

Mission/Vision Statement and Funding

Bertie County Schools (080) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

Otis L. Smallwood

* LEA AIG Contact Name:

Caldwell, Emily - ecaldwell@bertie.k12.nc.us ▼

This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5).

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

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

* Mission and/or Vision Statement(s)

It is the vision of Bertie County Academically Intellectually Gifted Program to recognize students who perform or demonstrate the potential to perform at substantially high levels of accomplishment when compared to same age peers, experience, or environment and to provide these students with enriched differentiated instruction and opportunities to meet their intellectual, academic, and social emotional needs. The education of these students will be enhanced through an environment that rigorously challenges, nurtures, and promotes self-directed, life-long learning and encourages students to become productive members of society.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 103,089.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

* Practice A

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

Bertie County Schools has developed a comprehensive and ongoing screening and referral process that ensures equitable opportunities for all K–12 students to be considered for AIG services. This process is systematic, inclusive, and designed to recognize gifted potential across diverse student populations.

Screening

Screening is a proactive process used to identify students who may demonstrate academic or intellectual giftedness based on multiple indicators. Bertie County Schools employs the following universal and systematic screening procedures:

- A universal screener is administered annually to all 2nd-grade students to identify potential giftedness in reading and math.
- At the end of each school year, the AIG Coordinator works with administrators, counselors, and testing coordinators to generate a list of students in grades K–12 who have scored 80% or above on standardized assessments, such as BOG3, EOG, EOC, or i-Ready (BOY in math or reading).
- All students who previously participated in the K–2 Talent Development Pool will be automatically screened for AIG eligibility following parental consent.
- Transfer students who were previously identified as AIG in another district are screened for eligibility under Bertie County's criteria. If they do not meet the local identification requirements, they may proceed through the district's referral and evaluation process.

Screening ensures that students who may not have been formally referred—especially those from underrepresented or underserved populations—are proactively identified for possible giftedness.

Referral

Referrals are accepted on a rolling basis throughout the school year and may be submitted by:

- Classroom teachers

- Parents or guardians
- School administrators
- Other stakeholders (including counselors or specialists)
- Students (self-referral)

Referral forms are available on the Bertie County Schools website and in the main office of each school. Referrals are based on classroom performance, standardized test scores, teacher observations, and anecdotal evidence.

A referral does not automatically lead to identification but initiates a more in-depth data review.

Data Collection and Profile Development

Once a referral is made or a student is flagged through screening, the AIG Coordinator begins compiling a student profile. This profile may include:

- Aptitude and achievement test scores
- Report card grades
- Work samples
- Teacher, parent, or student observation checklists
- Classroom performance evidence

School-Based AIG Committee Review

Each school has a School-Based AIG Committee responsible for reviewing student profiles and making eligibility decisions. The committee includes:

- The school administrator
- The AIG Coordinator

- The student's teacher

- The school's AIG representative (if applicable)

The committee evaluates the body of evidence and determines one of the following:

- The student meets identification criteria for AIG, AM (Academically Gifted in Math), AR (Academically Gifted in Reading), or IG (Intellectually Gifted)
- Additional testing or data collection is needed
- The student does not currently qualify for AIG services

Notification and Service Planning

Once eligibility is determined:

- Parents/guardians are formally notified in writing of the identification decision.

Students who qualify for AIG services are provided a Differentiated Education Plan (DEP) that outlines their specific services and instructional accommodations.

* Practice B

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

Bertie County Schools uses a research-based, multiple-criteria approach to identify K-12 students for gifted services. The district is committed to using objective, equitable, and comprehensive measures to ensure students who demonstrate or show potential for high academic or intellectual performance are appropriately identified and served.

Academically and/or Intellectually Gifted (AIG) students are those who either perform or show the potential to perform at substantially high levels of accomplishment when compared to their peers. These students may excel in intellectual areas, specific academic subjects, or both, and require differentiated instructional services beyond the general education curriculum. AIG identification supports formal placement into services under the AIG program.

In Bertie County, the term Academically Gifted (AG) is also used to describe students who demonstrate exceptional performance in specific subject areas, such as math (AM) or reading (AR), and may be served with targeted differentiation strategies even if they are not formally identified as AIG. These students benefit from enrichment, acceleration, and curriculum modifications based on their demonstrated strengths.

To determine eligibility for AIG services, the district uses a Multiple Criteria Indicator (MCI), which includes aptitude scores, achievement scores in reading and math, and final grades in core academic subjects (reading, math, science, and social studies). A total MCI score of 348 is required to qualify for AIG services. The MCI formula is as follows:

- Aptitude score (doubled)

- Achievement scores in math and reading

- Core content grade points: A = 3 points, B = 2 points (up to 12 points from 4 subjects)

For example:

A student with an aptitude score of 85 (doubled to 170), achievement scores of 85 in math and 85 in reading, and four B's in core subjects (8 points) would receive a total score of 348, qualifying them for AIG identification.

Students who meet criteria in only one academic domain are identified as:

- Academically Gifted in Math (AM)
- Academically Gifted in Reading (AR)

These students also require differentiated services, which may include curriculum compacting, subject acceleration, flexible grouping, or enrichment. Though not necessarily identified as AIG in both domains, they are still formally served under the district's gifted program.

This identification system ensures that AIG and AG students—including those from underrepresented populations—are identified through a fair and inclusive process that is supported by research-based practices and aligned to the NC AIG Program Standards.

Bertie County Schools employs a comprehensive, research-based, and equitable identification process to recognize and serve students who demonstrate high academic or intellectual potential. In alignment with NC AIG Standard 1B, the district uses a Multiple Criteria Index (MCI) to ensure all students—including those from traditionally underrepresented populations—are considered for Academically and/or Intellectually Gifted (AIG) services using objective and valid indicators.

Academically Gifted in Math (AM) and Academically Gifted in Reading (AR)

Students may qualify for Academically Gifted (AG) services in specific subject areas such as Math (AM) or Reading (AR). These students demonstrate high aptitude and consistent academic performance in a specific content area over the course of the academic year and require differentiated learning opportunities beyond the basic standard course of study.

Examples of service strategies for AM/AR students include:

- Subject acceleration
- Curriculum compacting
- Flexible grouping or clustering within regular education classrooms

K–12 Criteria for AG (AM or AR) Identification:

- MCI Total Score = Aptitude + Achievement (math OR reading) + Grades in subject area
- Minimum qualifying MCI Score = 173
- Grade point values: A = 3, B = 2 (only grades from the subject being considered are used)

Intellectually Gifted (IG)

Intellectually Gifted (IG) students exhibit significantly high aptitude (90th percentile or above on a nationally normed aptitude test) but may not yet show commensurate academic achievement. These students often need instructional supports and services that develop academic potential.

K–12 IG Criteria:

- Very Strong Aptitude: 90% composite score = 90 MCI points
- Strong Aptitude: 90% or higher on any subtest (verbal, nonverbal, or quantitative) of a nationally normed test (e.g., CogAT)
- These students may receive IG identification and services even without concurrent academic achievement

Alternative Pathway

The Alternative Pathway allows for holistic consideration of students who do not fully meet the traditional criteria but demonstrate potential through a body of evidence (e.g., academic portfolio, leadership, extracurricular engagement). The school-based AIG Team reviews the evidence and may assign additional points toward the MCI score to support identification. Documentation is stored in the student's AIG folder.

Developing Potential/Talent Development Enrichment (Grades K–8)

Bertie County Schools acknowledges the importance of nurturing gifted potential early. Students who may not yet qualify for AIG services but exhibit early signs of advanced learning are served through Talent Development Enrichment.

Eligibility Criteria:

- Grades K–3: Based on benchmark scores from DIBELS 8th Edition

- Grades 4–8: Students scoring 80% or higher in reading or math are added to the school-based watchlist and may receive enrichment

These students benefit from:

- Inquiry-based learning
- Social-behavioral skill development
- Curriculum enrichment in identified content areas

Services for these students are flexible and determined at the school level based on available data and teacher observations.

Talent Development

• Recognize students with outstanding potential who may be overlooked in the current AIG ID Criteria. These students may work with the classroom teacher to receive high-quality inquiry based instruction, based on student interest, as a platform to recognize and respond to their intellectual and/or academic potential. * Bertie County Schools will provide up to 2 aptitude tests for students. Usually these tests take place in one of the following methods:

1. All 2nd grade students are given the CogAT test.

2. At any time after the student's 3rd grade year, a request can be made for aptitude testing through the school's AIG Team. Based on a body of evidence that supports and demonstrates that a student may be gifted, a second test may be administered.

The CogAT will be administered to grades 6-8 to identify students at the middle school level. Reconsideration for Aptitude Testing

1. Any student can be given a second aptitude test if a body of evidence is presented to the AIG team that demonstrates potential giftedness.

o The student's scores on the NC EOG/Achievement tests for Reading AND/OR Mathematics are 80% or higher AND

o A recommendation, through a body of evidence, that documents advanced performance. Examples of Body of Evidence:

1. Grades
2. Work Samples
3. Achievement (refer to the Math and Read table below)
4. Critical Thinking
5. Teacher Recommendation

Math For Math the iReady Diagnostic Scale scores to help us identify for Talent Development. The following I Ready Scores are the 90th Percentile numbers for each grade at each point in the year.

Grade BOY MOY EOY

K 371+ 389+ 406+

1 404+ 426+ 441+

2 435+ 450+ 463+

3 456+ 471+ 514+

4 483+ 496+ 514+

5 503+ 513+ 525+

Reading

The following is a chart for Reading Lexile at the 90th percentile per grade for each point in the year.

Grade BOY MOY EOY

K BR40L 55L 150L

1 435 L 505L 570L

2 675L 735L 795L

3 885L 935L 985L

4 1060L 1110L 1160L

5 1210L 1235L 1260L

The principal or principal designee will document those students who meet the above criteria and submit this information on the "request for testing" form. *At any time and at the parent's expense, additional testing can be done in the private sector using most nationally normed aptitude or achievement tests. Those results can be presented to the school's AIG Team and used to determine a student's eligibility of gifted services.

If a student enrolls in Bertie County Schools and does not have an aptitude test, the School-Level AIG Team may consider this child for aptitude testing based on the same body of evidence used to determine if a second aptitude test is needed as outlined above. Once the testing has been administered, the aptitude score with the student's most current achievement scores (within one year) will be inputted into the MCI to determine if the student qualifies for gifted services. The School-Level AIG Team will reconvene once the testing is complete to determine the need for differentiated service and document the recommendation.

*** Practice C**

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

Bertie County Schools, located in northeastern North Carolina, is a rural district with a population of approximately 19,400 residents. The community demographics reflect a majority African American (non-Hispanic) population at 61.1%, followed by White (non-Hispanic) at 34.6%, with additional representation from Hispanic, Asian, and multiracial groups. With an average household income of \$35,527 and a poverty rate of 23.2%, Bertie County is deeply committed to ensuring that language, race, exceptionality, economic status, or other factors are not barriers to gifted identification and services.

In alignment with NC AIG Standard 1C, Bertie County Schools actively seeks to recognize and develop potential in students from underrepresented populations, including:

- Culturally and linguistically diverse students
- Economically disadvantaged students
- Twice-exceptional (2e) learners
- Highly gifted or underachieving gifted students

Students with disabilities

Equity-Focused Identification Practices:

To support equity and access in gifted identification, the district implements the following practices:

- Collaborative Review of Potential: A team of stakeholders—including the AIG Coordinator, school administrators, general education teachers, EC teachers, and ELL teachers—will purposefully observe for characteristics of giftedness in all students, especially in those from underrepresented groups.
- Data Analysis by Subgroup: Schools will regularly analyze subgroup data to monitor trends, evaluate gaps in identification, and ensure fair representation across the district.
- Testing Accommodations: All testing will follow IEP or 504 plan modifications, and efforts will be made to administer assessments in a student's native language, utilizing bilingual proctors when possible.

