

Northampton County Schools

Local Academically or Intellectually Gifted Plan, 2025-2028

Standard 1: Identification

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

25-28 A	25-28 Plan Response
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.	<p>Northampton County uses typical as well as atypical standardized evidence as part of the screening and referral process to ensure students from all populations are considered. The procedures incorporate measures that reveal student aptitude, student achievement, or potential to achieve, to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.</p> <p>Screening includes teacher observation, data analysis, examination of atypical evidence, and universal testing at the second-grade level. Any available data is examined to look for data points that can be used for screening purposes. Standardized evidence, such as interviews, behavior checklists, observation tools, and portfolios, may be used to help build a body of evidence. The referral process includes the submission of the referral form (by teacher, parent, or administrator), which should be first reviewed to consider if the information warrants formal testing for eligibility. Once a student is referred, the parent is to receive a Parental Consent to Test form and a copy of the Appeals Procedure.</p> <p>Procedures For AIG Considerations (K-12)</p> <p>For Teachers (& Admins):</p> <ol style="list-style-type: none">Teacher referring student(s) will use the Observation Student Form as one measure of documenting gifted behaviors and/or characteristics.Compile materials to document behaviors the student is being considered for and validate gifted behaviors (i.e. work samples, portfolio, drawings, poems, leadership qualities/activities...)Gather information for Student Interest, Parent Inventory, Teacher Inventory forms, and any documentation for special projects in school or outside.Collect data from EOG/EOC assessments, Benchmark Assessments, or any other academic assessments/measures.Teachers wishing to make a referral should obtain the AIG referral and parent consent to test forms (AIG Referral; AIG-1) from the AIG coordinator or online (under district templates).Complete the AIG Referral form and return it to the AIG coordinator. <p>For Parents:</p> <p>Parents have the option of referring his/her child. A parent should obtain a copy of the Referral form from his/her child's teacher. Once the referral has been submitted, the above procedures (a-e for teachers) are followed.</p> <p>For AIG Coordinators: Coordinators screen at the beginning and throughout the school year by analyzing state testing data (EOG,</p>

	<p>benchmark, etc.). Students scoring 80% or higher are recommended to the classroom teacher to begin the above process (a-g for teachers).</p> <p>AIG Coordinators facilitate the testing of all second-grade students in the county in the spring of each year. The referral process begins for students scoring 75% or higher on the aptitude test (CogAT).</p> <p>The AIG department plans to partner with the ML department to evaluate assessments and ensure they are equitable for ML students. Also, the AIG department will seek to partner with the EC department to build awareness of and reach/teach twice-exceptional students.</p>
25-28 B	25-28 Plan Response
<p>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.</p>	<p>Employing multiple criteria for AIG student identification ensures that students from all populations are targeted. The use of multiple criteria lessens the risk of potential bias in the identification process and allows flexibility when needed.</p> <p>The Individual Student Eligibility form (on the NCS & AIG website) that is in place is broad enough to reflect the demographics of the district. This tool considers student aptitude, achievement, teacher observation, classroom performance, and student motivation to expose students' latent talents and abilities.</p> <p>Research and theory support the use of traditional and non-traditional standardized measures. These assessment instruments help create an identification system that is responsive to students from all intellectual, cultural, and socioeconomic groups.</p> <p>Traditional measures utilized include aptitude and achievement tests; non-traditional measures include teacher observations, student self-assessments, and performance-based assessments. The Individual Student Eligibility and Placement Record tool (on the NCS & AIG website) documents traditional and nontraditional measures. Continuing to use this tool allows for the inclusion of students with disabilities, ML students, and students with socially/economically disadvantaged backgrounds.</p> <p>Traditional assessments for consideration include:</p> <ul style="list-style-type: none"> • Cognitive Abilities Test (CogAT) • Naglieri Nonverbal Ability Test (NNAT) • Kuhlman-Anderson Aptitude Test • North Carolina End of Grade Tests • North Carolina End of Course Tests <p>Non-traditional assessments for consideration may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Performance-based assessments • Checklists • Portfolios • Observations • Gifted Behavior Scale Checklists • Individual work products with evaluation rubrics • Literacy Assessments • Anecdotal/Case Studies • Awards/Achievements <p>The following definitions are used for each area of giftedness:</p> <p>Academically/Intellectually Gifted (AIG): State Definition of AIG Students, Article 9B. (N.C.G.S. § 115C-150.5) Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high-performance capability in intellectual areas, specific academic fields, or both the intellectual areas and specific academic fields.</p>

AIG Identification Procedures (Grades K-12):

Complete the referral and screening process.

Secure parental permission for an evaluation (AIG-1); circle information requested (Aptitude, Educational), and provide the parent with an Appeals Procedure Booklet.

The student is assessed.

When all information is collected, the AIG Coordinator should schedule the Eligibility Determination meeting to complete the Eligibility Form (AIG-3) and consider recommendations for placement/service options.

After the Eligibility Determination meeting is held, the AIG coordinator will schedule a meeting to share data and recommendations with the parent(s). At this meeting, Service Delivery Options will be determined, and a Differentiated Education Plan (DEP) will be developed to meet/match students' needs.

Northampton County Schools utilizes identification pathways in alignment with Article 9B.

Pathway I:

Pathway I supports "high-performance capability in intellectual areas"

Intellectually Gifted (IG) - Students possessing notably higher abilities than their same-age peers, demonstrated by scoring 95% or higher in at least one area of a nationally normed aptitude test, but may fail to demonstrate advanced achievement in the classroom, are considered Intellectually Gifted.

Opportunities for these students include curriculum and instructional modifications based on need.

Students are automatically identified as gifted when obtaining a score of 95% or higher on an aptitude test. Students are identified as Intellectually Gifted (IG), and services begin with consultation and services outlined in the Individual Differentiated Education Plan.

Pathway II:

Pathway II supports AG placement in Language Arts and/or Math.

Academically Gifted (AG)- Students possessing and demonstrating high aptitude in math and reading, necessitating differentiated learning beyond the standard course of study, are considered Academically Gifted in Math/Language Arts. Opportunities for these students include, but are not limited to, problem-based learning, subject acceleration, curriculum compacting, and/or clustering in the regular classroom.

Academically Gifted in Math (AM) -Students possessing and demonstrating high aptitude in math necessitating differentiated learning beyond the standard course of study are considered Academically Gifted in Math. Opportunities for these students include, but are not limited to, problem-based learning, subject acceleration, curriculum compacting, and/or clustering in the regular classroom.

Academically Gifted in Reading (AR) - Students possessing and demonstrating high aptitude in reading necessitating differentiated learning beyond the standard course of study are considered Academically Gifted in Reading. Opportunities for these students include, but are not limited to, problem-based learning, subject acceleration, curriculum compacting, and/or clustering in the regular classroom.

The criteria for identification will consist of aptitude and achievement assessments, teacher observation, classroom performance, and student motivation.

Students meeting 5 of the following criteria will be identified:

- Nationally Normed Standardized Aptitude Test Score of 85% or greater, or an average of the prior, and a Nationally Normed Standardized Achievement Test Score

- A minimum score of 90% or higher on two consecutive BOG/EOG assessments, accompanied by artifacts demonstrating advanced reasoning or academic abilities, is required in addition to the qualifying score.

- Student Observation Checklist

- Student classroom performance (grades and/or benchmark test scores)

	<ul style="list-style-type: none"> • Student Inventory • Portfolios <p>Pathway III Pathway III supports the identification of students who are Academically and Intellectually Gifted (AIG). These students have extremely high aptitude coupled with achievement. Students possessing notably higher abilities than their same-age peers, demonstrated by scoring 95% or higher in at least one area of a nationally normed aptitude test and 95% or greater on a Nationally Normed Standardized Achievement Test Score.</p> <p>The criteria for identification will consist of aptitude and achievement assessments, teacher observation, classroom performance, and student motivation. Students meeting the following criteria will be identified:</p> <ul style="list-style-type: none"> • Nationally Normed Standardized Aptitude Test Score of 95% or greater and • Nationally Normed Standardized Achievement Test Score of 95% or greater (must score 90% or higher in the area identified) <p>Students must meet three of the following criteria:</p> <ul style="list-style-type: none"> • Student Observation Checklist • Student classroom performance (grades or EOG/EOC test scores) • Student Inventory • Work Samples - Portfolios <p>The district response highlights the need to place greater emphasis on utilizing alternative and innovative evidence to support the inclusion of qualitative criteria in the screening and identification process. This will be prioritized during the next 3 years.</p>
25-28 C	25-28 Plan Response
<p>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.</p>	<p>Classroom teachers and AIG coordinators gather informal evidence for students as part of the screening process. At the second grade level, all students are assessed using the Cognitive Abilities Test (CogAT). The CogAT Form 7 is based on current research used to create new test items that reduce language barriers and make it a more appropriate assessment for ML children. These measures identify students who show clear evidence of needing AIG services or show the potential for needing AIG services.</p> <p>Multiple pathways for identification are provided for all students. Multiple identifying measures (including qualitative and quantitative) are being used to identify diverse student populations for gifted services. Alternate identification requirements, such as portfolios, that don't emphasize one subject or skill, are instrumental in identifying under-represented students. Nonverbal testing opportunities are available for all students.</p> <p>Northampton County Schools has introduced an alternative criterion for identifying students in reading and/or math. Students who score a 90% or higher for two consecutive years in the same academic area will receive Academically Gifted in Math (AM) or Academically Gifted in Reading (AR) identification. This change aims to eliminate reliance on aptitude tests, ensuring that under-represented students who demonstrate consistent high achievement are recognized for advanced programs. By focusing on sustained performance, the district promotes a more equitable approach to identification.</p> <p>AIG representation is incorporated into the MTSS teaming structure to use data sources within a MTSS to support equitable identification goals. This representation will also aid in providing professional development opportunities that include equitable identification practices.</p>

	Regular analysis of demographics and performance data determines if screening, referral, and identification strategies are effective and equitable for all student groups. Procedures have to be revised if issues are discovered.
25-28 D Language	25-28 Plan Response
Monitors the screening, referral, and identification processes for consistent implementation across the LEA.	<p>Fair and equitable guidelines for screening, referral, and identification processes are in place and being implemented district-wide. These articulated guidelines ensure consistency in all aspects of the identification process.</p> <p>Procedures for screening, referral, and the identification process should be reviewed at the beginning of each school year. A slideshow is posted on the NCS/AIG website detailing the process for screening, referral, and identification. This should be shared with NCS teachers, guidance counselors, and administrators at the beginning of the school year. Schools receive resources needed for student identification (flowcharts, forms, checklists) that follow the guidelines for screening, referral, and identification.</p> <p>Ongoing screenings and referrals for students with high academic potential occur throughout the school year and at any grade level. These processes include teacher referrals based upon classroom observation using provided checklists and formative/summative assessments. Parents have the right to make referrals, and the AIG specialist, classroom teacher, or school guidance counselor gives documentation of the process/requirements upon request. AIG Procedures and Identification guidelines are adhered to for each student referred (they are posted on the NCS & AIG website).</p> <ul style="list-style-type: none"> • Parents are included in the process and receive information concerning the appeals procedures. • Parents are notified in writing of the screening, referral, and identification processes and procedures, as well as when his/her child is to be tested, and the testing results. The AIG brochure details this information. • The AIG Coordinator oversees and plays an active role in the screening, referral, and identification processes at all schools in the county, which ensures consistency within the LEA. Clearly articulated guidelines provide the framework for the lack of deviation within the LEA. • The AIG Coordinator will internally audit AIG school records to ensure screening, referral, and identification processes are consistently implemented throughout the district. • The AIG Coordinator inputs identification and service information into PowerSchool. This ensures that gifted students' teachers have access to the same information. • Documentation is maintained for all students in the AIG process, including those who are referred/screened but not identified, in a password-protected document. • The review of student AIG records and cumulative folders by the AIG Coordinator is essential to ensure consistency across all schools within the LEA. This process verifies that schools are adhering to the same identification and service procedures. • The LEA Director is responsible for ensuring that screening, referral, and identification processes are consistently implemented. This is accomplished through PLC meetings, faculty meetings, professional development, and compliance checks/checklists.

