the sustainability of the AIG program. Local business advisory groups, the Chamber of Commerce, and other partners advocate for additional programming options, sponsor events, and offer volunteer support for AIG activities, including academic competitions and mentorship programs. Through these partnerships, Dare County Schools continues to strengthen its AIG program, creating a robust network of resources and support for gifted students.

* **Practice C**
Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

The Dare County Schools AIG Advisory Committee is comprised of a diverse group of more than 30 members, including AIG parents/guardians, community members, AIG facilitators, and representatives from regular education, ESL, and EC programs. The committee is intentionally designed to reflect the demographic diversity of our AIG student population, ensuring that all voices are heard in the development and evaluation of the AIG program.

The advisory group meets at least twice annually to review student data, stakeholder feedback, and the overall effectiveness of the AIG program. The group provides input on revisions to the Local AIG Plan and makes recommendations for future programming, ensuring that the plan evolves to meet the changing needs of our students and aligns with the district mission and vision. In addition, subcommittees are formed to focus on specific areas such as curriculum development, personal and social support, and family engagement, allowing for more focused feedback and action.

To encourage broad participation, the district works with school administrators to recruit a cross-section of stakeholders, including parents from diverse cultural, linguistic, and socioeconomic backgrounds. We ensure that our meetings are accessible by offering both in-person and virtual options, providing childcare through student volunteers, and offering interpretation services for families who speak languages other than English.

The AIG Advisory Committee also partners with community organizations such as local businesses, arts organizations, and service-based groups to strengthen the AIG program and increase its relevance to the community. These partnerships help to ensure that our programming is not only effective but also sustainable, with ongoing support from a broad base of stakeholders.

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

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

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

The district maintains a robust communication plan to ensure that students and parents are well-informed about the Local AIG Plan, program services, policies, and available advanced learning opportunities. Infinite Campus tools facilitate career and academic development planning to further enhance information provided to AIG students and families. Information is shared through a variety of accessible channels, including automated phone calls, emails, newsletters, and the district website. A parent handbook, glossary of terms, and the Local AIG Plan are readily available online and at school events. For non-English-speaking families, materials are translated into Spanish and other languages as needed, and interpreters are provided during meetings to ensure full participation.

To further support communication, virtual informational meetings are held regularly, and a digital presentation of the AIG program is available for families. Social media platforms and the district's learning management system are also utilized to share updates and opportunities in real time. Additionally, local media outlets are engaged to publicize student successes and share important AIG program information.

Feedback from families and community members is regularly collected via surveys and informal discussions during meetings to ensure the communication strategies are effective and inclusive. The district continuously reviews its outreach efforts to address any gaps in communication and ensure that all families have the resources they need to access advanced learning opportunities.

*** Ideas for Strengthening the Standard**

- Refining the AIG Parent Advisory and AIG Parent Handbook
- Continue to partner with higher education and community partners to further enhance student opportunities
- Create student advisory panels or leadership groups (especially at the middle and high school level) to consult on enrichment offerings and advocacy efforts

Planned Sources of Evidence

* AIG Advisory agendas and minutes
* Review AIG Parent Handbook
* Auditing community partnerships and what we are able to offer to students

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 5 Additional Resources	N/A	

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Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.

* **Practice A**
Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

During the revision process for the 2025-2028 AIG Plan, the district ensured alignment with State Board of Education policy and the revised standards for AIG programs.

A team of AIG facilitators convened at least quarterly from 11/2022 to 11/2024 to review the current plan, conduct self-assessments, and complete needs assessments. During this time, stakeholder surveys were distributed to parents, students, teachers, administrators, and community members to gather feedback on program accessibility, the effectiveness of services, and the alignment of the AIG program with student needs. Academic performance data and observational data from teachers were also analyzed to evaluate program outcomes. These data points were discussed in detail during monthly facilitator meetings and with the Advisory Committee, ensuring that all perspectives were considered in the revision process.