- Additional Evaluation Options: When needed, system-level psychologists may administer specialized assessments that fall outside the AIG Coordinator's licensure. Students may also be retested if further evaluation is warranted.

Use of Culturally Appropriate Tools: The Naglieri Nonverbal Ability Test (NNAT) is recommended for students who are culturally, linguistically, or economically diverse, or who have a disability, as it minimizes language and cultural bias. Other norm-referenced assessments are considered if they meet validity and purpose requirements.

Approved Aptitude and Achievement Assessments:

The following tests are used to ensure consistent and valid identification of AIG students:

Aptitude Testing:

- Cognitive Abilities Test (CogAT) – Used for group testing with verbal, quantitative, and nonverbal subtests. Grade-level appropriate levels are used (e.g., Level 7 for Grade 2, Level 8 for Grade 3, etc.).

*Naglieri Nonverbal Ability Test (NNAT) – Used particularly for culturally and linguistically diverse students.

Achievement Testing:

Approved nationally normed assessments include, but are not limited to:

- NC End-of-Grade (EOG) / End-of-Course (EOC) Tests
- Stanford Achievement Test
- Iowa Tests (ITBS, ITED)
- Kaufman Test of Educational Achievement (KTEA I & II)
- Woodcock-Johnson Tests of Achievement (WJ-R & WJ IV)
- Wechsler Individual Achievement Test
- TerraNova
- California Achievement Test

▪ ACT and SAT

By providing multiple pathways to demonstrate giftedness and adapting evaluation procedures to each student’s context, Bertie County Schools ensures that all students have equitable access to AIG services and that gifted potential is recognized, developed, and celebrated across all demographics.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	----	<5%	----	----	----	----	----
Male	----	<5%	----	----	----	----	----
Total	----	<5%	----	----	----	----	8.11%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

Bertie County Schools will continue to develop and update curriculum that focuses on future-ready skills by developing integrated curriculum units. This could include makerspace, coding, and STEAM related activities. The district recognizes the importance of aligning and implementing best instructional practices including 21st Century skills and content at advanced levels to incorporate collaboration and teamwork, creativity and imagination, critical thinking, and problem solving.

These may include, but not be limited to:

- *Primary Education Thinking Skills (P.E.T.S)
- *Technology Summer Camps (when available)
- *AIG Summer STEAM Camp (when available)
- *Virtual Field Trips
- *Robotics and Math Masters Competitions
- *Partners with CTE
- *Service Learning projects
- *Technology based projects

*Enrichment activities/blocks *Google and Chrome Applications *Accelerated content *Distance Learning *Competitions *Honors courses	
* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.	All students are taught in the “core” framework of state requirements. Data from both formative and summative assessments will be used consistently to differentiate classroom instruction and determine how to create flexible student groups. Teachers work through their grade level PLCs to determine needs of students through use of data. Teachers will differentiate by content, process or product. This could include but not limited to, leveled text, choice of materials, using mnemonics, design a poster, complete a scavenger hunt, and/or write a report. Use of assessment data from EVAAS, EOG/EOC, Aptitude Tests, along with performance and assessment rubrics will also provide ongoing assessments of AIG students. The AIG coordinator will collaborate with principals and teachers on a regular basis throughout the year to ensure students are receiving the differentiation support needed within their flexible groups. The AIG coordinator will monitor benchmarks and provide ongoing formative assessments with NNAT3 to ensure students are receiving the instruction needed (BOY, MOY, and EOY). Students’ needs are determined through the use of data from the following assessments: *Formative assessments (benchmarks, mClass, weekly pre- and posttests, NNAT3, iReady progress monitoring etc.) *Summative assessments (EOG/EOC, Common Exams, WorkKeys) *Classroom instruments (teacher made tests, report cards, etc.) *Program Assessments (iReady, Case 21 and mClass) *PreACT, ACT, PS
* Practice F Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.	Bertie County Schools is committed to ensuring that parents and guardians are fully informed and actively engaged in the identification and service process for academically or intellectually gifted (AIG) students, in alignment with NC AIG Standard 1f.

All students who are identified for AIG services, including High Flyers and students receiving early enrichment in grades K–2, will have an individual folder documenting critical aspects of the district's identification process. This folder will include referral forms, screening tools, assessment results, eligibility decisions, and service plans. Parents will be notified in writing of their child's assessment results and eligibility status, with clear explanations of the criteria used in making identification decisions. Prior to the development of a Differentiated Education Plan (DEP), parents will be given the opportunity to provide input regarding their child's learning needs, interests, and preferences for service delivery. This collaborative discussion will take place during the DEP meeting, ensuring shared decision-making between families and school personnel. At the DEP meeting, copies of all documentation will be provided to parents, and signatures from all parties will be collected to reflect mutual understanding of the plan. Families will also receive a hard copy of the DEP, and a copy will be housed in the student's file at the district office. The AIG Coordinator will maintain all student records at the district office, ensuring they are organized and secure. Copies of relevant documentation will also be shared with the principal, principal's designee, and school counselor at the student's school to support seamless implementation of services.
* Practice G Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions. Bertie County Schools is committed to ensuring that parents and guardians are fully informed and actively engaged in the identification and service process for academically or intellectually gifted (AIG) students, in alignment with NC AIG Standards 1f and 1g. To ensure equity and inclusivity, the district utilizes a comprehensive, research-based, and culturally responsive identification process that is reviewed regularly to reflect the diversity of the school community. This process includes multiple pathways to identification through a combination of qualitative and quantitative data, such as standardized assessments, teacher observations, parent referrals, performance-based tasks, and local norms. All students who are identified for AIG services—including High Flyers and K–2 students receiving early enrichment—will have an individual folder that documents all stages of the identification process. These folders include referral forms, screening instruments, assessment data, eligibility decisions, and service plans. Efforts are made to intentionally reach underrepresented populations, including students from culturally and linguistically diverse backgrounds, low-income families, and twice-exceptional learners. Referral and screening efforts are extended across all school settings and stakeholders, including ESL teachers, EC personnel, and community liaisons to ensure no student group is overlooked. Parents will receive timely notification of their child's assessment results and eligibility decisions, with clear, jargon-free explanations. Before a Differentiated Education Plan (DEP) is developed, families are given opportunities to contribute insights about their child's interests and learning needs. These discussions take place during the DEP meeting, fostering a collaborative approach to gifted education planning. All final documents—including DEPs—are provided to families, signed by all involved parties, and stored both at the district level and in school-based files. The AIG Coordinator ensures that documentation is well-organized and accessible, and that school personnel (principals, counselors, and teachers) are equipped to deliver services in alignment with the student's plan.
* Ideas for Strengthening the Standard Bertie County Schools plans to continue to strengthen the AIG program by identifying students earlier for talent development especially in grades kindergarten through second grade. Students will be assessed in grade grade. Another goal for strengthening student identification is to consistently meet with Principals,

school teams, and parents to discuss the talent development and placement. The AIG teacher will consistently look at data collected throughout the school year and differentiate enrichment based on the needs of students.

Planned Sources of Evidence

* AIG Teacher Schedule	
* Data Collection Form	
* BCS AIG Forms	

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

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

In Bertie County Schools, we recognize that meeting the unique needs of AIG students is vital for cultivating their potential and ensuring they are prepared to thrive in a globally competitive world. The AIG program is designed to be responsive to the individual academic, intellectual, social, and emotional needs of each gifted student by matching appropriate programs and services with their demonstrated abilities and interests. Below is a breakdown of how the district matches specific programs and services with the needs of AIG students:

Informal Identification and Talent Development for K-2

Objective:

To identify students at an early age who demonstrate the potential for giftedness and provide them with the support and opportunities to nurture their talents.

Procedure:

- **Early Identification:**
The district informally identifies potential gifted students in K-2 through teacher observations, academic performance, and classroom behavior. These students are recognized for their curiosity, creativity, advanced problem-solving abilities, and other characteristics indicative of gifted potential.
- **Talent Development Process:**
Once identified, students are included in the Talent Development process, where they are provided with enrichment opportunities and differentiated instruction in the classroom. These students may receive accommodations such as flexible grouping, differentiated tasks, and advanced content that challenges them without formal identification.
- **Support and Monitoring:**
Teachers are trained to provide targeted differentiation for these students, ensuring that their academic needs are met within the general education framework. The AIG Coordinator provides ongoing monitoring and support as needed.
- **Highly Gifted Students:**
For highly gifted students in grades K-2, formal testing is conducted to determine if they should be formally identified as AIG students. Based on the test

results, appropriate accommodations are provided, and students are placed in enrichment groups with an AIG-certified teacher if possible.

Formal Identification and Differentiated Education Plans (DEPs) for Grades 3-12

Objective:

To formally identify AIG students in grades 3-12 and match them with services that meet their individual needs.

Procedure:

- Formal Identification Process:

In grades 3-12, students are formally identified for AIG services based on data from testing, teacher referrals, and performance assessments. Once identified, these students are assigned a Differentiated Education Plan (DEP), which outlines specific service options based on their strengths, interests, and areas for growth.

- Service Options:

The DEP provides a roadmap for each AIG student, specifying which services and supports they will receive. These may include:

- Accelerated Content – Through compacted curriculum, subject acceleration, or enrichment programs.
- Advanced Learning Opportunities – Participation in honors, AP, or dual enrollment courses.
- Enrichment Activities – Access to extracurricular activities such as academic clubs, STEM programs, and talent showcases.
- Social and Emotional Support – Counseling, mentorship, and peer group connections to help address the unique social-emotional needs of AIG students.

- High Flyer Program:

For students who show gifted potential but do not meet the formal AIG criteria, the district offers the High Flyer Program. These students receive the same differentiated services as formally identified AIG students, ensuring that their potential is nurtured through appropriate educational strategies.

Social and Emotional Support for AIG Students

Objective:

To provide emotional and social support that helps AIG students navigate the challenges and opportunities associated with their giftedness.

Procedure:

- Counseling Services:

Counseling services are provided to gifted students through a variety of channels:

- Individual Counseling: Available through the AIG Coordinator or school guidance counselors, addressing issues like perfectionism, stress, or social challenges.

- Group Counseling: For students experiencing common social-emotional challenges, group counseling sessions are offered.
- Transition Counseling: Special support is provided during key transition points (e.g., from elementary to middle school, middle to high school) to ensure students understand their options and have access to the services they need.
- Guidance and Mentorship:
Students receive guidance on course selections, career exploration, and educational goals. For high school students, this includes advice on applying for college, SAT/ACT prep, and scholarship opportunities. The guidance counselors play a key role in facilitating these discussions.

Enrichment and Extension Opportunities

To provide AIG students with a wide range of enrichment opportunities that challenge them academically and help them explore new areas of interest.

Procedure:

- Academic and Interest-Based Clubs:
AIG students are encouraged to participate in academic clubs (e.g., math clubs, debate teams, robotics) and interest-based clubs (e.g., drama, music, art). These clubs provide additional avenues for intellectual and creative expression.
- After-School Programs:
After-school activities such as the 21st Century Program offer AIG students further opportunities for enrichment in a variety of subjects, including STEM and the arts.
- External Programs:
AIG students are encouraged to participate in external enrichment programs such as Governor's School, Summer Ventures, and other specialized camps or competitions that align with their academic interests and talents.

College and Career Preparation:

AIG students are supported in their preparation for college and career opportunities, including SAT/ACT registration and completion of college applications. Information on scholarships, financial aid, and career options is shared regularly.

Access to AIG Information and Support for Teachers

Objective:

To ensure that educators are well-equipped to support the diverse needs of AIG students through ongoing professional development and access to necessary resources.

Procedure:

▪ **Professional Development:**

The AIG Coordinator will provide ongoing professional development to teachers on how to identify and meet the needs of gifted students. This will include training on differentiation strategies, enrichment opportunities, and social-emotional support.

▪ **Consultation and Coaching:**

The AIG Coordinator will work closely with teachers and instructional staff to provide coaching and consultation on how to best serve the gifted population. This may involve co-planning lessons, sharing resources, and guiding teachers on how to implement acceleration, enrichment, and differentiation strategies.