25-28 E	25-28 Plan Response
Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.	<p>Procedures for screening, identification, and referrals should be reviewed with teachers and staff at the beginning of each school year. These procedures are available to parents/guardians and students being referred through the LEA's AIG website and brochures. A Google Slides presentation providing screening, identification, and referral procedures can be found on the NCS website. The AIG Coordinator is available for PT0/faculty meetings and one-on-one conferences with parents/guardians to review screening, identification, and referral processes at the beginning of the year. The AIG brochure outlines the identification and qualifying process for the county and is made available throughout the year at the individual schools. All written materials will be made available in different languages based on community needs.</p> <p>Data continues to indicate that a small percentage of AIG referrals are being submitted by parents/guardians. This suggests that parents/guardians need to be informed about the referral process. Brochures explaining the AIG referral, identification, and testing procedures will be included in the first-week student information packets to parents/guardians.</p>
25-28 F	25-28 Plan Response
Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/ guardians and maintained in student records.	<p>The Student Eligibility form is in place to document identification evidence, including data gathered and how the data is used to make an identification decision. This form documents student aptitude and achievement data, teacher observation, classroom performance (work samples/portfolio can be attached), and student motivation (as determined from student interviews/checklist). This form is the AIG folder for every identified student and is also placed in the cumulative folder. It guides the decision for identification eligibility.</p> <p>All decisions regarding students are documented and filed. Documentation is reviewed with parents/guardians in the initial placement meeting. Data-based evidence that matches students to programming options is shared with parents/guardians. Copies of documents are provided to parents/guardians. A checklist is completed *to ensure all documentation is completed and shared with parents/guardians (and other stakeholders if needed).</p> <p>Each student's folder should contain:</p> <ul style="list-style-type: none"> • Individual Assessments • Signed Parent/Guardian Consent to Test form • Evaluation Results (Parent signs) • Student Eligibility Form • Supporting documents • Student's DEP/IDEP with parent/guardian signature <p>These documents are available for annual review with parents/guardians and at any other needed time.</p> <p>High school records, consisting of students' Academic Blueprints/DEPs, will be stored in a centralized binder with the AIG coordinator and also maintained by the counselors at the high school and early college. Consideration will be given to storing these documents in students' cumulative folders for long-term accessibility and continuity.</p> <p>AIG students are safeguarded by written policies outlining the need for parent/guardian consent and clear procedures for resolving any disputes. Guidelines for reassessment and transfer students from other LEAs are adhered to by Northampton County Schools.</p> <p>Policies regarding assessment are updated and disseminated. The policy regarding transfer students from other systems is adhered to explicitly. Students whose DEP no longer aligns with their needs are reevaluated, and services are adjusted accordingly by the AIG team at each school.</p> <p>Information regarding reassessment policies is disseminated via the website, flyers, and/or placement/annual review meetings. DEPs (including those of transfer students) are evaluated and services modified as needed based on assessment data and teacher input</p>

	during the annual review process.
25-28 G	25-28 Plan Response
<p>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.</p>	<p>An individualized plan that reflects the needs of each student is developed and reviewed annually to ensure effectiveness and continuous improvement of modifications and services offered.</p> <p>A range of service options is offered for kindergarten through 12th grade to meet the unique needs of identified AIG students. The Differentiated Education Plan (DEP) should be developed with the input of teachers, parents/guardians, and students to document modifications that address the student's individual needs. The ML coordinator and special education teacher are included in this process as needed to meet the unique needs of ML students and twice-exceptional students. AIG personnel are included in the IEP meeting when considering a twice-exceptional student.</p> <p>An "Academic Blueprint" will serve as a strategic roadmap for gifted students in grades 8–12 in NCS, ensuring access to appropriately challenging and engaging learning experiences. This record will support intentional course selection, extracurricular involvement, and college planning. The Academic Blueprint and Differentiated Education Plan (DEP) will be integrated into a single document to guide and track each gifted student's educational journey.</p> <p>All available data is utilized to determine appropriate services that meet the needs of the student. Programming options include, but are not limited to, the following:</p> <ul style="list-style-type: none"> · flexible within-class grouping · curriculum compacting · subject grouping · independent study · differentiated units · computer-based instruction · special electives · interest-based enrichment · grade/subject acceleration · cluster grouping · mentorships · learning contracts <p>Annual meetings with parents/guardians take place to review services documented on the DEP and ensure programming is aligned with student needs. If services stay the same, parents/guardians can be made aware of the review through a letter of notification. If there is a change in services, the AIG team should meet with parents/guardians and make necessary changes to the student's DEP. NCS will incorporate a four-year plan of coursework within the DEP for high school students, which should be reviewed/updated annually with students and parents. AIG personnel attending high school registration meetings will ensure appropriate services in high school. PowerSchool is utilized to record and monitor program services information for AIG students.</p>

Standard 2: Comprehensive Programming within 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.

25-28 A	25-28 Plan Response
<p>Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across K-12 and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification</p>	<p>AIG students are provided with programs and services that are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings. These services are aligned with a student's AIG identification. Teachers, AIG specialists, instructional coaches, and guidance counselors will collaborate to best meet gifted learners' needs by providing optimal services.</p> <p>Services for Grades K-2 Academically Gifted in Reading (AR), Math (AM), or both (AG): Counseling Intervention/enrichment blocks Guided reading cluster grouping Learning centers (higher level) STEM activities Project/Problem-Based Learning Interest-based projects (independent study) Differentiation within the classroom Interest-based/enrichment clubs</p> <p>Intellectually Gifted (IG): Consultative services Counseling Intervention/enrichment blocks Project/Problem-Based Learning Interest-based projects (independent study) Differentiated instruction in the classroom Interest-based/enrichment clubs</p> <p>Academically and Intellectually Gifted (AIG): Counseling Intervention and enrichment blocks Cluster grouping Curriculum compacting Learning centers (higher level) Project/Problem-Based Learning Interest-based projects (independent study) Differentiated instruction in the classroom</p> <p>Services for Grades 3-8 Academically Gifted in Reading (AR), Math (AM), or both (AG): Pull-out enrichment services</p>

	<p> Counseling Enrichment reading/math groups Project-Based Learning NCVPS course offerings (6th- 8th) Cluster groups STEM activities Differentiated instruction in the classroom Subject acceleration Interest-based/enrichment clubs Clubs, competitions, trips </p> <p> Intellectually Gifted (IG): Consultative services Counseling Interest-based/independent projects Differentiation within the classroom Clubs, competitions, trips </p> <p> Academically and Intellectually Gifted (AIG): Pull-out enrichment services Counseling Enrichment reading groups Problem-Based Learning Cluster groups Differentiated instruction in the classroom Clubs, competitions, trips NCVPS course offerings (for grades 6-8) </p> <p> Services for Grades 9-12 Academically Gifted in Reading (AR), Math (AM), or both (AG): Counseling </p> <p> Early College admission Credit by Demonstrated Mastery (CDM) </p> <p> Honors Courses NCVPS course offerings Dual Enrollment Learning Extra Curricular Programs Special Schools for the Gifted (ex. NC School of Science and Math) Differentiated instruction in the classroom Clubs, competitions, trips </p> <p> Intellectually Gifted (IG): Counseling Consultative services Clubs, competitions, trips </p> <p> Academically and Intellectually Gifted (AIG): Counseling Concurrent enrollment -Honors, Advanced Placement courses </p>
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	<p>Early College admission</p> <p>Honors Courses</p> <p>Credit by Demonstrated Mastery (CDM)</p> <p>Dual Enrollment Learning</p> <p>Extra Curricular Programs</p> <p>Special Schools for the Gifted (ex. NC School of Science and Math)</p> <p>NCVPS course offerings</p> <p>Differentiated instruction in the classroom</p> <p>Clubs, competitions, trips</p> <p>Talent development in K-2 is an interdisciplinary program in math and language arts designed to promote both academic achievement and thinking skills for all students. The program creates a learning environment that enables talents to emerge, and these special abilities are nurtured as potential abilities are discovered. The AIG specialist may teach lessons to all students in K-2 and create focused lessons for students demonstrating high potential. Additional personnel are needed in order to offer these opportunities.</p> <p>The AIG resource option (3rd-8th) at the elementary and middle school levels is a pull-out service option that seeks to differentiate, enrich, and extend the NC Standard Course of Study. A strong emphasis is placed on research, the use of technology, and the development of digital literacy skills for the 21st century. Instruction also focuses on critical and creative thinking skills. The AIG Specialist also collaborates with classroom teachers to plan for differentiation in the regular classroom and to discuss the individual needs of AIG students. The AIG specialist also “pushes in” to the classrooms to facilitate instruction that focuses on creative/critical thinking, collaboration/communication, problem solving, and leadership skills.</p> <p>The academic needs of AIG students at the high school level are met through honors and advanced placement classes. Procedures are in place for enrollment in distance learning opportunities. Independent study options are available to qualifying students. Early college is an excellent opportunity for high school students.</p> <p>Social and emotional needs may be met through:</p> <ul style="list-style-type: none"> - individual meetings/counseling sessions with students (AIG coordinator/guidance counselors) - being clustered with others of advanced academic ability helps meet students’ affective needs - developing/implementing a counseling and guidance plan with specific attention to issues and concerns of high-ability children - encourage extracurricular activities, hobbies, and physical outlets - provide college and career guidance appropriate to advanced opportunities for high-ability students - arrange for mentors for high-ability students in areas of interest or ability by persons from outside the school <p>Based on student feedback, gifted learners need to have the opportunity to research and explore specific topics based on students’ interests. AIG specialists will serve as facilitators as students plan, design, reflect, and evaluate projects. DEP modifications will reflect this self-initiated/self-directed learning experience.</p>
25-28 B	25-28 Plan Response
Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across	<p>NCS acknowledges the powerful impact of collaboration to best meet the social and emotional needs of the gifted learner. Stakeholders (specifically counselors) will be encouraged to research and develop units of study based on best practices to meet the emotional and social needs of gifted learners. The units will be posted on the AIG webpage. Emphasis will be placed on providing professional growth opportunities that promote social and emotional curriculum and instruction to meet the needs of gifted learners.</p>