As part of the process, the district AIG advisor participated in regional AIG meetings to discuss draft revisions and receive peer feedback from other districts. This peer review process allowed for the incorporation of best practices and new insights into the plan. Additionally, the NCDPI self-assessment tool was used throughout the revision process to ensure compliance with state standards and identify areas for further improvement.

To ensure transparency, updates on the plan revision process were communicated regularly through newsletters, district-wide emails, and during Advisory Committee meetings. This communication allowed stakeholders to stay informed and provided them with multiple avenues to share their feedback.

The final revised AIG Plan will be presented to the local Board of Education for approval and then submitted to the North Carolina Department of Public Instruction for further review and feedback. The plan will be considered a "living document" that will be regularly reviewed and refined by the revision team and the Advisory Committee throughout the life of the plan to ensure its continued relevance and effectiveness in meeting the needs of gifted learners.

* **Practice B**

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

The AIG Coordinator and the District Team will oversee the implementation of the AIG Plan in full alignment with current legislation and state policies. To ensure the effective execution of the AIG Plan, the AIG Facilitators will monitor program components closely and implement them with fidelity. They will share relevant data and evaluation outcomes during quarterly district meetings. These meetings provide a platform for team members to document the progress at their respective schools and report on the status of implementation across the district.

Monitoring tools, such as data dashboards and program implementation rubrics, will be utilized to evaluate the fidelity of the AIG Plan. These tools allow for continuous tracking and ensure that the AIG program is aligned with district and state expectations. Data reports, including those related to student identification, will be aggregated and analyzed to ensure that program components are effectively supporting gifted learners.

To empower AIG facilitators in supporting these monitoring efforts, the district will provide targeted professional development focused on program evaluation and monitoring. This will build the capacity of AIG facilitators to assess the implementation and effectiveness of the AIG program more efficiently.

Progress reports on the AIG program’s implementation will be shared annually with the AIG Advisory Group and the Board of Education. These reports will ensure transparency and provide stakeholders with clear insights into the program’s successes and areas for improvement.

The AIG Coordinator and District Team will also conduct biannual reviews of program data. This review process will allow for the identification of any mid-cycle adjustments or necessary revisions to the AIG Plan, ensuring the program remains responsive to student needs and continues to meet legislative and policy requirements.

* **Practice C**

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

The district effectively monitors and uses state funds allotted for the local AIG program in strict accordance with the State of North Carolina laws, policies, and guidelines, utilizing a local budget planning process. The Director of Finance and District AIG Coordinator collaborate to ensure all funds are allocated appropriately according to established guidelines, ensuring efficient use of resources to meet the program's goals. These funds are utilized to provide necessary resources and professional development to support the success of AIG students.

The budget is currently divided into four main areas:

1. Adequate staffing: Ensuring an equitable caseload based on the service delivery mode to achieve the high-quality instructional goals outlined in the AIG plan.

2. Professional development: Providing training for all teachers working with AIG students, including those involved in talent development, to ensure high-quality instruction.

3. Supplies and materials: Allocating funds for specific identification and service delivery materials as requested by AIG facilitators, based on the completed needs assessment.

4. Additional resources: This includes funds for field trips, academic competitions, contract services, and other enrichment opportunities necessary for AIG identified students and those in talent development. Resources also cover local certification through a Learning Management System.

To ensure that all expenditures are aligned with program goals and state policies, the AIG Coordinator and Finance Director will review the 034 budget report quarterly. This process ensures compliance with the district's financial plan and state guidelines.

The district regularly reviews the State Allotment Policy Manual to ensure that all expenditures comply with state guidelines and standards. Additionally, the district will explore opportunities to secure federal grants, local partnerships, and other funding sources to enhance and expand the AIG program.

The AIG budget will be reviewed annually with the AIG Advisory Group to ensure transparency and alignment with stakeholder priorities. This review ensures that the budget reflects the community's needs and priorities while maintaining compliance with state policies.