▪ **Resource Development:**

Teachers will have access to a variety of resources to support the intellectual, academic, and social needs of AIG students. These resources will be provided by the AIG Coordinator and may include advanced learning materials, enrichment activities, and social-emotional support tools.

Acceleration Opportunities - To provide acceleration opportunities that align with students' academic readiness and personal interests.

Procedure:

▪ **Compacted Content and Subject Acceleration:**

Students who demonstrate mastery of specific content areas will have the opportunity to engage in compacted content, allowing them to bypass already-mastered material and move on to more advanced topics.

▪ **Grade and Subject Acceleration:**

For highly gifted students, subject or whole grade acceleration may be considered based on their demonstrated abilities. These decisions are made on an individual basis, ensuring that the student's academic, social, and emotional needs are taken into account.

▪ **Credit by Demonstrated Mastery:**

In cases where students demonstrate proficiency beyond the standard curriculum, they may earn credit for advanced courses through Credit by Demonstrated Mastery. This allows them to progress at their own pace and ensures they are continually challenged.



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*** Practice B**

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

The collaboration between various departments and stakeholders in Bertie County Schools plays a pivotal role in providing a well-rounded, holistic approach to meet the academic, intellectual, and social-emotional needs of gifted students. Here's how this collaboration directly contributes to programming options designed to support the social and emotional development of AIG students:

Holistic Support System

The AIG Coordinator, as part of the District Curriculum and Instruction Team, ensures that there is seamless communication between departments like Human Resources, Exceptional Children's Department, Technology, Testing, and Student Services. This cross-departmental collaboration ensures that AIG students receive not only academic acceleration and enrichment but also the necessary social-emotional support they need to thrive.

For example, the Exceptional Children's Department may provide additional services that address the specific emotional needs of gifted students who may struggle with perfectionism, anxiety, or social isolation. The Student Services department, including guidance counselors, plays a critical role in providing counseling and mentorship to AIG students, supporting their emotional well-being and helping them navigate the unique challenges they face.

Professional Development and Awareness

This collaborative team also plans district-wide professional development focused on topics like gifted education, rigor, and differentiation, ensuring that all educators are equipped to address both the academic and social-emotional needs of AIG students. By integrating AIG topics into professional development, teachers and staff are better prepared to:

- Recognize the emotional challenges that gifted students may face, such as heightened sensitivity, social struggles, or difficulty managing expectations.
- Implement strategies for supporting students' emotional growth, such as fostering positive self-concept, resilience, and healthy peer relationships.
- Differentiate instruction to provide social-emotional learning (SEL) opportunities alongside academic enrichment.

This professional development ensures that all staff members—classroom teachers, counselors, administrators—are aligned in their approach to supporting gifted students both academically and emotionally.

Customized Programming for Social and Emotional Needs

Through collaboration with AIG teachers, the AIG Coordinator can identify specific social and emotional needs for each gifted student and develop targeted interventions. These may include:

- Counseling Support: Regular sessions with the school counselor to address any emotional concerns related to being gifted, such as stress, anxiety, or difficulty with peer relationships.
- Social-Emotional Learning (SEL) Programs: Tailored programs that help AIG students develop emotional intelligence, coping strategies, and interpersonal skills.
- Peer Mentorship or Support Groups: Opportunities for gifted students to connect with peers who may share similar academic and emotional experiences, fostering a sense of belonging and support.

The AIG Coordinator also plays an active role in promoting enrichment activities (competitions, contests, etc.), which can help build students' confidence, social skills, and sense of achievement. These activities offer students a safe space to challenge themselves, interact with peers, and explore new interests, all of which can positively impact their social-emotional development.

Integration with District Programs and Initiatives

By collaborating with principals and classroom teachers, the AIG Coordinator ensures that district-wide programs—including those that focus on social-emotional development—are integrated into the AIG program. This ensures that AIG students have access to:

- Schoolwide initiatives that promote positive behavior, emotional regulation, and resilience.
- Curriculum adaptations that incorporate opportunities for reflection, self-awareness, and emotional expression, helping students manage their feelings and relationships in the classroom.

This integration ensures that social-emotional support isn't seen as a separate or isolated aspect of a student's education but is embedded throughout their overall learning experience.

Parent and Community Involvement

The AIG Coordinator / AIG Teacher also plays a key role in maintaining communication with parents and community stakeholders. By keeping parents informed about the district's programs and the social-emotional support available to AIG students, the AIG Coordinator helps foster a collaborative partnership between school and home. This partnership is essential in identifying and addressing any emotional challenges students may face and ensuring that both school and family are aligned in their support.

In Bertie County Schools, the collaborative efforts of the AIG Coordinator, teachers, administrators, and other departments ensure that AIG students receive comprehensive support that addresses not only their academic potential but also their social and emotional needs. By leveraging professional development, creating individualized programming, and integrating emotional support services into the broader educational framework, Bertie County Schools provides a nurturing and responsive environment for gifted students to flourish academically and emotionally.

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* Practice C

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

Bertie County Schools is committed to ensuring that all stakeholders are informed about and engaged with the AIG services that support the academic and personal growth of gifted learners. To align with the district's Strategic Plan and MTSS framework, the AIG program will adopt a proactive, data-informed, and collaborative approach to identifying and supporting gifted students.

Currently, students are identified as AIG in reading, math, or both at the end of third grade. To strengthen early identification, MTSS screening data—including i-Ready, DIBELS, and benchmark assessments—will be regularly analyzed beginning in Kindergarten to flag high-potential learners for enrichment opportunities, intervention, and observation. This tiered approach will ensure that advanced learners, including those not formally identified, receive appropriate support through differentiation strategies aligned with Tier I, II, and III instruction.

For students in grades 4–8 who are identified as AIG in Reading (AR), Math (AM), or both, instruction will include enriched and accelerated curriculum options guided by their Differentiated Education Plans (DEPs). Individualized DEPs (IDEPs) will be created for twice-exceptional or non-identified but high-performing students based on 80th percentile achievement benchmarks, ensuring alignment with both MTSS supports and AIG services.

All DEPs and IDEPs will be reviewed and updated annually to reflect students' evolving academic and socio-emotional needs. Ongoing data collection and analysis from district-wide assessments will guide flexible grouping and service decisions across all MTSS tiers.

The AIG Coordinator, in collaboration with the AIG Leadership Team—including representatives from each school—will ensure that services and programming are consistent with local, state, and national AIG standards, while also aligning with Bertie County's strategic goals for equity, excellence, and innovation. The Leadership Team will also work closely with school-based MTSS teams to embed gifted education within the broader continuum of support services.

Regular professional development will be provided to educators and staff on differentiated instruction, talent development, and equitable identification practices to ensure a responsive and inclusive gifted education program. Stakeholder engagement—including parents, teachers, and community partners—will be prioritized through outreach, information sessions, and feedback opportunities to ensure transparency and shared responsibility in supporting gifted learners.

Through intentional alignment with the district's MTSS framework and Strategic Plan, Bertie County's AIG program will foster an inclusive, rigorous, and responsive learning environment where gifted students are empowered to thrive.

*** Practice D**

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

The following procedures outline how Bertie County Schools will intentionally implement flexible grouping practices to support the achievement and growth of AIG students. These practices will be designed to ensure differentiated services that address the unique needs of each AIG student, foster their potential, and provide targeted academic challenges.

Procedure:

- **AIG Coordinator Responsibilities:**

- At the beginning of each school year, the AIG Coordinator (or designee) will present an overview of the AIG program during a faculty meeting. This presentation will include information on:

- The purpose and goals of the AIG program.
 - Regulations and best practices for gifted education.
 - Strategies for differentiating instruction for AIG students.

- Expectations for flexible grouping and student growth.

- Specific resources and support available to AIG students.

▪ Professional Development:

The AIG Coordinator will provide ongoing professional development sessions for faculty and staff throughout the year, focusing on:

- Best practices for differentiating instruction.
- Techniques for effective grouping and collaboration.
- Tools and resources for working with AIG students.

Documentation:

A common PowerPoint presentation will be used as a consistent tool to present this information across the district. Teachers will also receive handouts or materials that align with the presentation for further reference.

Development and Review of DEPs/IDEPs

Objective:

To ensure that all AIG students receive tailored academic plans that guide their learning through flexible grouping and differentiated instruction.

Procedure:

- Initial DEP/IDEP Meetings:
The AIG Coordinator and/or members of the District AIG Leadership Team will conduct Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) meetings with the teachers of AIG students at the beginning of each school year. These meetings will focus on:
- Access to DEPs/IDEPs:
The completed DEPs/IDEPs will be made available to all relevant stakeholders (teachers, administrators, support staff, and parents) for reference and ongoing monitoring throughout the year.

Communication and Engagement with Stakeholders

Objective:

To ensure that all stakeholders, including teachers, school administrators, parents, and community members, are well-informed and actively involved in the development and implementation of AIG services.

Procedure:

▪ District AIG Plan Accessibility:

- The District AIG Plan will be posted on the district website for easy access by all stakeholders.
 - At least one hard copy of the plan will be available in each school to serve as a reference for staff.
 - Links to state and national AIG organizations will also be available on the district website for additional resources and support.
- AIG Brochure and Newsletter:
- An AIG brochure will be distributed to teachers and school administrators to provide an overview of the program, key contact information, and resources available.
 - An AIG newsletter will be shared periodically, updating stakeholders on the progress of the program, success stories, upcoming events, and best practices.

▪ Annual Parent/Community Stakeholder Meeting:

- An annual meeting will be held to inform parents, community members, and other stakeholders about the AIG program, its goals, and the regulations related to gifted education.
 - This meeting will include a review of the district AIG plan, an update on program success, and a discussion of ongoing needs and challenges
- Ongoing Communication:
- The AIG Coordinator will ensure that the district AIG webpage is regularly updated with new information, announcements, and resources.
 - Teachers and staff will receive periodic emails or memos from the AIG Coordinator about updates, best practices, and professional development opportunities related to gifted education.

Flexible Grouping Practices for AIG Students

Objective:

To use data-driven, intentional grouping strategies that provide AIG students with tailored academic challenges while fostering collaboration, critical thinking, and problem-solving skills.

Procedure:

- Data-Driven Grouping:

- Data from formative and summative assessments, including EOG, EOC, and benchmark data, will be analyzed regularly to determine appropriate flexible grouping for AIG students.
- Teachers will work collaboratively in Professional Learning Communities (PLCs) to review student data and determine the most effective grouping strategies for each student.
- Groups will be fluid, adjusting throughout the year as students' needs evolve and as new data is collected.
- Differentiated Instruction:
 - Based on the grouping, teachers will differentiate instruction by content, process, and product. For example, high-ability students might work with advanced content or be given independent project work that aligns with their strengths and interests.
 - Teachers will use strategies such as project-based learning, tiered assignments, independent study, and enrichment activities to challenge AIG students within the flexible groups.
- Collaboration and Reflection:
 - Teachers will meet regularly in PLCs to reflect on the effectiveness of the flexible grouping, adjusting as needed.
 - AIG students will be encouraged to engage in group discussions, collaborative problem-solving activities, and peer-to-peer learning within these flexible groups, helping to foster teamwork and creativity.

Ongoing Monitoring and Support

Objective:

To ensure that AIG students continue to receive appropriate support and guidance to maximize their growth and achievement.

Procedure:

- Regular Monitoring:
 - The AIG Coordinator / AIG Teacher will collaborate with teachers and school administrators to regularly monitor the progress of AIG students in flexible groups. This will include reviewing assessment data, student feedback, and teacher observations.