<p>all grade levels and learning environments through collaboration with a variety of personnel based on student needs.</p>	<p>The AIG specialist will support the social and emotional needs of gifted learners by integrating Social and Emotional Learning curriculum into the AIG pull-out services and by providing counseling services for students (to include students who do not receive pull-out services). The specialist shall collaborate with the guidance counselor at each school to design and review the curriculum. Guidance counselors will augment meeting the social and emotional needs of gifted learners by providing additional counseling based upon needs as determined through intentional collaboration. The AIG Coordinator will collaborate with regular education teachers to determine specific social and emotional needs of the gifted learners and co-plan instruction that meets those needs.</p> <p>Strengthening parent and school partnerships, in addition to strengthening collaboration among the AIG coordinator, guidance counselors, and classroom teachers, will ensure all stakeholders are involved in the process of providing programming and services that meet the social and emotional needs of AIG students. Finding area professionals to match with guidance counselors to promote ongoing learning and/or professional development will support the social and emotional needs of gifted students.</p> <p>Teachers, counselors, and AIG specialists will collaborate to ensure the social and emotional needs of the gifted learners are met through integrated classroom activities, pull-out services, workshops, and/or mentorship programs.</p> <p>Elementary: Focus on developing self-awareness and social skills through small group discussions and SEL activities within the classroom. Middle School: Address identity development and peer dynamics with workshops and mentorship programs. High School: Provide career counseling, leadership opportunities, and support for managing stress related to advanced coursework.</p>
<p>25-28 C</p>	<p>25-28 Plan Response</p>
<p>Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.</p>	<p>The needs of the gifted learners are best met when programs and services are aligned with the state curriculum and correlate with the focus of the total instructional program. NCS delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice. Collaboration between classroom teachers, AIG specialists, instructional coaches, counselors, and parents ensures that AIG programs and services are integrated with the total instructional program of the LEA. Collaboration among stakeholders promotes a curriculum that is differentiated and enriched to challenge AIG students with rigorous and flexible learning opportunities. Gifted/regular education teachers and instructional coaches collaborate and work together to provide differentiated curricular experiences. Activities focus on specific process skills such as critical thinking, research skills, and specialized content investigations. NCS will maintain the AIG programs and services connected to the total instructional program currently in place. Professional development will serve as a tool to enhance these services.</p> <p>The AIG coordinator will collaborate with other instructional departments to assist in developing enriched lesson plans that incorporate integrated and aligned challenging activities. Accelerative and grouping practices and differentiated curriculum/instruction are supported by the AIG program. All Local Board of Education policies will be reviewed to ensure those policies are effective/based on best practices, and make new recommendations for new policies needed. NCS ensures all schools in the LEA have access to all resources, programs, and services. All available resources are shared among the schools.</p> <p>To ensure AIG services are integrated and connected with other district priorities and resources, the AIG department meets bi-monthly with all other instructional departments to communicate and collaborate. AIG personnel are also part of the MTSS team.</p>
<p>25-28 D</p>	<p>25-28 Plan Response</p>
<p>Develops procedures for intentional, flexible grouping</p>	<p>Intentional and flexible grouping practices are implemented district-wide to enhance instruction and support the growth of AIG and high-ability students. Using summative and formative data, students are grouped within classrooms, across grade-level teams, or even</p>

practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.	<p>across different grade levels when appropriate. This approach ensures that instructional strategies are tailored to meet students' academic needs and promote their continued development.</p> <p>NCS clusters AIG students within grade levels in elementary and middle school. AIG and classroom teachers monitor assessment data to evaluate the effectiveness of instruction to promote the academic growth of AIG students. Summative and formative data are used continuously to create flexible grouping at all grade levels, and instruction is aligned to best meet student needs.</p> <p>The AIG specialist further supports flexible grouping by working with non-identified students who have mastered a skill being taught. Historically, data indicates that AIG students do not show expected growth on district and statewide assessments. Teachers and AIG specialists will meet regularly with students and use data to set academic goals and monitor mastery of goals. Student groupings will be flexible based on need, according to data.</p> <p>AIG Specialist will work with the MTSS team to discuss and plan flexible grouping in the classroom and additional time in the schedule allocated for enrichment, extension, and acceleration.</p> <p>The high school implements flexible grouping through a variety of advanced academic and enrichment opportunities, including Honors and AP courses, Dual Enrollment programs, and Credit by Demonstrated Mastery. Students also have access to specialized programs such as the NC Governor's School and the NC School of Science and Math. Additional enrichment opportunities, academic competitions, and Early College pathways further support the diverse needs of gifted learners.</p>
25-28 E	25-28 Plan Response
<p>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.</p>	<p>The AIG Program Standards establish a framework to guide LEAs in developing, coordinating, and implementing comprehensive AIG programs. NCS informs all teachers, school administrators, and support staff about the delivery and regulations of differentiated services and instruction for AIG students. Classroom teachers, administration, and support staff working with AIG students will be informed of the students' service options in order to provide differentiated instruction that matches students' learning needs. Access to student DEPs, the AIG plan, and regulations related to gifted education will be made available to this personnel as well. Staff, administrators, and teachers will be informed about the AIG plan and program implementation through a variety of information resources such as the NCS website, the AIG website, the AIG plan, informational meetings, staff development, emails, Google Drive, and newsletters. Regulations are published via the district and state websites. PowerSchool will also be used as a means for disseminating information from the student's DEP.</p>
25-28 F	25-28 Plan Response
<p>Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.</p>	<p>Communication between schools is essential to ensure the effective continuation of AIG services. Transition meetings will transpire when students transfer between schools within the LEA. The DEPs provide written documentation to ensure continuity of services in grades K-12. AIG student data and services should be shared with instructional staff at the beginning of each year.</p> <p>At key transition points, AIG specialists will have more direct involvement. AIG specialists will work with regular education teachers to select the appropriate DEP modifications when students transition from elementary to middle school. The high school counselors will ensure the middle school AIG specialist is also a key contact with counselors and AIG students before 8th-grade visits to discuss the appropriate courses for the corresponding college pathways. AIG specialists should work with the high school counselors and the students during the spring course registration to ensure students select the appropriate courses.</p>

25-28 G	25-28 Plan Response
<p>Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.</p>	<p>The academic needs of the gifted student may dictate grade/subject acceleration to provide appropriately differentiated instruction. Policies are in place stating criteria for subject and grade acceleration for students who indicate need. The team reviews an appropriate body of evidence for an individual gifted learner.</p> <p>NCS Policy for Grade/Subject Acceleration:</p> <ol style="list-style-type: none"> Early Admission into Kindergarten (Must meet all criteria according to the North Carolina Board of Education Standards): A minimum score of the 98th percentile on a standard individual test of intelligence A minimum score of the 98th percentile on a standard test of achievement in reading/math Ability to perform tasks well above age peers, along with work samples (The principal may also require an informal reading assessment) Demonstration of social and developmental maturity, along with two recommendation letters with specific documentation of physical and social maturity Informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations Final review and decision made at the principal's discretion <p>Grades K-8 Subject Acceleration: A student receives instruction at a higher grade level in a specific subject, yet remains with his/her peer group for most of his/her instruction. The need for continued accelerated placement should be reviewed quarterly.</p> <p>Subject Acceleration Policy: The following criteria will be considered by the principal to make a placement decision:</p> <ol style="list-style-type: none"> Written request to the principal by a teacher and/or parent EOG at 98%ile in subject area(s) for acceleration Recommendation from teacher Classroom performance, work samples, anecdotal information, report cards documenting superior acceleration Standardized aptitude score 98th percentile Social maturity evaluation <p>*Course Acceleration in Mathematics (3-8): As required by law, a student will receive instruction at a higher level in math if the student has scored a level V on the NC Math EOG test.</p> <p>Grade Acceleration/Grade Skipping (K-12) Required Procedures</p> <ol style="list-style-type: none"> Written request and supporting data for all acceleration options to be submitted to the current base-school principal. The current base-school principal will select and convene a school-level review committee. The committee may consist of teachers from the involved grades/subjects, the AIG Coordinator, the Principal, and the parents/guardians. If two schools are involved, both the sending and receiving principals will also participate. The recommendation from the committee will be submitted to the principal(s) for the final decision. The principal will notify the parents of the committee recommendations and the final decision. <p>Grade Acceleration/Grade Skipping (K-5): A student would advance an entire grade level in all subject areas. Acceleration Policy – All criteria must be met:</p>

- a. Written request to the principal by the parent
- b. EOG (98th percentile or above) in reading and math (3-5)
- c. Individual Achievement of 98th percentile in reading and mathematics
- d. Recommendation from teacher/principal
- e. Anecdotal information for performance that demonstrates the need for acceleration
- f. Standardized aptitude score 98th percentile
- g. Social maturity evaluation

Grade Acceleration/Grade Skipping (6-12): A student would be advanced an entire grade level. Grade Acceleration Policy Required Criteria:

- a. Written request to the principal no later than the end of the student's first marking period of interest in being considered for grade acceleration. A request may come from parent/guardians or teacher(s) to the Principal
- b. NC EOG/EOC tests with a Level V 98th percentile score in Reading and Math
- c. Individual achievement test scoring three years above grade level or 98th percentile in English Language Arts and Math, and Science, if needed
- d. Recommendation from teacher(s)
- e. Anecdotal information such as portfolios, work samples, report cards, or projects reflecting outstanding performance over time
- f. Standard aptitude/ability test score of 98th percentile (administered within the last two years)

Compacting content is an accelerated option offered to gifted students who have mastered the content to be taught and is determined by pretests administered by classroom teachers. Teachers have received professional development focusing on compacting the curriculum. Additionally, training will be offered through online modules.