* **Practice D**

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

The district maintains, analyzes, and shares all student achievement and growth data with stakeholders. School report cards are distributed to parents and posted on the website. The Central Office AIG Coordinator collaborates with the Director of Testing to review growth data for AIG students throughout the year and plan strategies to address their needs. Data analysis includes CogAT, EOC/EOG, AP, ACT, SAT, EVAAS, Pre-ACT, and additional indicators such as dual enrollment credits, AP/IB success rates, and CTE credentials.

Subgroup data is disaggregated to identify trends and address disproportionality. Trend data over time will be used to inform policies and practices, ensuring equity and continuous program improvement.

The AIG Coordinator collaborates with school counselors to monitor and analyze annual drop-out data for AIG students. The district will implement an early warning system to identify students at risk of dropping out and develop targeted interventions. Follow-ups will be conducted for AIG students who drop out to understand their reasons and guide future improvements.

To support long-term program evaluation and using Infinite Campus tools, central office staff will work with building-level administrative teams to monitor historical profiles for all students, including AIG students. This information will guide discussions on program fidelity, strengths, needs, and future goals. Data findings will be shared with school administrators, AIG facilitators, and stakeholders annually, along with recommendations for program improvement.

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

The district maintains a centralized system to collect, store, and analyze data on referrals, identification, services, and retention within the AIG program. Data is uploaded by school AIG facilitators quarterly and reviewed by the district AIG coordinator for accuracy and trends.

Collaboration with MTSS teams ensures that data from all tiers is analyzed for equity. Disaggregated data by race, ethnicity, gender, economic status, and other demographic factors is reviewed quarterly to identify trends and disproportionality. If inequities are found, targeted interventions are planned in partnership with MTSS teams and school administrators.

To monitor access to advanced learning opportunities, additional indicators such as AP/IB participation rates, dual enrollment credits, and honors course enrollment are analyzed annually. Retention data is also reviewed to ensure students remain engaged in the program over time.

Quarterly meetings of AIG facilitators and the district coordinator focus on reviewing disaggregated data and discussing program improvements. Annually, a systematic program evaluation is conducted, incorporating stakeholder feedback, self-assessment, and student achievement data. The results of these evaluations inform revisions to the AIG Plan, ensuring alignment with district strategic goals and a focus on equity.

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

The Human Resources Department maintains an up-to-date database of licensure and certification information for personnel serving AIG students, updated quarterly. This data is used to identify gaps in staffing qualifications and to prioritize professional development initiatives aligned with the Local AIG Plan.

The district collaborates with school administrators to discuss the specific needs of the AIG program at the school level, make informed hiring decisions, and ensure the appropriate placement of AIG students. During these discussions, licensure data is reviewed to align staffing with program goals and student needs.

A system for tracking the progress of teachers pursuing AIG licensure or completing professional development modules has been established. Quarterly reports are generated to monitor completion rates, and this information informs district strategies for capacity building.

Professional development modules, designed in alignment with the "Booster Shots" content from NCDPI, focus on preparing teachers for AIG licensure and improving instructional practices for gifted students. These modules are accessible through a learning management system, and participants earn CEUs and local certification upon completion.

To incentivize AIG licensure, the district offers professional support, including preparation for the PRAXIS exam. This initiative aims to increase the number of certified AIG educators and enhance program quality.

* **Practice G**

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

Dare County Schools is committed to continuous improvement through regular and intentional stakeholder feedback. Feedback will be solicited formally and informally from parents, students, teachers, and community members using a variety of methods, including surveys, focus groups, parent nights, and conferences. Surveys will parallel the self-assessment tool used in the Local AIG Plan development process to ensure alignment with program goals.

Feedback will also be collected during established district and school collaborative team meetings, such as PLCs and MTSS team discussions, providing opportunities for educators and administrators to share their perspectives on program implementation and student outcomes.