▪ Adjustments to Groupings and Instruction: • If a student is not making adequate progress or if their needs change, the AIG Coordinator and the teacher will adjust the student's group placement or provide additional support. ▪ Professional Development: • The AIG Coordinator/ AIG Teacher will offer ongoing professional development opportunities to ensure that all staff are equipped with the knowledge and skills to implement flexible grouping effectively, focusing on differentiation strategies and meeting the unique needs of AIG students.	* Practice E Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. To ensure AIG programming is effectively integrated into the total school program and aligned with schoolwide goals, the AIG Coordinator will collaborate regularly with principals, school counselors, and classroom teachers. At the beginning of each academic year, the AIG Coordinator will provide each school's administrative team with a roster of identified AIG students and high-potential learners ("High Flyers") based on academic performance and benchmark data. The AIG Coordinator and AIG Leadership Team—comprised of teacher representatives from each school—will work in partnership with general education staff to design, implement, and review appropriate programming and services. This includes the collaborative development of Differentiated Education Plans (DEPs) and Individualized Differentiated Education Plans (IDEPs), which align with students' strengths, interests, and performance data. These plans are reviewed annually and used to guide instructional decisions across the curriculum. Collaborative transition planning is a priority to maintain continuity of services across grade levels. In the spring of fifth grade, AIG students participate in middle school orientation, where they receive counseling on course selection and enrichment options. Additional orientation is provided at the start of sixth grade to introduce school policies and academic opportunities. Similarly, in eighth grade, students meet with counselors to explore options for Bertie High School or Bertie Early College, with guidance on advanced coursework including AP classes, dual enrollment, and Credit by Demonstrated Mastery. The AIG Coordinator, in collaboration with school-based teams, promotes access to enrichment opportunities such as academic clubs, competitions, and extracurricular programs. These offerings are communicated to students and families through newsletters, school events, and digital platforms. Opportunities like Governor's School, Summer Ventures, and university-sponsored enrichment camps are also actively promoted. To ensure college and career readiness, counselors, teachers, and AIG personnel collaborate to provide AIG students and families with guidance on SAT/ACT registration, scholarship opportunities, and financial aid processes. This ensures that gifted learners are supported in both their academic journey and their post-secondary planning, in alignment with the district's strategic goals and state expectations. * Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. Each school year, a collaborative team—including the AIG Coordinator, school counselor, principal or principal's designee, and classroom teachers—will meet to develop or update the Differentiated Education Plan (DEP) for each AIG student. As part of this meeting, the team will review data and observations related to students' social and emotional development and incorporate appropriate support into the DEP to ensure a whole-child approach.
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Recognizing that gifted learners often face unique social and emotional challenges such as perfectionism, asynchronous development, underachievement, or difficulty with peer relationships, the AIG Coordinator will work proactively with stakeholders to ensure those needs are addressed throughout the year.

To maintain ongoing support, the AIG Coordinator will participate in monthly Professional Learning Communities (PLCs) across all K–8 schools, collaborating with teachers and counselors to monitor student well-being and academic performance. At the high school level, the Coordinator will conduct individual and small group check-ins to discuss academic pacing, course rigor, and affective needs, ensuring that student voices are heard and supported.

For students who have demonstrated a need for more intensive social-emotional support, individualized plans will be developed in partnership with school counselors, and additional interventions or services will be implemented as needed.

To foster a supportive learning environment, the AIG Coordinator will also facilitate structured social-emotional learning (SEL) activities tailored for gifted learners. These may include book studies on gifted traits, sessions with guest speakers, peer mentoring, and interest-based discussion groups. These experiences will help students build resilience, self-advocacy, emotional regulation, and a sense of community with like-minded peers.

* Practice G

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

The purpose of this policy is to provide opportunities for accelerated learning for AIG (Academically or Intellectually Gifted) students, enabling them to progress at an appropriate pace that aligns with their academic abilities and developmental needs. Acceleration opportunities will be determined based on individual student data, ensuring that each student is challenged and supported appropriately.

Scope:

This policy applies to all AIG students enrolled in Bertie County Schools who demonstrate a need for acceleration based on academic performance, assessment data, and professional input from teachers, parents, and the AIG Coordinator.

Types of Acceleration

Early Entrance to Kindergarten:

- Eligibility: A student who demonstrates exceptional intellectual ability or readiness for kindergarten beyond the normal age requirement may be considered for early entrance.
- Procedure: Parents or guardians must submit a request, and the student will undergo a comprehensive evaluation including cognitive assessments, social-emotional development, and school readiness measures. A decision will be made by the AIG Coordinator and school administrators.

Curriculum Compacting:

- Definition: Curriculum compacting allows students to bypass content they have already mastered through pre-assessments, providing them with opportunities to engage in more challenging, advanced coursework.

- Procedure: Teachers will administer pre-assessments to identify content that students have already mastered. The AIG Coordinator will collaborate with teachers to design alternative, advanced content that aligns with the student's learning needs. This could include project-based learning, independent studies, or advanced topics within the same subject area.

Credit by Demonstrated Mastery (CDM):

- Definition: Credit by Demonstrated Mastery enables students to earn credit for a course or subject without taking the standard course if they can prove mastery through assessments.

Procedure: Students will be assessed using multiple measures, including summative assessments, project-based assignments, or standardized tests. If students score above a designated threshold (e.g., 85% or higher), they may be awarded credit for that subject. This option is available for high school-level courses and will be considered on a case-by-case basis by the AIG Coordinator and school administration.

Subject Acceleration:

- Definition: Subject acceleration allows a student to advance to higher-level coursework in a specific subject area, such as mathematics or language arts, when the student's achievement level significantly exceeds their current grade-level expectations.
- Eligibility: Subject acceleration will be considered for students who demonstrate consistent high achievement, even with differentiation within the regular classroom setting. This includes students who have mastered the content of their current grade level and show a need for more advanced material.

Procedure: Subject acceleration decisions are made on an individual basis. The AIG Coordinator, in collaboration with teachers, will assess student data, including grades, performance on assessments, and teacher observations. If subject acceleration is deemed appropriate, the student may be moved to a higher grade level for that subject, with appropriate support and monitoring to ensure success.

Whole Grade Acceleration:

- Definition: Whole grade acceleration involves moving a student to a higher grade level to meet their academic needs. This is typically considered when a student shows advanced intellectual abilities across multiple subjects and would benefit from being placed in a higher grade.
- Eligibility: Whole grade acceleration is considered for students who demonstrate advanced cognitive and academic abilities across subjects. Comprehensive assessments will be conducted to evaluate the student's readiness for a higher grade, including academic achievement, social-emotional maturity, and overall development.

Procedure: A comprehensive evaluation will be conducted by the AIG Coordinator, teachers, and school administration. Parents will be involved in the decision-making process. If whole grade acceleration is determined to be appropriate, an Individualized Education Plan (IEP) or Individualized Development and Education Plan (IDEP) will be developed to ensure that the student receives appropriate support and services.

Dual Enrollment:

- Definition: Dual enrollment allows AIG students to take college-level courses while still in high school, providing them with an advanced academic experience and preparing them for postsecondary education.
- Eligibility: Dual enrollment is available for high school students who meet the eligibility criteria set by the local community college or university. This typically includes academic readiness, interest in college-level coursework, and maturity for managing both high school and college-level responsibilities.
- Procedure: The AIG Coordinator, in collaboration with high school counselors and the local college, will facilitate the dual enrollment process. Students and their families will be informed about the requirements and options for dual enrollment, and students will be monitored for academic success in these courses.

Acceleration Procedure

1. Referral Process:

1. Any student may be referred for acceleration by teachers, administrators, parents, or the student themselves. Referrals must be submitted to the AIG Coordinator, who will initiate the evaluation process.

2. Evaluation Process:

1. The AIG Coordinator, in collaboration with classroom teachers, administrators, and parents, will collect data from multiple sources, including performance assessments, standardized test scores, and teacher recommendations.
2. Students who meet the criteria for acceleration will undergo a comprehensive review, which may include cognitive testing, classroom observations, and interviews with the student and family.

3. Development of a DEP/IDEP:

1. Once acceleration is approved, the AIG Coordinator will develop a Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) for the student. This plan will outline the specific acceleration strategies and goals for the student, including curriculum modifications, pacing adjustments, and any necessary social-emotional support.
2. The plan will also include regular monitoring and assessment to ensure the student's academic, social, and emotional needs are being met.

4. Ongoing Monitoring and Support:

1. The AIG Coordinator will regularly monitor the student's progress to ensure that the acceleration strategy is effective. This includes frequent check-ins with teachers, administrators, and parents.

Adjustments to the acceleration plan may be made based on student performance, emotional well-being, and continued academic growth

5. Parent and Student Involvement

1. Throughout the acceleration process, parents and students will be kept informed and involved. Regular communication will ensure that the acceleration opportunities align with the student's needs and that any concerns or adjustments are addressed promptly.

Bertie County Schools recognizes the importance of providing flexible acceleration opportunities for AIG students. This policy ensures that students are offered pathways for growth that align with their individual abilities, academic achievements, and social-emotional needs.

*** Practice H**

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

In grades K-3, referrals for gifted services may come from various sources, including classroom teachers, media specialists, counselors, principals, daycare teachers, Pre-Kindergarten programs, parents, or even the students themselves. The goal is not only to identify high achievers but also to recognize students with emerging potential who may not yet have been fully acknowledged. Once students are identified, they are placed on the Talent Development list, and principals are encouraged to cluster these students with teachers who have received specialized gifted training.

Students in grades K-3, known as High Flyers, will receive small group instruction and interaction with an AIG-certified teacher, where available. This flexible grouping will be based on assessment data, allowing teachers to tailor instruction for high-performing students while also nurturing those who show promise for future growth. These students will benefit from targeted instruction in reading and math, with an emphasis on fostering creativity, curiosity, and critical thinking.

The nurturing of young learners will be a collaborative effort involving parents, students, regular education teachers, and the AIG Coordinator. Together, they will create an environment that supports the development of each child's unique strengths and potential. The AIG Coordinator will work closely with teachers to provide enriching and challenging academic experiences and resources for both high achievers and those with emerging potential.

For some highly advanced students, AIG testing may be necessary to determine if they should be formally identified as gifted. In these cases, cross-grade subject advancement or grade acceleration may be considered to ensure that the academic needs of these students are appropriately met. All students on the nurturing list will be assessed at the beginning of grade three, and those identified as gifted will receive tailored enrichment activities. The AIG Coordinator will collaborate with teachers in Professional Learning Communities (PLCs) and offer professional development to integrate enrichment activities focused on critical thinking, problem-solving, creativity, innovation, collaboration, and global awareness into the curriculum.