Policy No. 3710 RELEASE OF STUDENTS TO ATTEND COMMUNITY COLLEGES

I. The Board encourages students to complete high school before seeking admission to a college or community college. However, a high school student 16 years of age and older may be released to attend an appropriate program at a community college if the Superintendent and principal determine that the student has special needs that could best be served by admission to the community college. This requirement may be waived if a student has been out of school for at least six months and the student's application for enrollment in the community college is supported by a notarized petition of the student's parent, legal guardian, or other person or agency having legal custody and control. The petition shall certify the student's residence, date of birth, date of leaving school, and the petitioner's legal relationship to the student.

II. A high school student may be released to attend appropriate courses, except adult high school, under the following conditions:

1. Students enrolled in a community college according to this policy may earn credit toward high school graduation.
2. Such students must concurrently take at least three high school courses and make appropriate progress toward graduation.

III. This policy does not apply to restrict enrollment in enrichment, non-credit courses offered by a community college during the summer. No credit toward high school graduation may be granted for such courses.

Credit-by-Demonstrated Mastery

Credit by Demonstrated Mastery (CDM) is a process that awards a student credit in a particular course without completing classroom instruction based on demonstrated mastery of course material. The State Board of Education defines mastery "as a student's command of course material at a level that demonstrates a deep understanding of the content standards and the ability to apply his or her knowledge of the material."

NCS will follow the state guidelines for this process, which are as follows:

	<ul style="list-style-type: none"> - Credit by Demonstrated Mastery is the process by which LEAs shall, based upon a body of evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. - “Mastery” is defined as a student’s command of the course material at a level that demonstrates a deep understanding of the content standards and application of knowledge. - The LEA may offer Credit by Demonstrated Mastery for NC students in grades 9-12 for high school courses and in grades 6-8 for high school courses offered in middle school (NCVPS). The LEA will make CDM available for students in grades 6-8 for middle grades content. -The CDM policy for NCS is posted on the county website and disseminated to parents as needed. <p>Northampton County Early College</p> <p>The Northampton County High School Early College is a phenomenal opportunity for high school students to dually enroll in community college courses. It allows students to earn two years of college credit or an associate degree at no charge while in high school. The Early colleges provide rigor and support for students as they plan for their college education, helping them select college courses, transfer to a 4-year college, and identify sources of financial aid.</p> <p>Placement policies and practices are guided by the NCDPI Dual Credit Allowances (chart posted on the NCS website), which indicates the courses that students must enroll in and experience to receive the corresponding high school credit towards graduation requirements. Students must complete all college courses for the corresponding high school course as indicated on the chart.</p> <p>Career and College Promise</p> <p>The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, or degree, as well as provide entry-level job skills. Academic credits earned through Career and College Promise shall enable students who continue into postsecondary education after graduating from high school to complete a postsecondary credential in less time than would normally be required. Eligible high school students may enroll in dual enrollment courses year-round through CCP.</p> <p>NCDPI has determined dual credit allowances for courses included in the Universal General Education Transfer Component (UGETC) of the Comprehensive Articulation Agreement (CAA) to support high school students who are earning college credit while in high school through Career and College Promise(CCP). The UGETC is also utilized by NCS for dual enrollment as offered via the Northampton County Early College.</p>
25-28 H	25-28 Plan Response
Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.	<p>The potential of young students should be fostered, which compels the LEA to provide a “talent development” in grades K-3. The program will be strengthened to better serve the needs of students who have the potential for academic or intellectual giftedness. Effective programming that seeks to intentionally foster the potential of all K-3 students using intentionally differentiated curriculum and instructional strategies, as well as evidence-based resources and curriculum, is essential. Regular education teachers, AIG personnel, special education teachers, instructional coaches and other instructional staff will collaborate to strengthen differentiated curriculum and instruction to foster potential in K-3 students. Advanced content and purposeful/intentional differentiated curriculum and instruction will cultivate the potential of K-3 students by fostering creativity, curiosity, and critical thinking.</p> <p>Criteria to be considered for the talent development program include:</p> <ul style="list-style-type: none"> • Classroom observations • Student interviews • Classroom performance data and work samples • Test data (K-2 Math assessments, mClass data, etc.)

	<ul style="list-style-type: none"> • AIG specialist should provide individual and small group instruction focusing on fostering creativity, curiosity, and critical thinking. Additional personnel are needed to provide small group instruction to all K-3 students needing differentiated services. • AIG specialists/instructional coaches will collaborate with classroom teachers to provide strategies to meet the needs of K-3 learners and a differentiated curriculum should be developed. • Support materials and staff development will be made available to extend and enhance K-3 differentiation. • K-3 learners should be given intentional opportunities to strengthen communication, collaboration, and leadership • Canvas should be used to provide differentiated instruction to cultivate the potential of all students. • Canvas will also be used as a means of supporting collaboration among teachers/AIG staff and providing professional development. • "Building Thinking Skills" and "Habits of Mind" are additional resources that will be acquired and integrated into instruction. • The P.E.T.S. (Primary Education Thinking Skills) program should be consistently implemented in grades K-3. <p>It is important to recognize that these efforts focus on all students, including learners whose strengths are readily observable as well as learners whose strengths still need to be fostered and developed. According to teacher feedback, classroom teachers would benefit from additional professional development and resources enabling them to more effectively meet the needs of potential AIG students.</p>
25-28 I	25-28 Plan Response
<p>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.</p>	<p>The retention of under-represented students necessitates a program that provides services aligned with the diverse learning needs of this population. Service options, intentionally providing differentiated instruction for the unique needs of under-represented populations, are offered and documented through the DEP. Teachers will be provided professional development that enables them to meet the needs of the under-represented AIG students by aligning the instruction to the students' learning styles. These students can be paired with mentors who will serve as academic and social role models. Intentional programming that exposes students to diverse areas of interests, skills, and talents will be incorporated into the AIG program. Opportunities to explore areas of interest, skills, and talents will be provided for the underrepresented AIG student.</p> <p>Opportunities may include:</p> <ul style="list-style-type: none"> -Partnerships and programs through local colleges -Student leadership team -Independent (interest-based) projects -Clubs and competitions -Enrichment and Intervention blocks -Subject/grade acceleration -Units promoting higher-level thinking (Jacob's Ladder, Primary Education Thinking Skills, etc.) <p>NCS will continue to evaluate district-wide data, and collaboration across departments will serve as a means to determine and incorporate practices that will expand access to advanced learning opportunities to provide for the unique needs of the under-represented AIG student population.</p> <p>Data from talent development programming will be analyzed to guide decisions made on various service delivery options to meet the determined student needs. This talent development data should also be used to educate stakeholders in hopes of encouraging the</p>

	<p>shifting of mindsets that will influence future policy.</p> <p>To frontload talent development from grades 4-12, the district will proactively develop foundational skills, provide enriching experiences, and foster confidence in students to ensure they are well-prepared for advanced challenges in future coursework and lifelong success.</p> <p>Opportunities for talent development need to be put in place for all grades (K-12) to foster potential and provide for the needs of underrepresented students. Practices to be considered/implemented include, but are not limited to:</p> <ul style="list-style-type: none"> -Advanced learning opportunities such as advanced math groups, NCVPS courses, STEM club, book clubs, enrichment clubs, competitions, independent/interest-based projects, critical thinking units, AVID, summer bridge programs, and other opportunities to provide intellectual challenge and developmental opportunity. -Job-shadowing opportunities, mentorship and leadership programs, peer counseling, and partnerships/programs through local colleges and other strategies will help bring out/develop students' strengths and talents. -Student feedback will be used to guide future service options and consider non-traditional services that may be needed.
25-28 J Language	25-28 Plan Response
<p>Enhances and further develops the talents, and interests of AIG students through extra-curricular programming during and outside the school day.</p>	<p>Students are currently provided opportunities and encouraged to participate in extracurricular programs and events both during and outside the school day. These extra-curricular programs are designed to challenge and cultivate the abilities and interests of gifted learners. The programs should match students' academic, intellectual, social, and emotional needs while continuing to develop their talents and interests. Students are encouraged to participate in opportunities that promote higher-level thinking and inquiry-based learning. Opportunities include, but are not limited to:</p> <ul style="list-style-type: none"> • Robotics • Book clubs • Spelling Bee • Battle of the Books • Math competition • Enrichment clubs • Service learning projects • Mentorship programs • Word Masters • AIG Connection Days

	<ul style="list-style-type: none"> • Summer Camp <p>Students at different schools interact with one another on shared projects virtually and in person. To offer additional extra-curricular opportunities, existing community partners will be contacted, and efforts to establish new partnerships will be made. In addition to this, opportunities for teachers and students of underrepresented populations to discuss the delivery of services outside of traditional services will be made available. To ensure all students have opportunities to participate in extracurricular activities, programs should be offered during and after school hours.</p>
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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.

25-28 A	25-28 Plan Response
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.	<p>AIG students will continue to have Differentiated Education Plans (DEPs). Classroom teachers and support specialists will work together to plan enhanced instruction to meet the needs of gifted learners. Online collaboration with teachers and support specialists will be initiated through the use of web-based tools. Teachers and support specialists will contribute ideas and teaching strategies that adapt to the Common Core State Standards and are aligned with National Association for Gifted Children (NAGC) Gifted Program Standards and the North Carolina AIG Program Standards. In addition, co-teaching occurs to support partnerships that give support and differentiated instruction for gifted learners.</p> <p>Given the current staffing constraints within the AIG department, where only one staff member is employed, the AIG Coordinator will collaborate closely with instructional coaches to provide training on strategies for effectively teaching gifted students. These instructional coaches will, in turn, facilitate professional learning community (PLC) meetings to train teachers on integrating these strategies into their instructional practices to better meet the needs of gifted learners.</p> <p>Instructional coaches will observe the implementation of these strategies during classroom visits to ensure alignment with training objectives. Additionally, teachers will bring samples of student work that reflect the integration of these strategies to subsequent PLC meetings, allowing for ongoing review and refinement of instructional approaches.</p>

AIG specialists and instructional coaches will collaborate with classroom teachers to provide a challenging and relevant curriculum based on the North Carolina Standard Course of Study that meets the diverse needs of gifted learners. A differentiated curriculum that extends, enriches, and accelerates instruction shall be accomplished through collaboration between AIG specialists, instructional coaches, and classroom teachers beginning with the common core standards.