To ensure all stakeholders have equitable opportunities to provide input, the district will offer surveys in multiple languages, host virtual and in-person focus groups, and actively engage underrepresented groups. A standardized feedback form will be used during all meetings and events to document and categorize input by theme (e.g., program implementation, equity, student outcomes).

The AIG Advisory Committee, with representation from all stakeholder groups, will meet at least twice annually to review collected feedback and assist with the development, implementation, and monitoring of the AIG Plan. Input will be analyzed quarterly to identify trends, assess program effectiveness, and recommend adjustments to ensure fidelity, equity, and alignment with the Local AIG Plan.

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

Progress is monitored and evaluated annually during each year of the plan, with results shared at regular AIG meetings involving AIG facilitators and the district coordinator. These results will also be shared with the AIG Advisory Committee to ensure ongoing stakeholder involvement and transparency.

The interim progress report for the AIG plan will be distributed to relevant stakeholder groups, including parents, teachers, administrators, and community members. This report will be posted on the district website along with the district report card results, which include AIG data. In addition, stakeholders will receive a summary of the program evaluation at annual parent meetings, through newsletters, and in presentations made available on school websites.

Stakeholder-Specific Communication:

- Parents/Guardians: Communication will be tailored to parents through individualized letters, meetings, and one-on-one conferences to ensure the relevance of the information. Updates will also be provided through newsletters, email blasts, and phone calls to ensure all families are informed.
- Teachers/School Staff: Staff members will receive detailed updates during faculty meetings, department-specific training sessions, and through internal emails and the district's professional development system.
- AIG Advisory Committee: Updates will be shared at quarterly meetings with the AIG Advisory Committee, where stakeholders will have opportunities to provide input and feedback on the program’s progress.
- Community Members: Community stakeholders, including local business leaders and partners, will receive program updates during public meetings, district newsletters, and through outreach events.

Confidentiality Assurances: All student data shared during progress reporting will adhere strictly to FERPA (Family Educational Rights and Privacy Act) guidelines. This ensures that any personally identifiable information related to AIG students remains confidential and is only shared with authorized parties. Any public reporting, such as aggregated AIG data or program evaluations, will not include information that can identify individual students.

Language Accessibility:
To ensure inclusivity for all families, materials related to the AIG program (including reports, presentations, and newsletters) will be translated into the primary languages spoken by our district's families. Translated materials will be made available at meetings, via the district website, and upon request. Additionally, interpreters will be provided at key meetings for non-English-speaking parents and guardians to facilitate full participation.

Variety of Formats:
In order to meet the diverse needs of our community, communication about the AIG program will be available in a variety of formats, both digital and non-digital. This includes:

- Printed newsletters and informational flyers available in school offices and sent home with students.
- Videos and recordings that can be accessed online, as well as DVD copies upon request for families with limited internet access.
- Paper copies of the interim progress report and program evaluation for families without reliable internet access.
- Virtual meetings will be offered, with in-person meetings scheduled at various times to accommodate different schedules.

This multi-format approach ensures that all families have access to timely and relevant information about the AIG program and their child's progress.

* **Practice I**
Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

The district AIG plan is accessible via the district's AIG webpage. Written policies to safeguard the rights of AIG students and their families are available online, distributed, and reviewed annually with parents. These policies are also used as a reference tool by each AIG Facilitator.

Procedural safeguards for resolving disagreements are outlined, in alignment with procedures followed by the school system. The AIG Parent Guidebook includes an outline of AIG student rights, identification, and services, including informed consent, assessment, and transfers from other LEAs.

Informed Consent: Before assessments and placement, parents are provided with clear documentation explaining the identification process, assessments involved, and the services their child will receive if identified. Parents are required to sign a consent form, indicating their understanding and agreement. The AIG Facilitator will review this form with the parents to ensure full comprehension before proceeding with the assessment and placement.