* Practice I Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.	Communication among professionals in Bertie County Schools is crucial in order to expand and strengthen gifted services. Meetings with the District level Curriculum Team will be the starting point for conversations about differentiated curriculum and instruction. The District Strategic Plan will demonstrate a commitment at the district level to focus on development and implementation of differentiated curriculum and instruction for all learners including the gifted and high achieving learners. At the school level, all staff will work towards meeting students' needs including counseling services, participation from the EC department, and all instructional staff. Professional Learning Communities (PLCs) will continue working on strategies for rigorous differentiated instruction. The AIG Coordinator will be invited to participate when AIG needs are part of the agenda. A focus will be made to address the needs of twice-exceptional gifted and our ELL through communication with the special education department. The AIG Coordinator will collaborate with teachers by assisting teachers with differentiation strategies, making classroom visits/observations, will encourage, advocate and monitor the use of appropriate differentiation and multiple assessment/evaluation tools for gifted learners.						
* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.	Bertie County Schools has a framework that outlines the differentiated program for identified AIG students. State guidelines mandate a DEP or IDEP be maintained for every identified AIG student and reviewed annually. Stakeholders, such as teachers, principals, parents and the AIG coordinator will be involved in developing the DEP. The annual writing of DEPs and IDEPs ensures the accommodation of the learning needs of gifted students. A copy of the signed DEP will be maintained by the AIG Coordinator for review and filing. Teachers are asked to collaborate with their peers to discuss options and select those options they will recommend on the DEP. In addition, the AIG Coordinator will work with the school counselor to review and update the 4 year plan with students. Annual reviews will be conducted once a the school year, but can also be conducted as needs arise for intervention and IDEP consideration. Service levels may be increased, reduced, or remain the same based on collected evidence at any time based on circumstances of student need. The AIG Coordinator and school counselors will document the transfer of AIG student information from elementary to middle school and from middle school to high school.						
* Ideas for Strengthening the Standard The goal of Bertie County Schools AIG program is to be consistent with meeting with classroom teachers to ensure that differentiated education plans are being utilized and they are meeting the needs of the identified students. The AIG teacher will consistently meet with stakeholders to discuss the needs of the identified students and offer support and resources to meet these needs. Also, the AIG teacher will meet monthly with members of the C&I team to share trends and needs of the students to help continue to strengthen the AIG program.							
Planned Sources of Evidence	<table> <tr> <td data-bbox="1195 67 1289 2041">* School-Team Communication Log</td><td data-bbox="1289 67 1383 2041"></td></tr> <tr> <td data-bbox="1383 67 1471 2041">* Parent / Guardian Communication</td><td data-bbox="1471 67 1565 2041"></td></tr> <tr> <td data-bbox="1471 67 1565 2041">* BCS AIG Forms</td><td data-bbox="1565 67 1624 2041"></td></tr> </table>	* School-Team Communication Log		* Parent / Guardian Communication		* BCS AIG Forms	
* School-Team Communication Log							
* Parent / Guardian Communication							
* BCS AIG Forms							

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

Standard 3: Differentiated Curriculum and Instruction

Bertie County Schools (080) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

* Practice A

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

The North Carolina Standard Course of Study will serve as the baseline for the AIG curriculum in Bertie County Schools with integration of the AIG standards to ensure that rigor and relevance is present in the instruction to meet the needs of gifted learners. Collaboration among the principal, teachers and AIG Coordinator is essential for appropriate instruction to take place in each classroom. Enrichment, extension, and acceleration will be ongoing and flexible as to meet the immediate and long-term needs of each student and enhance their educational experience. The following is a non-exhausted list of differentiation, enrichment, extension and acceleration strategies, that may be used to meet, enrich, extend, and accelerate learning for the gifted students in Bertie County. PreK-5.

- Early Entrance to Kindergarten: This option is available for students who meet the NC Criteria.
- Grade Acceleration: Students move ahead one or more years, skipping grade levels in the normal sequence of promotion. The Board policy on grade acceleration must be followed.
- Flexible Grouping: Within-grade/class and across-grade groupings of students in mixed ability classrooms to accommodate students needing the same accelerations for learning. Groupings are flexible by topic or unit of study based on pre-assessment of student needs.
- Cluster grouping Within a Regular Class: A cluster group consisting of four to ten gifted students is assigned more challenging and appropriate enrichment, extension or acceleration activities.
- Cluster Grouping Across Teams: Each team identifies students performing at an advanced skill level who are then pulled together during an instructional period and taught by one teacher. The group could stay together for a specific marking period or instructional unit. At the end of that time, the groups may be reconfigured, thus keeping the group flexible.
- Computer-Based Instruction/Telecommunications: Computer-based instruction can be used both to enrich the curriculum and to remediate specific skill deficits. This is particularly appropriate for gifted students having specific skill gaps (e.g., gifted underachievers, learning disabled, culturally diverse, and credit accrual). • Subject Area Acceleration: Students may be accelerated above grade level for specific content without whole grade acceleration.
- Problem-Based Learning in Multiple Content Areas: Complex, open-ended problems based on real world issues and dilemmas which require systematic analysis of problems and the generation of possible solutions are presented as projects both in and out of the classroom.
- Concept-Based Instruction: Learning based around a key concept to develop connections among many interdisciplinary ideas for extension and relevance are used to accelerate learning.
- Collaborative Learning: Students become part of a small, dynamic community for social construction of knowledge through group learning and problem-solving.

- **Socratic/Paideia Seminars:** A shared text, work of art, or experience is discussed in a didactic way that is open to in depth analysis, high level interpretation, and transformation through synthesis of multiple ideas, contexts, and perspectives.
- **Inquiry based Learning:** Complex, real-world situations, and problems provide opportunities for students to analyze and bring to the surface underlying understandings that can be applied to new contexts for learning.
- **Taxonomies of Higher Level and Metacognitive Thinking and Questioning:** Frameworks that go beyond basic knowledge or factual levels of thought are used for developing questions and learning activities to create a hierarchy of higher levels of thinking, e.g. students are asked to analyze, apply, evaluate, and synthesize information.
- **Thematic and Interdisciplinary/Integrated Curriculum:** Thematic units of study created to connect various disciplines authentically to provide real world contexts and applications for learning.
- **Tiered Lessons and Units:** Students of varied identified abilities or readiness work on the same content at varied levels of challenge to increase knowledge.
- **Academic Contests and Competitions:** Participation may include local, state or national contests and competitions.
- **Curriculum Compacting:** Students are allowed to test out of work they have already mastered through pre assessment and, instead of regular classroom work, they work on alternate, more challenging studies.
- **Contracts:** Learning contracts are agreements made between teacher and student that allow the student to work independently on either accelerated or enriched materials related to a unit of study. To be effective, it is important that contract goals be realistic and that the teacher meets with the student on a regular basis and review progress.
- **Independent Study:** The student completes an in-depth study of a particular topic under direction and guidance.
- **Clubs:** Club participation may be school or community based, academic or socially based.
- **School Wide Enrichment:** A school may decide, for a certain period of time, to focus on a topic. This could be directed around date such as Earth Day or a focus such as "One Book, One School" Grades 6-12: In addition to the above strategies, the middle and high schools may also include:
 - Attendance choice of Bertie High School or Bertie Early College
 - Credit by Demonstrated Mastery (CDM): Students may place out of a course. See the Credit by Demonstrated Mastery Handbook for more information.
 - Course acceleration for classes such as Math I while in middle school. Transportation will be provided by the school.
 - Honors Classes: Students are able to engage in a more challenging program in their area of concentration, and a higher quality of performance is expected.
 - Advanced Placement (AP) Courses: These classes focus on rigor and are available for any high school student who has met the course requirements and has a teacher's recommendation. College credit may be earned
 - Distance Learning: Online courses are available to students in North Carolina through the State Department of Public Instruction Virtual Web of NC/NC Virtual Public High School as well as through the North Carolina School of Science and Math, and APEX. Students sign-up for specific courses and attend classes at their base school or at a central facility.
 - Job shadowing or Internships: Internships are available for AIG students through our CTE program.

*** Practice B**

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

Educators in Bertie County Schools are expected to keep abreast of effective research-based instructional practices, methods and strategies. In collaboration, the district and the individual school sites will work to ensure appropriate training in effective practices. AIG funds will be used, as available and in conjunction with district standards, to assist with professional development. Ongoing exploration of research-based differentiation practices to augment curricula and instruction will continuously be examined and implemented as deemed appropriate by the district. The AIG 'Booster Shots,' located on the NCDPI AIG webpage can be used to assist in this process. Student differentiation can be based on cognitive ability, prior knowledge, learning style preferences, interests, learning rate, grade history, pre assessment of student skills prior to teaching the content, or other factors that will give a clear picture of the differentiation needed. Data may be collected from grade history, Schoolnet, Guided Reading, STAR data, etc. All data should be considered to meet the ability level, readiness level, interest level and learning profile of the student. Once data has been gathered on a student, the stakeholders will be able to determine appropriate placement and instructional strategies and practices to be used. This may include a range of options including, but not limited to:

- Differentiated Instructional Units
- Project Based Learning
- Inquiry Based Learning
- Thematic Units
- Enrichment Clusters
- Curriculum Compacting
- Tiered Assignments
- Cooperative Learning
- Flexible Grouping
- Co-teaching
- Paideia Seminars
- Cornell Note Taking
- Student Led Conferences
- Interest Groups
- Contests and Competitions
- Computer Based Learning
- Goal Setting
- Special Electives •Internships, Mentorships, Job Shadowing

•Distance Learning •Honors Classes •AP classes •Summer opportunities like Governor's School •ACT, SAT workshops •LDC (Literacy Design Collaborative) •MDC (Math Design Collaborative)	* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. Bertie County Schools is committed to using a wide range of evidence-based resources to address the academic, intellectual, and social-emotional needs of AIG students. The AIG Coordinator regularly attends professional development opportunities focused on gifted education, including state and national conferences. This ensures that the district stays current with the latest research-based best practices, differentiation strategies, content enrichment ideas, and instructional resources. The AIG Department is also represented at the district level during curriculum decision-making, ensuring that the needs of advanced learners are considered and supported. Resource Sharing and Professional Collaboration: ▪ The AIG Coordinator regularly shares effective, research-based materials and strategies with teachers during professional learning communities (PLCs), workshops, and one-on-one support sessions. ▪ Teachers also collaborate during PLCs to share ideas, lessons, and strategies that enhance learning opportunities for gifted and high-achieving students. ▪ Many of these resources come from professional conferences, regional AIG meetings, reputable digital learning platforms, and leading publications on gifted education. Examples of Available Evidence-Based Resources: ▪ Letterland: Supports phonics, reading, and literacy foundations for young learners. ▪ i-Ready: Provides personalized math and reading instruction based on diagnostic assessments.
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- Accelerated Reader (AR): Encourages independent reading and tracks comprehension through leveled assessments.

Learning Styles Inventories: Helps tailor instruction to meet the individual learning preferences of students.

- Extension Menus and Choice Boards: Offer opportunities for differentiation and independent inquiry.
- Problem-Based Learning (PBL) Resources: Challenge students with real-world problems requiring critical thinking and collaboration.

The AIG Coordinator continues to expand the available resources and provides ongoing training and support to teachers to ensure that AIG students have access to challenging, responsive, and supportive learning experiences that meet their full range of needs.

*** Practice D**

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

Bertie County Schools is committed to preparing students for the rapidly evolving world of work and higher education by integrating future-ready skills into the curriculum. These skills, which are essential for success in the 21st century, are not only focused on academic excellence but also emphasize the development of critical life skills. The district will ensure that students have the opportunity to engage in a curriculum that promotes creativity, critical thinking, collaboration, and problem-solving—skills that are central to their future success.

Alignment with 21st Century Skills and Best Instructional Practices

In addition to hands-on projects, the district recognizes the importance of embedding 21st Century skills in the curriculum. These skills are key to preparing students for success in an increasingly complex, interconnected world:

1. Collaboration and Teamwork:

1. Through group projects, collaborative problem-solving activities, and peer-to-peer learning, students will be encouraged to work together effectively, respect diverse viewpoints, and use team-based strategies to achieve common goals.

Global Communication:

The district will expand the use of digital communication tools, allowing students to collaborate with peers around the world. This broadens their cultural awareness and fosters a global mindset

2. Creativity and Imagination

1. Critical Thinking and Problem-Solving:

1. Inquiry-Based Learning:

Students will regularly engage in inquiry-based learning, which fosters critical thinking and decision-making. They will be challenged to analyze

complex problems, synthesize information, and draw evidence-based conclusions.

2. **Real-World Application:**

The integration of project-based and service-learning opportunities will allow students to tackle real-world problems, encouraging them to think critically and collaborate to find solutions.

3. **Adaptability and Digital Literacy:**

1. **Technology Integration:**

The district will integrate technology tools to enhance learning across all subjects. This includes learning management systems, educational apps, and coding platforms that prepare students to thrive in a digital environment.

Future-Ready Skills:

By developing a curriculum that incorporates digital citizenship, cybersecurity, and data literacy, Bertie County Schools will ensure that students are equipped with the skills necessary to adapt to future technological advancements and workplace demands.

STEAM Integration across Disciplines:

- **Project-Based Learning (PBL) Units:**

The district will continue to develop integrated curriculum units that align content areas around real-world challenges. These projects may include environmental sustainability initiatives, community problem-solving, or space exploration projects that integrate science, engineering, technology, and arts.