Key components of differentiated instruction include:

- Instructional practices and materials that are student-centered and based on the standards and research grounded
- Differentiated instruction with clear objectives and focused activities that meet the objectives
- Future instructional decisions are based upon assessment results
- Pacing, depth, and complexity of instruction are varied

Regular education teachers will provide differentiated activities in addition to the rigorous curriculum and enrichment provided by the AIG teacher that aligns with the Common Core State Standards. Challenging opportunities to optimize student growth will be achieved through these service delivery options:

- Within-class grouping
- Cross-age grouping
- Cluster grouping
- Independent study
- Differentiated units
- Computer-based instruction
- Interest-based enrichment
- Learning centers
- Tiered assignments
- Project-Based Learning
- Compacting Curriculum

Service delivery options are aligned with Differentiated Education Plans for students in the identified areas of giftedness.

Extension and enrichment that allows for curriculum differentiation and meets the unique intellectual/emotional needs of the AIG students include, but are not limited to:

Elementary level

- tiered assignments
- cluster groups
- AIG resource class
- flexible grouping
- individual conferencing
- grade acceleration
- push-in and pull-out services

Middle school level

- independent studies
- tiered assignments
- flexible grouping
- course/grade acceleration
- mentorships
- push-in and pull-out services
- NC Virtual Public Schools

High school level

- Advanced placement courses
- dual enrollment at the local community college

	<ul style="list-style-type: none"> • honors courses • independent study • grade acceleration • early college • NC Virtual Public Schools
25-28 B	25-28 Plan Response
Uses students' identified abilities, readiness, and interests, to address a range of learning needs K-12.	<p>The district uses information about students' abilities, interests, and readiness to provide lessons and activities that match their needs. By understanding how each student learns best, teachers can adjust the materials, pace, and style of teaching to help every student grow, from kindergarten through 12th grade.</p> <p>Teachers (K-12) and support specialists employ differentiation strategies verified by research and adapt the Common Core State Standards to meet the needs of the AIG student. The diverse needs of gifted learners necessitate that teachers have an understanding of research-based strategies that enrich, extend, and accelerate the curriculum. Teacher collaboration with support specialists and instructional coaches ensures the Common Core State Standards are adapted based on students' abilities, interests, and learning profiles. A description of differentiated curriculum resources will be developed to provide teachers with specific strategies to extend, enrich, and accelerate the curriculum. The AIG resource class and accelerated courses provide a rigorous and accelerated curriculum. Support specialists and instructional coaches will work with core teachers and gifted learners to develop and implement independent projects that focus on student interests. Instructional practices designed to meet the diverse characteristics of AIG students are needed to provide individualized learning targets for each gifted learner. Strategies and groupings that reflect the needs and strengths of students are used to facilitate the enrichment of the curriculum. Classroom teachers and AIG specialists differentiate to further meet the academic and social/emotional needs of gifted learners through instructional strategies such as:</p> <ul style="list-style-type: none"> •tiered assignments •curriculum compacting •critical thinking activities •higher-order questioning •flexible grouping •choice boards •Socratic seminars •problem/project-based learning
25-28 C	25-28 Plan Response
Incorporates a variety of evidence-based resources that address the academic, intellectual, social and emotional needs of AIG students.	<p>AIG specialists and classroom teachers utilize various differentiated strategies and resources that incorporate research-based methods. These include:</p> <ul style="list-style-type: none"> • Primary Education Thinking Skills (talent development program K-3) • Jacob's Ladder – Affective • Revised Bloom's Taxonomy

	<ul style="list-style-type: none"> • Junior Great Books • Borenson Hands-on Equations • Genius Hour • STEM activities • Coding • Robotics • Paideia Teaching and Seminars • <i>Teaching Gifted Kids in the Regular Classroom</i> / Susan Winebrenner • Marzano's High-Yield Instructional Strategies • <i>How to Differentiate Instruction in Mixed-Ability Classrooms</i> / Carol Ann Tomlinson • Mentoring Mathematical Minds Series • Advanced Learning Labs • DPI differentiated lesson plans • Magic School AI differentiation resources <p>Teachers will be offered professional development opportunities for implementing differentiated strategies and using resources to provide for a range of learning needs. There is a need for additional professional development opportunities for classroom teachers that emphasize effective and diverse instructional practices to address the specific needs of gifted learners. This will be accomplished through modules that focus on strategies for differentiation. All students would benefit from improved instructional practices (to include differentiation, engaging strategies, and Common Core State Standards).</p> <p>Close collaboration will be established with the Student Services department to develop better instructional strategies that effectively address the social and emotional needs of AIG students. This partnership will promote a holistic approach to supporting gifted learners by integrating their academic, social, and emotional development into the educational experience.</p> <p>The district will also explore specialized units of study for targeted grade levels that focus on addressing the unique social and emotional needs of each group of students. Examples include a Freshman Academy, a unit of study for newly identified gifted students, and a summer camp for rising middle school students.</p>
25-28 D	25-28 Plan Response
Fosters the development of durable skills and mindsets which	AIG specialists and classroom teachers promote the development of durable skills and mindsets by using:

<p>support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.</p>	<ul style="list-style-type: none"> • William and Mary curriculum units • Lego Robotics • Junior Great Books • Hands-on Equations • Canvas LMS • Distant Learning • Technology (GPS units/Geocaching, Multimedia Presentation Software, Drones, VR Headsets, 3D printers, Coding, Green Screens, Digital Escape Rooms, Robotics, iPads, AI) • NCVPS <p>NCS will utilize the North Carolina Department of Public Instruction (NCDPI) resources for the Portrait of a Graduate as a valuable resource hub for ideas, activities, and assessment tools. These resources are specifically designed to support the integration of durable skills and mindsets into instructional practices.</p> <p>Incorporating more rigorous and relevant instruction in classrooms is critical to foster the development of critical thinking, communication, collaboration, creativity, and leadership skills. These durable skills and mindsets ready skills can be fostered by:</p> <ul style="list-style-type: none"> • Providing professional development for all stakeholders (esp.gifted specialists, classroom teachers, and administrators that focus on developing future-ready skills and the upper level of Bloom's taxonomy within authentic real-world applications • Providing opportunities for collaboration and development of curriculum units across all grade levels that incorporate durable skills and mindsets among gifted specialists and classroom teachers • Promoting opportunities for gifted learners to apply skills in real-life contexts, such as Odyssey of the Mind, Science Olympiad, Geocaching, and debates • Promoting durable skills and mindsets through partnerships with community organizations/businesses where students can participate in community projects mentoring, job shadowing, and internships • Providing opportunities for students to have deep discussions/debates, including fostering the development of durable skills and mindsets (across grade levels)
<p>25-28 E</p>	<p>25-28 Plan Response</p>
<p>Uses on-going assessment, both formative and summative, to differentiate classroom curriculum</p>	<p>A variety of formal and informal assessments are used to provide differentiated approaches, choices, and scaffolds for the varying needs, interests, and abilities that exist with gifted learners. Data is used to drive teaching practices, form student groups, and provide differentiated instruction. Diagnostic, formative, and summative assessments are required district-wide regularly. In addition, pre-assessments enable teachers to match instruction to a student's needs and help make informed</p>

<p>and instruction.</p>	<p>decisions about flexible grouping.</p> <p>Research shows that students involved in self-direction and planning become responsible for their learning. Data will be used to enable students to take control of their learning by teaching them to collect, analyze, and display data to set goals for their academic growth. Data and goals will be shared with parents and classroom teachers.</p> <p>All teachers participate in Professional Learning Communities. Using the ongoing formal and informal data from various assessments, teachers, instructional coaches, and AIG specialists can plan instruction and design curriculum supplements that are differentiated to meet the needs of gifted learners. This data is also used to flexibly group students. Assessment data has to be consistently monitored to determine the effectiveness of the current grouping practices. Also, the growth of students has to be taken into consideration during collaborative planning when looking at instruction and grouping. In addition, pre-assessments should be administered to match instruction with students' needs, and flexibly group students. AIG specialists and instructional coaches should support teachers by guiding them in this process.</p>
<p>25-28 F</p>	<p>25-28 Plan Response</p>
<p>Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.</p>	<p>PLCs allow for collaboration and planning among the teachers, AIG/EC personnel, instructional coaches, and administration. Emphasis is on planning and implementing differentiated instruction that meets the needs of all students. Given the limited availability of AIG staff, instructional coaches will need to take the lead in Professional Learning Communities (PLCs) to ensure that the differentiated services for students are effectively addressed. All instructional coaches must receive training to effectively lead in this capacity.</p> <p>Developing differentiated curriculum and instruction based on current data/research must take place. Emphasis should be on planning advanced content, problem-solving (advanced), evaluating, and refining differentiated instructional units. Creating relevant units/lessons where AIG students' academic and intellectual needs are met will be emphasized. The AIG specialist should use guiding questions when collaborating to assist teachers in reflecting on the differentiated curriculum being implemented and if/how it is meeting the needs of gifted learners.</p> <p>The AIG team should work with the Curriculum and Instruction department and administrators to ensure differentiated curriculum/instruction is supported and required of teachers. The AIG coordinator advocates for the use of differentiated instruction and curriculum by participating in the district MTSS team as well as other district-level instructional teams. Administrators need to be supplied with a checklist of what to look for when doing walkthroughs to ensure that differentiated curriculum/instruction is implemented.</p>

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.