Gifted Identification Process: The referral process begins when a teacher and/or parent completes referral forms. The AIG Facilitator reviews the referral forms and gathers additional information based on the identification criteria to create a needs assessment profile for each nominee. The school's AIG Identification Team evaluates the needs assessment, and based on the student’s profile and district criteria, determines eligibility for the AIG Program. Multiple criteria may include aptitude results, achievement results, classroom performance, and observational data. Parents are notified of eligibility and invited to an eligibility meeting where a Differentiated Education Plan (DEP) is created. AIG services commence once the DEP is signed by the parent.

Reassessment Process: If a student is initially identified as AIG, an annual review will be conducted to ensure the services provided align with the student's current needs. If there is a recommendation for a change in the type of service, parents will be notified of the recommended adjustments. Additionally, reassessment may occur if a student's performance indicates a need for reevaluation. Stakeholders will be involved in the reassessment process, with parental involvement and updated data collection to ensure the decision is aligned with the student's evolving needs.

Transfer Process for New Students: Students transferring to the district who have been previously identified as gifted in North Carolina will be matched with appropriate services in their new school within Dare County. Students transferring from other states who have been identified as gifted will be considered for the Dare County Schools AIG program. The district will gather additional data consistent with Dare County Schools’ identification process to ensure proper placement. Parents will be notified during this process, and communication will be ongoing to ensure they are informed of any changes.

For military families, in compliance with the Interstate Compact on Educational Opportunity for Military Children, the district will prioritize the timely placement and assessment of gifted students, ensuring services are aligned with their previous educational experience.

Rights Articulation: The rights of students and parents/guardians are explicitly outlined in both the Local AIG Plan and the AIG Parent Guidebook. This includes information on the identification process, services, reassessment, and transfer procedures. Parents and guardians are informed annually of these rights to ensure transparency and understanding.

Procedures to Resolve Disagreements regarding AIG Identification and Services: If parents have a dispute with the application of the district's identification criteria, process, or procedures, the following steps are outlined:

1. Meet with the school AIG Facilitator to seek further information and understanding of the situation.

2. Document concerns and request a review of the child’s case by submitting a letter to the AIG Coordinator.

If a dispute arises with the AIG services within the classroom, the following steps are recommended:

1. Meet with the classroom teacher and AIG Facilitator to seek a resolution and develop a plan of action.

2. If the issue is unresolved, parents should document concerns in a letter to the principal requesting a review.

3. If no resolution is reached at the school level, parents should follow the district's grievance procedure as outlined in Board of Education Policy #1740 and escalate the issue in the following order: a. AIG Program Coordinator b. Superintendent c. Board of Education

4. If a resolution is still not achieved, parents may seek mediation, a due process hearing, or legal resolution.

Finally, the state-level grievance procedure allows parents to file a petition for a contested case hearing under Article 3 of Chapter 150-B of the General Statutes.

Language Accessibility: All forms, policies, and communications regarding the AIG program are made available in the family's native language to ensure equitable access. Translations of forms and guides are available upon request, and interpreters will be provided at key meetings to ensure full understanding for non-English-speaking families.

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*** Ideas for Strengthening the Standard**

- Share AIG Plan with all stakeholder groups
- Establish key performance indicators (KPIs) such as:
  - Identification demographics by subgroup (race, gender, SES, ELL, EC)
  - Student achievement data (EOG/EOC, ACT, AP scores, growth)
  - Participation rates in enrichment or advanced programs
- Ensure AIG goals and evaluation measures are aligned with the district's broader academic and equity-focused priorities.

Planned Sources of Evidence

*	Review the AIG Plan with all stakeholder groups
*	Seek and review feedback yearly on the status of our implementation of the AIG Plan
*	Monitor the number of instructional staff who receive the local AIG certification

Documents

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

Local Board of Education Approval

Dare County Schools (280) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/30/2025

AIG Related Documents

Dare County Schools (280) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	DCS Board of Education Approval

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

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Phrase	Definition