- **Thematic Units:**

Teachers will collaborate to create interdisciplinary units that bring together subjects like science, technology, engineering, and the arts. For example, a unit on the environment could incorporate math (data analysis), science (climate studies), art (creating awareness posters), and technology (using data visualization tools).

Implementation and Continuous Improvement

Professional Development for Teachers:

Bertie County Schools will continue to provide ongoing professional development for teachers, focusing on the integration of future-ready skills into classroom instruction. This includes training on effective use of technology, project-based learning methods, and STEAM integration.

- **Community Partnerships and Industry Collaboration:**

The district will seek out partnerships with local businesses, universities, and industries to provide students with internships, mentorships, and exposure to real-world careers that require future-ready skills.

- **Ongoing Curriculum Review:**

The AIG Leadership Team, alongside district curriculum leaders, will regularly review and update the curriculum to ensure it aligns with both state

standards and the latest trends in future-ready skills. This will ensure that the curriculum remains relevant, rigorous, and responsive to the evolving needs of students.	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. In Bertie County Schools, assessment data plays a crucial role in shaping flexible grouping strategies to ensure that all students receive targeted, differentiated instruction based on their needs. This process not only supports the growth of AIG students but also addresses the diverse needs of all learners in the classroom. Types of Assessments: *Formative Assessments: These are ongoing assessments (e.g., quizzes, discussions, observations) that provide immediate feedback to both teachers and students. They help identify areas of strength and areas needing improvement. *Summative Assessments: These assessments (e.g., EOG/EOC, Aptitude Tests, performance tasks) provide a snapshot of student performance at a given point in time. These assessments help evaluate overall achievement and are used to adjust instruction. *Assessment Rubrics: Used to measure specific skills and tasks, rubrics provide clear criteria for success and guide teachers in offering feedback. *EVAAS Data: This data provides value-added information, helping educators understand how well students are progressing relative to their baseline, and is used to identify growth patterns for AIG students. *NNAT3 & Other Benchmark Data: The NNAT3 and benchmark assessments are key tools for identifying the cognitive abilities of students and tracking progress over time. The results from BOY (Beginning of Year), MOY (Middle of Year), and EOY (End of Year) assessments help identify when students need further enrichment or additional support. Flexible Grouping in the Classroom Using the data from these assessments, teachers can effectively group students flexibly based on their current needs and strengths. Flexible grouping involves creating dynamic, short-term groupings that change over time based on students' growth and evolving needs. This ensures that students receive targeted instruction and support in various learning environments. Differentiating by Content, Process, or Product: ▪ Content Differentiation: Teachers can provide leveled texts, videos, or hands-on activities that are matched to students' reading levels or learning needs, ensuring that each group is working with materials that are appropriately challenging. ▪ Process Differentiation: The methods used to deliver instruction can be varied. For example, some students may work independently while others engage in collaborative projects. Some students may use mnemonics or graphic organizers, while others might engage in creative activities like designing posters or completing a scavenger hunt.
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- **Product Differentiation:** The final products students create (e.g., reports, projects, presentations) can vary in complexity and format based on the group's ability level. This approach allows students to demonstrate their learning in multiple ways.

- **Creating Flexible Groups Based on Assessment Data:**

- **Data-Driven Grouping:** Teachers can use formative and summative assessments, along with performance rubrics and benchmark data, to identify students' specific needs (e.g., struggling readers, high achievers, or students in need of enrichment). This ensures that each group is appropriately matched with tasks and resources that will support their academic growth.
- **Dynamic Grouping:** Students are not assigned to the same group permanently. As their needs and performance levels change, teachers can adjust groupings at regular intervals based on ongoing data. For example, if a student demonstrates mastery of a concept on a summative assessment, they may be moved to a higher-level group for enrichment activities.

Collaborative and Independent Work: Within flexible groups, students can work together on collaborative tasks (e.g., group discussions or projects) or independently on more personalized tasks. Grouping students according to their learning needs also encourages peer support and promotes social-emotional growth.

- **Tracking and Monitoring Progress:**

- **Benchmark Monitoring:** The AIG coordinator/AIG Teacher will collaborate with teachers and principals to track students' progress on benchmarks and formative assessments (e.g., BOY, MOY, EOY data). This continuous tracking allows for quick adjustments to student groupings and instructional strategies.
- **Regular Data Review:** Teachers and the AIG coordinator/ AIG teacher will meet regularly (e.g., during PLC meetings) to review the assessment data, analyze trends, and discuss adjustments to flexible groupings. These data-driven discussions ensure that students receive appropriate interventions and that more advanced learners are continually challenged.

- **Collaboration between AIG Coordinator/AIG Teacher and Teachers:**

- **Ongoing Collaboration:** The AIG coordinator / AIG Teacher will regularly meet with teachers to analyze assessment results, determine which students need additional differentiation or enrichment, and discuss how to best support each student's academic and social-emotional needs.

Providing Support: The AIG coordinator/ AIG Teacher will help teachers implement strategies for differentiation, whether it involves providing advanced resources for gifted students or suggesting methods for engaging struggling learners. Regular checks with the AIG coordinator will ensure that all students are receiving the support they need.

Benefits of Flexible Grouping:

▪ Targeted Instruction: By using assessment data to group students flexibly, teachers can ensure that instruction is tailored to students' specific needs, whether they are working on basic skills, middle-level mastery, or advanced enrichment. ▪ Engagement and Motivation: Changing groups based on performance keeps students engaged by providing them with new challenges and opportunities to collaborate with different peers. This also helps maintain motivation and prevent students from becoming disengaged due to repetition or boredom. ▪ Equitable Learning Opportunities: Through flexible grouping, all students, including AIG students and those requiring additional support, are provided with an equitable opportunity to succeed. The adjustments ensure that students are not left behind but are continuously challenged according to their ability levels.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Communication among professionals in Bertie County Schools is crucial in order to expand and strengthen gifted services. Meetings with the District level Curriculum Team will be the starting point for conversations about differentiated curriculum and instruction. The District Strategic Plan will demonstrate a commitment at the district level to focus on development and implementation of differentiated curriculum and instruction for all learners including the gifted and high achieving learners. At the school level, all staff will work towards meeting students' needs including counseling services, participation from the EC department, and all instructional staff. Professional Learning Communities (PLCs) will continue working on strategies for rigorous differentiated instruction. The AIG Coordinator will be invited to participate when AIG needs are part of the agenda. A focus will be made to address the needs of twice-exceptional gifted and our ELL through communication with the special education department. The AIG Coordinator will collaborate with teachers by assisting teachers with differentiation strategies, making classroom visits/observations, will encourage, advocate and monitor the use of appropriate differentiation and multiple assessment/evaluation tools for gifted learners.	* Ideas for Strengthening the Standard The goal of Bertie County Schools AIG program is to continue to use best practices with fidelity for students who are participating in talent development as well as being identified as AIG. The district wants to continue to look at supports for twice exceptional students along side of the Exceptional Children's department. To meet this need the AIG teacher will continuously look at data and provide consistent and strategic instructional activities that are rigorous and relevant for the student.	Planned Sources of Evidence <table><tr><td>* Instructional Framework</td><td></td></tr><tr><td>* Differentiated Education Plan</td><td></td></tr></table>	* Instructional Framework		* Differentiated Education Plan	
* Instructional Framework							
* Differentiated Education Plan							

Type	Documents	Document Template	Document/Link
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AIG Standard 3 Additional Resources		N/A	
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Standard 4: Personnel and Professional Development

Bertie County Schools (080) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Bertie County Schools is committed to ensuring the academic and intellectual growth of gifted learners by employing qualified personnel and establishing a collaborative infrastructure to support the consistent implementation of AIG services across the district.

To lead this work, the district employs a full-time, AIG-licensed Coordinator who is responsible for overseeing the development, implementation, and evaluation of the local AIG program. This coordinator serves as the central liaison between the district, schools, community, and the North Carolina Department of Public Instruction (NCDPI), ensuring compliance with state requirements and alignment with the district's instructional goals.

Qualified Educators Serving Gifted Students

It is the district's goal to recruit and retain teachers who hold AIG licensure or certification. These educators, in partnership with the AIG Coordinator, deliver services to gifted learners either through direct instruction, consultative support, or collaborative planning with general education teachers. The use of certified personnel helps ensure that the instruction provided is both rigorous and responsive to the needs of academically or intellectually gifted students. The district will support teachers and leaders in undergoing coursework to obtain AIG licensure or support with the AIG Gifted Praxis assessment.

AIG Leadership and Shared Responsibilities

Each school selects one school-based educator to serve on the District AIG Leadership Team. This team, under the direction of the AIG Coordinator, shares in the responsibility of:

- Disseminating program information to school staff and families
- Monitoring fidelity of plan implementation
- Assisting with AIG referrals and data tracking
- Supporting professional development and enrichment opportunities

Duties of the AIG Coordinator

The AIG Coordinator plays a vital role in ensuring program quality and equity. Responsibilities include:

- Leading the implementation and monitoring of the local AIG Plan and related procedures
- Developing and maintaining protocols for identification, service delivery, and compliance
- Managing the referral, screening, and identification process for K–12 students
- Collaborating with school leaders and curriculum specialists to integrate AIG strategies into the broader educational program
- Maintaining accurate records and Child Count data on all identified AIG students (both digital and physical documentation)
- Providing professional learning opportunities for educators across the district to enhance capacity in differentiation and enrichment.
- Representing the district AIG program at local, regional, and state-level meetings, including those sponsored by NCDPI.

*** Practice B**

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

Bertie County Schools currently employ a dedicated AIG Specialists, along with a network of school-based personnel—including classroom teachers, counselors, school administrators, and designated AIG Leadership Team members—collaborate with the AIG Coordinator to ensure gifted students receive comprehensive support across academic, intellectual, and social-emotional domains.

The AIG Coordinator serves as the central figure in the coordination and oversight of the AIG program. In addition to the responsibilities outlined previously, the AIG Coordinator provides guidance and professional development to ensure that all support personnel are equipped to meet the diverse needs of gifted learners.

Key responsibilities include:

- Facilitating monthly AIG Leadership Team meetings with a focus on strategies for differentiation, identification, and student support
- Providing access to AIG “Booster Shots” (targeted professional development sessions) and up-to-date professional literature

▪ Supporting school teams with consultation, resources, and training aligned to identified areas of need ▪ Promoting a culture of continuous learning about gifted education through structured learning communities and ongoing collaboration General education teachers play a critical role in the daily implementation of gifted services through differentiated instruction, curriculum compacting, and enrichment strategies. Responsibilities include: ▪ Participating in professional development sessions to strengthen their understanding of gifted characteristics and needs ▪ Collaborating with the AIG Coordinator and AIG Leadership Team members to implement effective strategies ▪ Using data and student observations to adjust instruction for high-achieving and potentially gifted students ▪ Sharing successful practices and resources with peers through Professional Learning Communities (PLCs) School counselors, EC teachers, ELL staff, and other specialized educators contribute to meeting the whole-child needs of gifted learners, especially those who are twice-exceptional or from underrepresented populations. ▪ Providing support for students' social-emotional well-being, including managing perfectionism, anxiety, and asynchronous development ▪ Collaborating in the development of Differentiated Education Plans (DEPs) and participating in AIG team decisions ▪ Assisting in the identification process by sharing observational data, supporting testing accommodations, and contributing to body-of-evidence reviews Bertie County Schools recognizes the need for dedicated AIG Specialists to strengthen service delivery. As a long-term goal, the district aims to increase the number of AIG-certified teachers and explore the creation of AIG Specialist or Facilitator positions to enhance direct support, professional coaching, and enrichment program development.	* Practice C Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators. At the start of each academic year, the AIG Coordinator conducts mandatory PD sessions at each school focused on: ▪ Characteristics of gifted and high-ability learners (including twice-exceptional students and underrepresented populations)
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- Overview of the referral, screening, and identification process

- Understanding and using the Multiple Criteria Index (MCI)

- Referral documentation and procedures

Participants include general education teachers, administrators, EC teachers, counselors, media specialists, instructional coaches, and other instructional support personnel.