25-28 A	25-28 Plan Response
<p>Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, review, and monitor the local AIG program and plan.</p>	<p>Northampton County Schools has a full-time AIG-licensed educator who develops, implements, monitors, and evaluates the AIG Program and plan.</p> <p>The NCS Academically or Intellectually Gifted Program Coordinator's role and responsibilities include:</p> <ul style="list-style-type: none">• Establishes and ensures consistency of clear, comprehensive, and equitable screening, referral, and identification processes for all grade levels, including traditionally underrepresented populations.• Establishes written policies that safeguard the rights of AIG students and their parents/families.• Organizes opportunities for professional development for personnel involved in the AIG program and services.• Collaborates with classroom teachers to enrich, extend, and accelerate the curriculum.• Forms partnerships and communicates with parents/families and the community at large.• Uses/monitors state funds allocated for the local AIG program following state policy.• Collaborates with other district leadership to synergize efforts in meeting the needs of gifted learners• Serves on the district MTSS team to represent, provide information, and advocate for the AIG program.• Monitors programs and services to ensure that they are effectively meeting the academic, intellectual, social, and emotional needs of gifted learners.• Holds an NC AIG licensure to understand the needs of the AIG students.
25-28 B	25-28 Plan Response
<p>Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social and emotional needs of K-12 gifted learners and supports the implementation of the local AIG program and plan.</p>	<p>The funding for the AIG program is quite limited in NCS and allows only for an AIG Coordinator ("specialist") who oversees the program at all levels (K-12).</p> <p>The AIG specialist engages students in activities that focus on the academic, intellectual, social, and emotional needs of K-12 gifted learners, thereby ensuring effective support for the implementation of the local AIG program and plan.</p> <p>Specifically, the AIG specialist:</p> <ul style="list-style-type: none">• Facilitates the implementation of a rigorous curriculum for K-12 gifted learners• Directly provides services and resources to all AIG students• Collaborates with teachers and instructional coaches to support differentiation by providing materials, instructional strategies, unit planning, and professional development• Facilitates the implementation of a student's DEP• Screens and identifies students for AIG service options• Conducts social/emotional check-ins for AIG students• Administers achievement and aptitude tests• Communicates with parents/guardians by various means such as conferences, phone calls, Parent Square messages, emails, and newsletters• Performs additional duties assigned by the principal

	<ul style="list-style-type: none"> • Facilitates the transition to the middle and high schools • Purchases appropriate materials to enrich the curriculum • Seek opportunities to collaborate to strengthen services • Stay abreast of current research in gifted learning through current professional articles, books, and NCDPI resources (and shares with teachers, counselors, and administrators). • Attends and provides staff development training • Serves on the MTSS team to advocate for the AIG program • Participates in regional AIG Coordinators' meetings <p>Additional support staff is essential to effectively carry out all the tasks outlined above.</p> <p>The comprehensive needs of gifted learners are addressed through strategies that intentionally focus on their academic, intellectual, social, and emotional needs. These strategies:</p> <ul style="list-style-type: none"> • are research-based resources focusing on the affective needs of gifted learners • are utilized to provide for the needs of gifted learners • encourage the AIG specialist and classroom teachers to collaborate to best provide for all of the needs of the gifted students • encourage counselors to collaborate with teachers and work with students as needed to address their social and emotional needs <p>Focus will be placed on meeting the social and emotional needs of gifted learners. The AIG specialist, guidance counselors, and classroom teachers require continuous professional development to implement these strategies with an increased focus on social and emotional needs. Research-based resources focusing on these needs are being acquired and will be provided to counselors and teachers to integrate strategies that address the affective needs of gifted learners.</p> <p>With only one person in the current personnel structure, implementing the vision, mission, and goals of the local gifted plan and program poses considerable challenges. Additional support would be highly beneficial in addressing these challenges.</p>
25-28 C	25-28 Plan Response
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	<p>Educators must know the academic, intellectual, social, and emotional needs of AIG students. In order to provide challenging, differentiated instruction, teachers have to receive current, research-based professional development. The district seeks to create, provide, recruit, and/or schedule personalized AIG professional development opportunities, providing for the needs of classroom teachers, instructional specialists, student services personnel, school administrators, and other staff.</p> <p>The district will seek to provide targeted professional development modules using a variety of formats for the AIG specialist, classroom teachers, counselors, special education teachers, instructional specialists, and school administrators to help meet the needs of gifted learners and the local AIG program. Expectations are in place that convey the knowledge and skills personnel need to effectively support AIG students. Training should be modified for the specific roles of the personnel. Training modules should focus on curriculum differentiation, meeting the social and emotional needs of gifted students, and integrating 21st-century skills into instruction, the characteristics of gifted students, social and emotional needs of gifted students, and. School counselors need to complete the characteristics of gifted students and social and emotional needs modules. Canvas is being explored as a platform to house these modules.</p> <ul style="list-style-type: none"> • Gifted Education 101 • Differentiating Instruction for the Gifted Learner • Curriculum Acceleration, Enrichment, and Extension • Characteristics/Needs of Gifted Students (specifically social-emotional learning of under-represented

	<p>populations of gifted students)</p> <ul style="list-style-type: none"> • Differentiated Instruction • Growth Mindset • Multiple Intelligences/Learning Styles • Adjusting Instruction: Assessment • Flexible Grouping, Scaffolding, Tiered Assignment • Extension/Enrichment Strategies • Future Ready Skills (specifically the 4Cs: Critical Thinking, Communication, Creativity, and Collaboration) • Problem/Project-Based Learning <p>Given the challenges posed by teacher turnover, these courses should be digitized and hosted on the Canvas platform to ensure continuity and accessibility.</p> <p>Teachers will continue to be encouraged to obtain AIG licensure through the coursework that Barton College offers. Pending funding, tuition will be paid by the county if the teacher agrees to teach in the NCS district for a minimum of 2 years upon completion of the program. Also, all staff members have the opportunity to earn AIG add-on licensure through the AIG Praxis exam.</p>
25-28 D	25-28 Plan Response
Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.	<p>Students' individual needs are best met when placed with a teacher who has had professional development courses that enhance his or her ability to meet the specific needs of AIG students in the regular classroom setting. AIG staff will work with school-based administrators to cluster groups of three to five AIG students in these classrooms. It will be the responsibility of the AIG coordinator and K-12 building administrators to ensure students are placed with teachers who are licensed or meet the LEA requirements. Cluster grouping AIG students across the K-12 continuum with AIG-licensed classroom teachers or those who have met the LEA certification requirements, in alignment with the local AIG plan, will ensure that gifted learners are placed in environments that promote their academic growth, offering them the appropriate challenges and support they need to thrive.</p> <p>Teachers with an AIG add-on licensure should be expected to implement differentiated instruction that challenges gifted students, provide enrichment opportunities, and ensure that students' unique needs are met. They should also be equipped to collaborate with other educators, including specialists, to create a supportive learning environment. Regular professional development and feedback would help ensure teachers are continuously improving their ability to meet AIG students' needs.</p> <p>District leaders will work with teachers by providing professional development to empower teachers to differentiate instruction for gifted learners within the regular classroom. NCS is committed to supporting teachers who are seeking add-on licensure and expects that all teachers serving AIG students in their gifted area have or are working toward an AIG license or will work towards the local requirements. The local requirements require the completion of modules specified in standard C. Recognition will be provided at the local level for individuals completing AIG licensure or completing local requirements.</p>
25-28 E	25-28 Plan Response
Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse	<p>Strategies for recruiting and retaining AIG-licensed professionals include, but are not limited to:</p> <ul style="list-style-type: none"> • Teachers will continue to be encouraged to obtain AIG licensure through the coursework that Barton College offers. • Work with district leadership to utilize appropriate federal and/or local funds to provide financial support for teachers to earn an AIG add-on license, either through coursework or the Praxis. Pending funding, if tuition is paid by the district, the teacher must agree to teach

backgrounds.	<p>in the NCS district for a minimum of 2 years upon completion of the program.</p> <ul style="list-style-type: none"> • Partner with other LEAs to provide professional development to prepare teachers and other support staff to take the Praxis exam/ earn AIG licensure • Partner with Human Resources to support hiring practices for teachers with an AIG Licensure, inclusive of diverse backgrounds. • Work with Human Resources to specifically recruit teachers from diverse backgrounds who have earned, or are willing to pursue, an AIG add-on license. The coordinator will compile a list of licensed teachers and support staff at each school and focus efforts on encouraging educators from diverse backgrounds, with an interest and potential for working with AIG students, to pursue AIG licensure. • Use the application system in the district to filter for potential teachers who have AIG Licensure or Gifted Certification (if from a state other than NC) • Embed questions in the interview process about meeting the needs of gifted/advanced learners. • To enhance retention of AIG-licensed professionals, the district developed a teacher commitment agreement, which requires teachers to continue serving the district for a specified period after earning their AIG add-on license funded by the district. • Additionally, providing local recognition for teachers who complete the AIG add-on licensure or meet local requirements could further incentivize retention. This could include public acknowledgment at board meetings or other district events, highlighting the teachers' commitment to professional growth and their dedication to serving gifted students. • Implement a commitment agreement for AIG teachers to stay in the district after earning their AIG add-on license, with continued professional development. Offer opportunities to attend conferences every few years for growth and networking. Provide resources and materials to support the AIG curriculum and enhance the classroom environment.
25-28 F	25-28 Plan Response
Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.	<p>The district will partner with consultants in gifted education to develop professional development programs, such as workshops, seminars, and online courses, focusing on best practices for supporting gifted students from diverse backgrounds. Continuous professional development will be provided through follow-up sessions, peer learning communities, and resources to help educators implement new strategies. The professional learning will emphasize equity and inclusivity, with a focus on culturally responsive teaching, identifying underrepresented gifted students, and fostering inclusive learning environments. Professional development should also be framed through the lenses of mindsets, policies, and practices to offer multiple perspectives and create a comprehensive learning experience for staff and administration. This approach will help shift attitudes, refine policies, and enhance practices in support of gifted education.</p> <p>The district will utilize resources provided by NCDPI, including <i>Call to Action</i>, <i>Guidebook</i>, <i>Guidebook 2.0</i>, and other guides, to support the goals of equity and excellence in gifted education. These resources will address strategic actions for serving multilingual learners, critical actions for supporting twice-exceptional (2e) students, and integrating AIG services within a Multi-Tiered System of Support. The district seeks to develop a professional development digital module in Canvas that offers focused learning opportunities to advance equity and excellence in gifted education, addressing mindsets, policies, and practices. Additionally, the district would like to plan a book study using professional books provided by NCDPI or local district/school resources, involving staff and administration in collaborative planning and learning.</p>

22-25 G	25-28 Plan Response
<p>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.</p>	<p>Professional development opportunities that are aligned with the practices of the AIG plan will be offered to teachers, administrators, and support staff. Topics may include, but are not limited to:</p> <ul style="list-style-type: none"> • Gifted Education 101 • Needs of the Gifted Learner • Social and Emotional Needs of the Gifted Learner • Differentiating Instruction for the Gifted Learner • Curriculum Acceleration, Enrichment, and Extension <p>This professional development equips teachers to meet the needs of the gifted learners. Teachers and other personnel involved in AIG programs will employ strategies acquired in training to integrate 21st-century skills into instruction, differentiate curriculum, and meet the social and emotional needs of gifted learners.</p> <p>The needs of the gifted learners are to be connected with the goals of the School Improvement Plan, and professional development activities aligned accordingly. This is accomplished through intentional planning with instructional support staff who oversee/plan PD and the AIG team. Best practices for gifted learners are to be integrated across professional development settings/topics.</p> <p>The AIG team serves on other district committees when strategic vision, mission, and priorities are being established to convey the needs of AIG students and ensure they are taken into consideration. The AIG team meets with the Curriculum and Instruction department to create goals and strategies for PD to meet the district's goals and AIG state legislated standards. In alignment with the district's goals, the AIG team will continue to seek and facilitate professional development opportunities that allow classroom teachers to further applications of district initiatives in direct relation to gifted students.</p> <p>Coaching, implementation, and reflection based on professional development experiences support the application of practices learned. Sessions for sharing best practices are facilitated after professional development experiences where the AIG team collaborates with classroom teachers and other instructional support staff. Technology tools are utilized to share best practices, new ideas, and resource materials acquired from professional development learning experiences.</p>

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.

25-28 A	25-28 Plan Response
<p>Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:</p> <ul style="list-style-type: none">• Academic and intellectual• Social and emotional	<p>Initiatives are currently implemented that deliberately engage two-way partnerships with parents/guardians to support the academic, intellectual, social, and emotional needs of gifted learners. Effective means of communication are in place to inform parents and families regarding services offered. Communication with parents/guardians will be available through the AIG website, the district website, emails, and Parent Square messages to keep stakeholders abreast. Mentorship opportunities with community partners and institutions of higher learning will be promoted and extended.</p> <p>AIG students should be placed in an appropriate learning environment with the program option that matches his/her cognitive/affective needs and aligns with the individual's school AIG service delivery options. Parents play an active role in the initial placement meeting where service options are discussed and the DEP is developed. Annually, parents/guardians are invited to review and revise the most appropriate services for their child. Surveys and other forms of feedback from parents/guardians aid in communication and provide important data for program improvement.</p> <p>The following efforts attempt to assist in engaging all stakeholders in helping to ensure the academic, intellectual, social, and emotional needs of AIG students are being met.</p> <ul style="list-style-type: none">• Parents/guardians are actively involved in various events such as the annual math competition, the robotics competition, and various field trips (pending funding). Parents/guardians who have expertise in the particular areas also serve as mentors and/or coaches' assistants.• NCS plans to continuously improve communication/collaboration between the school and parents/guardians of AIG students. This is a two-way communication. As technology evolves, modes of communication change and improve. Zoom meetings allow for improved communication and collaboration.• Annual informational meetings, emails, social media, newsletters, and brochures can serve as means of communicating program information and initiatives.• NCS would like to initiate parent/guardian meetings that focus on providing resources and guest speakers that discuss meeting the social and emotional needs of gifted learners.• AIG specialists plan/facilitate summer camps for AIG students that focus on the unique interests of gifted learners and also meet their academic, intellectual, and social/emotional needs.• Parents/guardians are also invited to certain events of the camp, such as the showcase of the final projects.• NCS provides opportunities for parents to provide ways in which they would like to be involved with and support for the AIG program.
25-28 B	25-28 Plan Response
<p>Partners with community stakeholders, such as institutions of higher education, local business and industry partners,</p>	<p>Partnerships with the community at large have been established, and NCS will focus on strengthening communication with stakeholders in the community to enhance and enrich learning for gifted students. Community involvement is a focus of the AIG program as a means of enhancing and gaining support for AIG programs and services. Partnerships with local businesses and the local university have been formed to form alliances to support the AIG</p>

<p>and others to enhance and support the local AIG programs and services.</p>	<p>program. Local businesses and colleges are playing an active role in enhancing and supporting the success of AIG students in NCS. Business partnerships fund AIG initiatives and programs that have been developed and are maintained to increase the opportunities for student engagement. Grants have been received from local businesses that support funding enrichment opportunities such as the math competition, robotics, STEM opportunities, Chess competitions, Battle of the Books, spelling bee, and more. Older AIG students have the opportunity to job shadow, work with a mentor, or provide community service as a result of partnerships with local businesses and organizations. The AIG department of NCS sponsors a math competition annually for 6 local school districts, and the local university serves as a venue. A partnership has been formed with FIRST NC to provide a strong robotics program in the district. In addition, the local community college serves as a venue and sponsor for the robotics competition.</p> <p>The development of strong relationships with institutions of higher education that provide certification and graduate work in gifted education is essential. NCS will seek to partner with external organizations such as the National Association for Gifted Children (NAGC), Regional Education Service Alliance (RESA), and also with other LEAs to provide professional development opportunities for teachers, administrators, and support staff.</p> <p>In 2024-2025, Northampton County Schools Gifted Services partnered with NCCAT to implement a three-year cycle, focusing on:</p> <p>Year One: Plan Revision – District leadership collaborates with stakeholders to draft a gifted services strategic plan. Years Two and Three: Professional Learning – Administrators, specialists, and teachers participate in training on gifted programs and services.</p>
<p>25-28 C</p>	<p>25-28 Plan Response</p>
<p>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.</p>	<p>The NCS AIG advisory committee will meet to develop, review, monitor implementation, and refine the AIG Plan and program. The LEA seeks to have the diversity of the county represented. Intentional efforts will be made to be inclusive of various community stakeholder groups, which may include business representatives, community organizations, county government, churches, and service providers</p> <p>The group is to include:</p> <ul style="list-style-type: none"> • AIG specialists • administrators • directors • AIG parents/guardians • teachers (from each level-elementary, middle, and high school) • instructional/support staff • community members <p>The group should meet regularly to:</p> <ul style="list-style-type: none"> • Develop/refine the AIG plan • Evaluate current services (AIG plan) • Focus attention on issues relative to improving services for gifted learners • Stay abreast of current programs, research, and best practices in gifted education <p>The AIG plan draft is also housed on an interactive Google site as it is being developed/refined, and disseminated to individuals who represent a diverse population of the district. Feedback from teachers, parents/guardians, directors, principals, and community members is requested as the plan is developed and updated on the site.</p>

25-28 D	25-28 Plan Response
<p> Informs all students, parents/guardians, and the community of the following: <ul style="list-style-type: none"> 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. </p>	<p> Communication is important for all stakeholders to remain informed of local plans, programs, and policies concerning the AIG program. Communication that effectively informs parents/guardians and families regarding the local program, AIG plan, ways to access opportunities available to AIG students, and policies related to gifted learners is essential. Information and policies are posted on the website. The plan, policies, and brochures can be shared through parent/guardian meetings, district website, conferences, and presentations, and disseminated in a variety of formats. </p> <p> All parents/guardians and the community will be kept abreast of opportunities available to gifted students via websites, Parent Square messages, media coverage, emails, newsletters, brochures, and other memoranda. Information that is shared may include upcoming events, informational sessions, field experiences, camps, articles, special speakers, pertinent websites, mentorships, internships, Governor's school, School of Math and Science, scholarships, and more. An emphasis will be placed on providing all parents/guardians with ways to access advanced learning opportunities. </p> <p> A digital presentation is available on the website that informs stakeholders of the local AIG program, plan, and policies. Virtual informational sessions will be made available. NCS will create and distribute a comprehensive resource guide for extracurricular programs available within the LEA, local community, region, and/or state. This guide should include detailed descriptions, timelines, and any other relevant information to ensure clear communication. </p> <p> EL teachers are utilized as needed to translate correspondence into the native language. The AIG department will continue to work with the EL department and community partners to ensure translations are accurate and meaningful to parents/families in need of the AIG plan and forms translated into their native language. Interpreters/translators will be available at DEP meetings, parent meetings, and other AIG functions as needed. The district will identify the accessibility needs of the community and develop a strategy for using appropriate communication methods to address those needs. </p>

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.

25-28 A	25-28 Plan Response
<p>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.</p>	<p>The AIG Plan is formally reviewed and revised every three years per state legislation using multiple sources of data. To ensure continuous program improvement, fidelity checks will be done annually to check for plan progress using multiple sources of data for continuous program improvement and a comprehensive evaluation.</p> <p>Data used may consist of, but not be limited to:</p> <ul style="list-style-type: none">• Surveys• Formative and Summative Student Assessments• Data from Human Resources regarding Teacher AIG Certification• Budget Report of AIG Funds• Documentation from administrators' walk-throughs and observations• Database of Underrepresented Populations, Student Growth, Student Retention• Informal/Formal Feedback• Input from the advisory group• Evaluations from Professional Development sessions• Self-Evaluation• AIG Plan Review (from DPI) <p>NCS will utilize established collaborative structures (such as advisory groups, PLCs, leadership team meetings, etc.) during the comprehensive program evaluation to:</p> <ul style="list-style-type: none">• Assess the successes and challenges associated with program implementation and effectiveness.• Cultivate a culture of data-informed discussions.• Facilitate regular data reviews with relevant stakeholders to guide program enhancement.• Examine feedback from all stakeholders, analyze data trends and patterns to inform ongoing program improvements. <p>Reports and policy updates from DPI should be used to determine if changes to the AIG plan/program are deemed necessary. NCS would like the advisory group to aid in evaluating the local AIG program's effectiveness.</p> <p>A comprehensive program evaluation that reflects on the AIG plan is necessary to ensure the AIG program is aligned with the vision, mission, policies, practices, and procedures of the district.</p>
25-28 B	25-28 Plan Response
<p>Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to</p>	<p>NCS monitors the implementation of the AIG program and plan under Article 9B. Monitoring of the program and plan will ensure the fidelity of implementation following the North Carolina AIG standards. The Department of Curriculum and Instruction and the AIG specialists will monitor the implementation and the effectiveness of the plan in the following ways:</p> <ul style="list-style-type: none">• Data reflecting the growth of AIG students on End of Grade Tests, District Benchmarks, and Reading 3D• Department of Public Instruction headcount• Forms/checklists from administrators' teacher observations that document classroom teachers