Ongoing and Differentiated Professional Development

To ensure continuous learning, the AIG Coordinator works collaboratively with the Curriculum and Instruction and Human Resources departments to plan and deliver PD throughout the school year based on educator needs, feedback, and district goals. PD topics are selected based on data from:

- Annual staff surveys

- AIG Leadership Team input

- Observed needs during school visits or classroom support

Examples of professional development topics include:

- Differentiation strategies for gifted learners in the regular classroom

- Tiered assignments and curriculum compacting

- Social-emotional development of gifted students

- Equity in identification and service delivery (focusing on culturally/linguistically diverse and economically disadvantaged learners)

- Best practices for talent development and nurturing potential

- Understanding the needs of twice-exceptional and highly gifted students

- Use of student data to plan and adjust AIG services

These sessions may be delivered through:

▪ On-site training ▪ Virtual webinars ▪ PLC-integrated discussions ▪ AIG “Booster Shots” (short, focused PD mini-sessions) ▪ District PD days and summer institutes The AIG Coordinator also facilitates monthly AIG Leadership Team meetings to: ▪ Share current research, strategies, and PD tools ▪ Provide training that team members can redeliver at their school sites Promote a culture of advocacy and equity in gifted education Encouraging and Supporting AIG Licensure In collaboration with Human Resources, Bertie County Schools actively promotes the pursuit of AIG licensure among teachers. The district: ▪ Provides information on approved university programs and NCDPI testing pathways ▪ Encourages teachers to pursue AIG certification through online or face-to-face programs ▪ Supports teacher growth through mentoring and professional learning communities	
* Practice D Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position. Bertie County Schools recognizes the critical role appropriate placement plays in meeting the academic and social-emotional needs of AIG students. To ensure high-quality instruction, the AIG program strongly recommends that, whenever possible, classroom teachers assigned to AIG-identified students hold AIG licensure. School administrators are encouraged to cluster AIG students for reading and math instruction in grades 4–8, ideally placing them with AIG-certified teachers. Cluster groups should consist of no fewer than four AIG students per classroom. Teachers of Honors and Advanced Placement (AP) courses must also meet the required professional qualifications for those courses. The AIG Coordinator will collaborate with the Director of Testing, Accountability, and	

PowerSchool to ensure AIG students are placed with appropriately licensed teachers. In support of this effort, the district actively promotes AIG certification and celebrates teachers who earn this credential by recognizing them at a Bertie County Board of Education meeting.	* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Bertie County Schools recognizes that a strong and equitable AIG program depends on the recruitment and retention of well-prepared, AIG-licensed professionals who reflect the diversity of the student population. To build and sustain a workforce capable of meeting the academic, intellectual, social, and emotional needs of gifted learners, the district has established the following strategies: Partner with Institutions of Higher Education (IHEs): Collaborate with regional colleges and universities—especially Historically Black Colleges and Universities (HBCUs)—to identify and recruit teacher candidates interested in gifted education and who represent diverse cultural and linguistic backgrounds. Promote AIG Licensure Pathways: Host informational sessions for current staff about the benefits of AIG certification and pathways to obtain the license through coursework or Praxis testing, including DPI-approved online and face-to-face options. Job Postings and Outreach: Ensure all AIG-related job postings emphasize a commitment to diversity and inclusion, and are distributed through networks that reach educators of underrepresented backgrounds. Grow-Your-Own Initiatives: Identify high-performing paraprofessionals, substitute teachers, and other school staff—especially those from underrepresented groups—and support their journey toward teacher licensure and AIG certification through mentoring and financial support. Mentorship and Support: Pair newly AIG-certified teachers with veteran AIG educators or instructional coaches to provide ongoing mentorship and reduce early burnout. Targeted Professional Development: Offer differentiated professional learning opportunities that help AIG educators grow in areas such as culturally responsive pedagogy, equity in gifted identification, and SEL support for gifted learners. Leadership Opportunities: Encourage AIG-certified educators to take on leadership roles within the AIG program (e.g., serving on the AIG Leadership Team or leading PD sessions) to foster professional growth and a sense of ownership.
* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Bertie County Schools is committed to ensuring that gifted education reflects the principles of equity and excellence by providing intentional, targeted professional learning opportunities to all educators. Changing Mindsets	

Growth Mindset and Talent Development: Train educators to recognize giftedness as dynamic and developable, not static, with an emphasis on spotting potential in early learners and nontraditional indicators of giftedness. Revising Policies and Procedures Equity-Based Identification Practices: Ensure that all school-based teams are trained in equitable identification practices, including the use of nonverbal ability assessments, multiple pathways to identification, and modifications for twice-exceptional learners. Transforming Instructional Practices Inclusive Talent Development Strategies: Train K–2 and general education teachers in early talent development, high expectations, and scaffolded support to broaden the pool of students who show potential. SEL and Whole Child Development: Integrate social and emotional learning (SEL) practices into PD to help educators support the complex emotional needs of gifted learners, particularly those who are twice-exceptional or from marginalized backgrounds. Sustained Learning and Collaboration Professional Learning Communities (PLCs): Use PLC time for school-based AIG representatives to share research, resources, and strategies with staff. State and Regional Opportunities: Encourage attendance at state conferences (e.g., NCAAGT) and use resources like DPI's AIG Booster Shots to support ongoing professional growth. Collaborative Planning with C&I: Work with Curriculum and Instruction and instructional coaches to embed AIG-focused equity practices into all district-wide PD initiatives.	* Practice G Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning. To ensure equitable and excellent educational practices for AIG students across all grade levels, Bertie County Schools provides ongoing, targeted professional development for all district personnel—including administrators, general education teachers, special education teachers, counselors, and instructional support staff. These learning opportunities focus on best practices for differentiating instruction, recognizing giftedness in diverse populations, and implementing strategies that support the academic, intellectual, social, and emotional needs of AIG learners. The AIG Coordinator, as a key member of the Curriculum and Instruction (C&I) team, collaborates in the decision-making process for identifying and scheduling relevant professional learning that aligns with both the district's AIG goals and broader instructional initiatives. Input from school administrators and instructional coaches is used to tailor professional development to the specific needs of educators and the students they serve. Monthly meetings with the C&I team, instructional coaches, and school leaders provide a structured platform for planning, sharing, and monitoring effective gifted education practices. This collaborative model ensures that professional learning is both systematic and responsive, fostering a culture of continuous improvement in gifted education across the district.
* Ideas for Strengthening the Standard The AIG teacher and coordinator will continue to work with building leaders to support data teams and classroom teachers. Through this transparent communication professional development needs will be determined, created, and be offered in a timely manner to ensure that the student is receiving the instruction that is needed to continue to support critical thinking and motivation.	

Planned Sources of Evidence

* PD Schedule	
* PD needs survey	
* BCS AIG Forms	

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

Standard 5: Partnerships	
Bertie County Schools (080) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.	Bertie County Schools is constantly exploring ways to involve parents and our local and extended community in the educational process of our students. Schools, based on grade level and needs, host programs such as STEM Community Night, Math Night, Family Curriculum Nights that focus on reading, math, and science, Career Day, CTE Showcase, EOG Prep Nights, Transition/Orientation Nights for students/families entering a new school, etc. Schools also implement programs such as “One School, One Book” or Falcon Biomanufacturing Day. Field trips to local educational sites, as well as college and university tours are planned to enrich the educational experiences of the students. Guest speakers from the community are invited into the classrooms to address current issues, interests, or for curriculum enrichment. The varied activities, field trips, and guest speakers offer additional avenues for providing academic, intellectual, social, and emotional support based on student needs. It is the intent of Bertie County Schools to maintain our partnership and support from our current supporters including, but not limited to, Partnership for the Sounds, Land of Water, Historic Hope Plantation, Albemarle Exploration Project, Bertie Foundation, Bucks for Bertie, Perdue, SECU, PNC Bank. efforts to expand partnerships to provide more academic, intellectual, social, and emotional services for AIG students will continue.
* Practice B Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services. Bertie County Schools strives to incorporate community partnerships within their local AIG plan. The AIG teacher will work with all stakeholders to ensure that partnerships will assist students growth by structuring instruction by student interest, readiness, and choice. Partnerships: Colleges and Universities: Partner with nearby colleges (especially the Early College program) to offer guest lectures, mentorships, dual enrollment, and campus visits. Community Organizations: Work with local museums, libraries, businesses, and nonprofits to sponsor competitions, service projects, and field trips. Virtual Partnerships: Connect with national programs (like Duke TIP, Johns Hopkins CTY, or NASA STEM engagement) to expand learning beyond the classroom.	

Enrichment Opportunities

Schoolwide Enrichment Programs:

Offer clubs, electives, and pull-out programs that tap into student interests — like robotics, debate, coding, creative writing, art, or environmental science.

Flexible Grouping:

Allow all students, based on strengths and interests, to work on advanced, real-world projects.

Passion Projects/Choice Boards:

Integrate opportunities for students to dive deeper into areas they are curious about through independent or small-group work.

Extension Opportunities:

Curriculum Compacting:

When students master material early, allow them to skip repetitive work and extend their learning with research projects, mentorships, or exploratory units.

Thematic Units:

Offer complex, interdisciplinary challenges (like mock trials, community improvement plans, or invention conventions) that encourage critical and creative thinking.

Acceleration Opportunities

Flexible Pacing:

Allow students to move through the curriculum at a faster pace when appropriate (e.g., math compacting, advanced reading groups).

Grade or Subject Acceleration:

For students truly excelling, offer early access to higher-level courses (like Algebra I in middle school or AP courses in high school).

Online and Blended Learning:

Use virtual platforms to offer courses not available in-house (foreign languages, niche sciences, advanced humanities, etc.)

* Practice C

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

Bertie County Schools has established an AIG Leadership Team to provide guidance and support for the AIG program. The current team includes teacher representatives from each grade span, school administrators, and district leaders.

During the most recent AIG plan revision cycle, the Leadership Team launched a stakeholder survey and reviewed data and feedback collected from students, teachers, administrators, and parent/community members. The survey results were used to evaluate the current AIG plan and identify areas for revision and

improvement.

With the addition of a full-time AIG Coordinator, the Leadership Team has recommended expanding its membership to include teacher representatives from each school, instructional support staff, parents, and community members. This expanded team will be responsible for monitoring the effectiveness of the AIG program and making recommendations for ongoing improvements based on data, feedback, and best practices.

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

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

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

The district makes every effort to communicate educational opportunities and events for AIG students with all parents and community members. This includes local, state, and national competitions, contests, summer trips, Governor's School, service learning, job shadowing opportunities, etc. to further enhance the education of the AIG students. Information is disseminated to stakeholders through all available tools such as fliers, automated phone calls, emails, newsletters, and letters. Information is regularly translated in appropriate languages for parents, and when possible an interpreter is available at parent meetings.

*** Ideas for Strengthening the Standard**

The AIG coordinator and teacher will work closely with student services to create community engagement opportunities for students. Continual communication will be needed to grow the school - community partnerships as well as family engagement.

Planned Sources of Evidence

* Collaboration with Student Services	
* Open House Flyer	
* BCS AIG Forms	

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

Standard 6: Program Accountability

Bertie County Schools (080) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

Bertie County Schools maintains a local AIG plan based on state legislation and the State Board of Education policy (NCGS 115C-150.5-.8 {Article 9B}). The plan has been developed by the district AIG Leadership Team using feedback from stakeholders' surveys, and suggestions from the NC Department of Public Instruction. The plan describes the implementation of each practice in clear and concise language. The plan has been presented to the Bertie County Schools Board of Education for approval and submitted to the State Board of Education/Department of Public Instruction for review and comment. This plan serves as a working document and may be modified when necessary to meet the needs of the AIG population. It is understood that any modifications must go through the district AIG Leadership Team and be presented to the Bertie County Schools Board of Education for approval and then resubmitted to the State Board of Education/Department of Public Instruction.

*** Practice B**

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

Bertie County Schools is committed to ensuring that the practices and policies outlined in the district's AIG (Academically or Intellectually Gifted) Plan are implemented effectively and consistently.

The AIG Coordinator and the AIG Leadership Team will be responsible for overseeing the implementation, review, monitoring, and evaluation of the AIG program.

The Leadership Team is expanding to include teacher representatives from every school, administrators, instructional support staff, parents, and community members to ensure broad and diverse input.

Key Responsibilities:

- Monitor all aspects of the AIG program to ensure compliance with local, state, and legislative requirements.
- Conduct regular and ongoing reviews to verify that the documented practices are being carried out in schools.

▪ Collect and analyze formal and informal data to identify strengths, challenges, and opportunities for improvement. ▪ Review and approve updates to all program documents, including the AIG brochure and forms, ensuring that changes reflect both best practices and stakeholder input. Require approval of document changes by the AIG Coordinator and a majority vote from the AIG Leadership Team. Communication and Accountability: ▪ The AIG Coordinator will submit interim reports as needed to ensure transparency and continuous improvement. ▪ The AIG Coordinator will serve as a member of the district Curriculum and Instruction team to ensure alignment and direct communication regarding AIG services and progress. ▪ School administrators will work closely with the AIG Coordinator to provide annual updates to all stakeholders (parents, students, teachers, and community members) regarding program implementation and outcomes. Commitment to Excellence: Through this structured monitoring, review, and communication process, Bertie County Schools will ensure that the AIG program remains aligned with the local AIG Plan, is responsive to student needs, and continually improves to promote equity and excellence for all gifted learners.	
* Practice C Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy. In Bertie County, state AIG funds are spent entirely on the AIG program. State AIG funds are used to pay the salary of the AIG Coordinator, to provide relevant instructional resources for AIG students, to assist students with extracurricular fees, such as Governor's School or academic field trips and competitions, as deemed appropriate by the district. When considering purchases and other expenditures, student benefit should be the focus. The AIG Coordinator will work with the Finance Officer, Curriculum team, and School Administrators to develop a budget that is aligned with the program goals of the AIG Plan. The AIG Coordinator will maintain a system for tracking the alignment of expenditures with program goals and make periodic reports in the district Curriculum team meetings for feedback and support.	
* Practice D Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence. Monitoring Student Growth and Using Data to Drive Equity and Excellence for AIG Students The AIG Coordinator will work closely with the Testing Director to gather, analyze, and share a wide range of achievement and growth data for AIG students. Primary Data Sources Include:	

- End-of-Grade (EOG) tests
 - End-of-Course (EOC) exams
 - EVAAS (Education Value-Added Assessment System) growth data
 - Pre-ACT, ACT, and WorkKeys results
 - District and school benchmark assessments
- Additional Indicators of Student Growth May Include:
- Attendance rates
 - Disciplinary incidents
 - Number of advanced course enrollments (such as Honors, AP, Dual Enrollment, Early College courses)
 - Participation in enrichment programs, competitions, or extracurriculars related to academics
 - Scholarship offers and awards
 - College acceptance rates
 - Number and quality of internships or work-based learning experiences
 - Participation in leadership opportunities (clubs, councils, honor societies)
 - Completion of community service or capstone projects
 - Student self-assessments and reflections on academic and personal growth
 - Teacher recommendations or portfolio assessments

How Data Will Inform Mindsets, Policies, Practices, and Drive Improvement:

▪ Mindsets: Sharing data with staff will build awareness of student strengths and challenges, encourage a growth mindset about the potential of all students, and emphasize the importance of supporting underrepresented gifted learners. ▪ Policies: Data will guide adjustments to identification criteria, service delivery models, and support structures, ensuring they are equitable and responsive to student needs. ▪ Practices: Teachers and administrators will use data to tailor instruction, create individualized learning pathways, provide social-emotional support, and address gaps in achievement or engagement. ▪ Continuous Improvement: The district will use trend analysis to: • Identify successful practices and replicate them across schools. • Target professional development for teachers based on student needs. • Set measurable goals for increasing AIG student achievement, retention, and post-secondary success. • Monitor AIG dropout rates and implement proactive interventions to keep students engaged. Counselors will meet with AIG students considering dropping out to develop a customized educational plan that re-engages them and meets their academic and personal goals. DEP and IDEP Updates: All gathered data will directly inform the creation and updating of students' Differentiated Education Plans (DEP) or Individualized Differentiated Education Plans (IDEP), ensuring that services match each student's academic, social, and emotional development.	* Practice E Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education. Monitoring and Supporting Underrepresented Populations in the AIG Program Bertie County Schools, located in Windsor, NC, serves approximately 1,600 students across six schools: three elementary schools, one middle school, one traditional high school, and one Early College High School. The student population is approximately 81% Black, 14% White, and 5% other, with a majority (87%) eligible for Free or Reduced-Price Lunch and 35% of children living in poverty. Exceptional Children make up 12.9% of the total student body. Currently, the AIG (Academically or Intellectually Gifted) population is below 4% of the total enrollment, with 49 students identified. Among these, 1.65% are females and 1.06% are males.
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Data Collection and Monitoring:

The AIG Coordinator will maintain a comprehensive database to track the representation, performance, and retention of students in underrepresented groups within the AIG program. The database will include information such as:

- Area(s) of AIG identification
- Exceptionalities (if applicable)
- Ethnicity
- Economic status (economically disadvantaged status)
- English Language Learner (ELL) status
- Highly gifted status (if applicable)
- Benchmark assessment data
- EOG (End-of-Grade) and EOC (End-of-Course) testing data

Data Analysis and Use:

- The database will monitor both students who qualified and those who were tested but did not meet AIG criteria.
- Trends in identification and retention will be reviewed to assess equity and access across all student groups.
- The AIG District Leadership Team will regularly review this data to identify gaps and develop strategies to better serve underrepresented populations.

Increasing Identification and Support:

- The district will examine current identification practices to find new ways to increase referrals from underrepresented groups.
- School staff will be encouraged to make more inclusive referrals based on multiple indicators of potential giftedness, not solely standardized test scores.
- Professional development and resources will be provided to teachers to help them better recognize giftedness in underrepresented populations, including students who are economically disadvantaged, English language learners, and students with disabilities

* Practice F Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.	The AIG Coordinator will work with the Human Resources Department to maintain a current list of teachers/staff who have AIG certification. School administrators will be made aware of the teachers in their schools who have AIG certification, and it will be recommended that AIG students be clustered in those teachers' classrooms when possible.
* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.	Bertie County Schools values the input of all stakeholders in supporting and improving the AIG (Academically or Intellectually Gifted) program. The district uses several methods to collect feedback: ▪ Annual DEP Meetings: Feedback is gathered each year during the student's Differentiated Education Plan (DEP) meetings. ▪ Ongoing Informal Feedback: Teachers, school administrators, and students provide regular informal feedback to help identify strengths and areas for growth in the AIG program. ▪ Formal Annual Surveys: Every year, teachers and staff, students, parents, and community members are asked to complete surveys to share their thoughts and experiences with the AIG program. ▪ School-Based Feedback Collection: The AIG District Leadership Team collects input from teachers and staff during school-based PLCs (Professional Learning Communities) and staff meetings. This feedback is then shared and discussed during monthly district AIG Leadership Team meetings for review and planning. ▪ Easy Communication Access: The AIG Coordinator's contact information will be posted on both the district and school websites, making it easy for parents and community members to ask questions or share feedback at any time.
* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.	Information gathered on the AIG program will be transparent to all stakeholders. This information will be shared with the district Curriculum and Instruction Team and AIG Leadership Team, who will share with individual schools and stakeholders as appropriate. Program evaluation data will be available in hard copy at the Central Office and published in a variety of formats, including the district website, brochures, newsletters, etc.
* Practice I Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes:	

informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Informed Consent and Protection of AIG Student Rights:

Bertie County Schools is committed to protecting the rights of AIG (Academically or Intellectually Gifted) students and their families. Clear policies are in place to ensure that students and parents are treated fairly and that their voices are heard.

Due Process Protection:

Due process — the right to fair procedures — is guaranteed by both state and district regulations. Bertie County Schools strictly follow all state laws and guidelines to ensure that the rights of AIG students are upheld through local (LEA) policies and procedures.

Resolving Disagreements:

If a parent or guardian disagrees with a decision about their child's AIG identification or services, Bertie County Schools provides a formal process called "Procedures to Resolve Differences." This step-by-step grievance process gives families a clear way to raise concerns and seek a fair resolution.

Informed Consent for identification:

Written permission must be given by the parent/guardian before AIG evaluations can be conducted. Parents/Guardians will be notified in writing of any decision on identification, placement, or reassessments.

Informed Consent for Parents:

Parents will receive an AIG Student Eligibility/School Site Decision Form that will indicate the indicators of giftedness and recommendations.

Transfer Procedures:

Transfer students who are identified in Powerschool as AIG must present to the AIG Coordinator the necessary documentation showing they meet the requirements of Bertie County Schools. As soon as it is determined that the student qualifies, he or she will be placed in the AIG program. If there is not sufficient evidence that the student meets the Bertie AIG criteria, the transfer student must go through the AIG identification process before being placed in the program.

Reassessment Procedures:

Bertie County Schools will provide up to 2 aptitude tests for students. At any time after the student's 3rd grade year, a request can be made for aptitude testing through the school's AIG Team. Based on a body of evidence that supports and demonstrates that a student may be gifted, a second test may be administered. The NNAT3 will be administered to grades 6-8 to identify students at the middle school level.

Reconsideration for Aptitude Testing Any student can be given a second aptitude test if a body of evidence is presented to the AIG team that demonstrates potential giftedness.

The student's scores on the NC EOG/Achievement tests for Reading AND/OR Mathematics are 80% or higher AND

*A recommendation, through a body of evidence, that documents advanced performance

Procedures to Resolve Disagreements:

In the event that a parent/guardian disagrees with a decision regarding the identification of his or her child, the following procedures to resolve differences shall occur.

Step 1

Parent(s) shall submit a written request for a conference with the AIG Coordinator to discuss the concern. The AIG Coordinator will grant the conference within five school days of the request and respond in writing within ten school days of the conference. If the AIG Coordinator cannot resolve the concern, proceed as follows.

Step 2:

Parent(s) may make a written request within ten days for a conference with the principal. The principal will review the recommendation with the AIG Coordinator, grant the conference within five school days of the request, and respond in writing within ten school days of the conference. If the principal cannot resolve the concern, proceed as follows.

Step 4

The parent(s) may appeal in writing to the Superintendent. The Superintendent will review all documentation concerning the unresolved issue, review the grievance within ten days of the appeal, and respond in writing within ten days following the review. If the concern is still not resolved, proceed as follows.

Step 5

The parent may appeal in writing to the local Board of Education within ten school days following the written response from the Superintendent. The Board of Education will review all documentation concerning the unresolved issue at the first board meeting following the written appeal, and offer a final written decision within thirty days after review. If the concern is still not resolved, proceed as follows.

In the event that the local grievance procedure fails to resolve the disagreement, the parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The purpose of the review is to determine if: the local school administrative unit failed to properly identify the student as an academically and/or intellectually gifted student, or the local plan has been implemented inappropriately with regard to the student. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusion of law. Notwithstanding the provision of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney fees are not available to parents. At any point in the process of filing a petition, mediation by a mutually agreed upon third party is encouraged.

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* Ideas for Strengthening the Standard

The AIG coordinator and teacher will continue to have consistent conversations with all stakeholders to improve accountability across the AIG program. Parents will receive timely feedback and progress on AIG goals. Data will be collected regularly and used to determine the needs of the students.

Planned Sources of Evidence

* Data Logs

* Meeting Agenda(s)

* Meeting Minutes with Stakeholders		
Documents		
Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	

Bertie County Schools (080) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/03/2025 

AIG Related Documents

Bertie County Schools (080) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 District Approval for AIG Plan

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

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Phrase	
Definition	