ensure fidelity of implementation for all AIG program components.	<p>are providing services stated on the student's DEP</p> <ul style="list-style-type: none"> • Budget report of AIG funds • Consistent monitoring of student referrals and placement • Ensuring service delivery options for identified students (documentation during walk-throughs) • Professional development opportunities focusing on differentiation • Surveys • Implementation of intentional talent development programs
25-28 C	25-28 Plan Response
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.	<p>Funds used to support the AIG programs and services follow state policy. A budget is developed annually to ensure the proper use of funds. The AIG department works with the Finance Officer to develop a budget that is aligned with the AIG program/goals, student/stakeholder needs, and each standard of the AIG plan. NCS prioritizes people, resources, and professional development according to program needs and cost evaluations to ensure that purchases and expenditures directly benefit students. Expenditures and personnel allotments comply with the state budget and are monitored by the NCS Finance Department. Budget oversight is conducted at the district level to ensure that state AIG funds are being used to support district AIG program goals. When applicable, teachers are encouraged to apply for grants and donations from businesses in the community to help enrich the curriculum. Over the past three years, grants have significantly contributed to the growth of programs and extracurricular activities through substantial funding. AIG personnel will continue to advocate for leveraging various funding sources, such as local funds, federal resources, grants, and business partnerships, to support the needs of the AIG program, its students, and staff.</p>
25-28 D	25-28 Plan Response
Maintains and analyzes multiple sources of student achievement and growth data, as well as annual drop-out data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.	<p>Assessing the individual needs of AIG students necessitates the monitoring of student performance growth. Principals and teachers will be provided with EOG growth reports to assess individual student performance. Records are maintained in PowerSchool/Infinite Campus for each student that document student performance over time, including identification criteria, service models, and EOG scores. PowerSchool also allows parents and students to have access to student data for monitoring performance and growth. Data will be disaggregated regularly to ensure that AIG students' needs are being met as the holistic needs of gifted students are being considered. AIG student growth is regularly monitored and analyzed, with focused attention on addressing underrepresentation and disproportionality in identification and services. Counselors monitor dropout data throughout the year and have established a plan to monitor data for early warning of dropout prevention.</p> <p>Benchmark, EOG, and EOC data will be reviewed by the appropriate personnel. Assessment results are shared with students and parents promptly. NCS tracks student performance growth and drop-out data for AIG students. A deeper review of this information will be a focus as data is gathered, analyzed, and shared. This tracking of this data will further serve as an early warning for dropout prevention. Other indicators of student performance that speak to the growth and achievement of AIG students will be tracked. Such data may include college acceptance information, dual enrollment students, internships, scholarship information, and qualitative data regarding social and emotional needs. The testing/accountability, the curriculum/instruction, and the AIG departments will work together to gather, analyze, and share AIG student growth and achievement data. Analysis of the student performance should guide further program development. The effectiveness and equity of the AIG program should be evaluated based on all available data.</p> <p>Using available data, such as aggregate and disaggregated student achievement and growth data, annual dropout rates, and other relevant metrics, will provide valuable insights into the effectiveness and equity of the AIG Program, as well as the performance of the multi-tiered system of supports. This data will help identify disparities, highlight areas of success, and pinpoint areas that need improvement.</p> <p>By analyzing this data, the district can shape mindsets, policies, and practices to prioritize equity and excellence. For instance, disaggregated data will reveal achievement gaps, prompting changes in instructional strategies, support structures, and resource allocation to ensure all students, especially those from historically underserved groups, have access to high-quality learning opportunities. Data on student growth</p>

	<p>and dropout rates will inform policies aimed at improving retention, engagement, and academic success for all students.</p> <p>In terms of program improvement, this data will guide decision-making processes related to curriculum adjustments, the allocation of supports, and professional development for staff. The evidence will ensure that efforts are targeted, effective, and aligned to provide an equitable and excellent educational experience for every student.</p>
22-25 E	25-28 Plan Response
<p>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.</p>	<p>NCS recognizes the importance of implementing a database to monitor all populations represented in the local AIG program. Data regarding referral and identification trends, enrollment in advanced courses, classroom performance, assessment results, and teacher recommendations will be reviewed as a means of monitoring the representation and retention of underrepresented populations. A systematic procedure is being put in place using a spreadsheet to collect and analyze data, focusing on referrals, identification, and retention of identified students. This procedure will ensure that students' demographic factors do not reduce their likelihood of access to and participation in the AIG programs. Screening, referral, identification, and retention policies and practices are examined to determine factors that may cause disproportionality. Data collections drive the change needed in the aforementioned policies and practices.</p> <p>To drive ongoing program improvement and support equity, NCS will:</p> <ul style="list-style-type: none"> • Regularly review and analyze referral, identification, service, and retention data disaggregated by demographic subgroups. • Monitor participation of underrepresented AIG students in advanced learning opportunities.. • Conduct equity audits and program evaluations to identify and address barriers to access and sustained participation. • Use data findings to adjust policies, practices, and outreach efforts, ensuring that underrepresented populations are both represented in and effectively served by the AIG program. • Provide professional development to staff on culturally responsive practices and equitable identification processes. <p>In addition to monitoring identification, NCS focuses on how AIG students—especially those from underrepresented groups—are being served. The district will employ several strategies to ensure equitable, effective, and responsive services:</p> <p>Key strategies for monitoring services include:</p> <ul style="list-style-type: none"> • Keeping records of service delivery at the school and classroom levels. • Reviewing student performance in AIG and advanced classes, including growth over time. • Gathering feedback from students, parents, and teachers about the effectiveness of AIG services. • Using classroom observations and service logs to ensure fidelity of implementation. • Making sure that services are not only offered, but are being accessed and making a difference for each student. <p>By embedding intentional and regular data analysis into AIG program oversight, NCS fosters a culture of equity and continuous improvement, ensuring all gifted learners are identified and supported appropriately.</p>

25-28 F	25-28 Plan Response
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.	Information regarding the credentials of personnel serving AIG students is maintained and monitored by the Human Resource Department. The Human Resource Department works with teachers to maintain current records regarding required credentials. Professional development records are updated regularly to reflect current status and qualifications. The AIG department will collaborate with the Human Resource Department to implement practices to use personnel data to align with the goals and strategies of the local AIG plan. The AIG Department partners with administration in the district to discuss the needs of the school AIG program, determine where AIG students will be placed, discuss potential new hires, and support the AIG program goals.
25-29 G	25-28 Plan Response
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.	<p>To ensure the AIG program is effectively meeting the needs of gifted learners, NCS will survey key stakeholders regularly (formally and informally). Throughout the year, ensuring all stakeholders (also including students, parents/guardians, families, and teachers) have the opportunity to provide feedback can be accomplished by gathering input from focus groups, interviews, and discussions during already established meetings.</p> <p>Opportunities for students, parents/guardians, teachers, and other stakeholders to provide feedback on the quality and effectiveness of the local AIG program also include initial placement meetings, annual DEP meetings, and other parent meetings. Data should be collected and analyzed regularly (formally and informally) to identify program improvement areas.</p> <p>NCS will implement multiple strategies for collecting both formal and informal feedback from those directly and indirectly involved in AIG programming throughout the year. These efforts may include:</p> <ul style="list-style-type: none"> • Utilizing existing district and school collaborative team structures (e.g., PLCs, MTSS, Curriculum and Instruction team). • Establishing a clear method for documenting feedback requested and provided during scheduled meetings throughout the year. • Conducting informational meetings and conferences to gather input from a broad range of stakeholders, including teachers, parents, students, and community members. Surveys, questionnaires, interviews, and formal feedback forms are methods that can be utilized for collecting feedback. • Analyzing the collected feedback to inform decisions and drive improvements to the AIG program.
25-28 H	25-28 Plan Response
Shares local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.	Effectively monitoring the program is dependent upon a transparent program and consistent communication. To this effect, data will be disseminated to all stakeholders and to the community at large as it becomes available. Various means of communication such as brochures, the NCS website, media coverage, and memos, facilitate public awareness. NCS plans to consider what information is relevant to specific groups when sharing program evaluation data and develop specific communication strategies based on the informational needs of various audiences.

25-28 I	25-28 Plan Response
<p>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.</p>	<p>NCS procedures and practices safeguarding the rights of students are in place within the AIG Plan.</p> <ul style="list-style-type: none"> • District policies exist that protect all students and their rights as outlined in the Parental Rights Consent to Test document • Policies protecting student rights are posted on the AIG website • Parents/guardians are given a step-by-step Resolution of Disagreements procedure document at the beginning of the identification process; procedures are also posted on the AIG website <p>Annually, the AIG team reviews documentation aimed at safeguarding student and parent/guardian rights. When students are identified as AIG, the parents/guardians give written consent for identification and placement using the appropriate forms (DEP, Approval for AIG placement, and minutes forms).</p> <p>Students who do not initially qualify for AIG services may be referred during the next school year and reassessed using the following methods:</p> <ul style="list-style-type: none"> • NNAT (Naglieri Nonverbal Ability Test) or CogAT (Cognitive Abilities Test) <ul style="list-style-type: none"> ◦ Administered once to each student referred per school year to evaluate cognitive abilities, including nonverbal reasoning, critical thinking, and problem-solving skills. • EOG/EOC Scores <ul style="list-style-type: none"> ◦ End-of-Grade (EOG) or End-of-Course (EOC) test scores, which measure academic achievement and student growth in core subject areas. • mCLASS <ul style="list-style-type: none"> ◦ A literacy assessment tool that monitors student progress in reading and provides additional data to help determine eligibility for AIG services. <p>If a student is reassessed and services and/or identification changes, a parent/guardian meeting is to take place. The appropriate forms should document all changes and signatures from the parents/guardians and the AIG team. Students who transfer from another district within NC (as shown in PowerSchool) will automatically be placed in the AIG program. Additional paperwork may be deemed necessary depending on what is on file at the previous school. Students who transfer into a district from out of state or are not identified in PowerSchool as AIG must meet the district's criteria for AIG identification. This could possibly include additional testing, and the identification/placement procedures will be followed.</p> <p>Appeals Procedures</p> <p>Parents/guardians have the right to disagree with nomination, placement, or service options outlined in the student's DEP and are guaranteed due process.</p> <p>Appeals Procedures for Parents/Guardians (Identification/Services)</p> <p>Parents, guardians, and teachers of academically or intellectually gifted students work together as partners to nurture the growth and progress of children. Frequent conferences and open communication are encouraged to maximize the potential of the student. The important relationship between the school, academically or intellectually gifted students, and their families usually begins when the student is identified for the services by the school-based committee for gifted education. The parents/guardians will be given an opportunity to discuss the recommended Differentiated Education Plan (DEP), which outlines the service options available to match the strengths of the student. Parents/guardians may request a copy of the following:</p> <ul style="list-style-type: none"> • A copy of the individual student eligibility profile

- A copy of the Differentiated Education Plan (DEP)
- An outline of the Appeals Procedures (I-IV)

PROCEDURES TO RESOLVE DISAGREEMENTS

LEVEL I SCHOOL REVIEW

If parents/guardians disagree concerning nomination, placement, or service option, they shall first request a conference with the school's AIG team. (A written request is required).

LEVEL II ADMINISTRATIVE REVIEW

If the disagreement is not resolved at the school site, the parents/guardians may appeal the AIG team's decision within ten (10) days to the school's AIG coordinator, Exceptional Children's Director, and the Superintendent or his/her designee. (A written request is required.) They will review the case and respond to the parents/guardians and the student's principal in writing within ten (10) school days of the appeal.

LEVEL III SCHOOL BOARD REVIEW

If the dispute is not resolved at the administrative level, the parents/guardians may appeal to the local Board of Education in writing within ten (10) days of the administrative review. The local Board of Education will offer a final written decision within thirty (30) days.

LEVEL IV ADMINISTRATIVE LAW HEARING

If the Board's decision fails to resolve the disagreement satisfactorily, the parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the hearing will be limited to consideration of (1) whether the local school administrative unit improperly failed to identify the child as an academically gifted/intellectually gifted student or (2) whether the local plan of services for the student has been implemented appropriately. Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge is final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney's fees are not available to parents in the event they prevail in a due process hearing.