

Mission/Vision Statement and Funding

Caldwell County Schools (140) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

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

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

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

* Mission and/or Vision Statement(s)

Vision- The vision of the Caldwell County Schools' AIG Program is that advanced learners will graduate from high school prepared for success in post-secondary education, will be engaged and globally competitive for emerging jobs and employment, and will be prepared for life after graduation.

Mission- The Caldwell County School's AIG Program mission is to provide advanced learners with differentiated quality instruction that promotes scholarship, creative problem solving, and in-depth engagement with content through unique learning experiences.

Goals- Our goals for gifted learners in the Caldwell County School District must be part of the overall educational program that promotes success for all students and beliefs that all students deserve the best education possible. As such, our goals focus on the following tenets:

- 1) Gifted students require a differentiated, high-quality, developmentally appropriate, challenging curriculum.
- 2) Differentiation must be comprehensive K-12 and must include opportunities and experiences for acceleration, extension, and enrichment through a range of service options that support successful and intellectually respectful achievement.
- 3) Academic instruction needs to be planned, delivered, and monitored by licensed gifted specialists with expertise in understanding the unique academic, social, and emotional needs of gifted students.
- 4) The program seeks to promote the power of partnerships with the school communities in creating educational environments and learning opportunities aligned to best practices for addressing the needs of gifted learners.

5) The AIG Program will strive to provide gifted students the necessary leadership skills for future endeavors.

The Caldwell County School district currently serves 1,492 students in grades K-12 in 25 schools.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 633,654.00	* \$ 195,972.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Caldwell County Schools (140) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification	<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>
* 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.
	The Caldwell County School District has developed specific screening and referral processes to develop comprehensive learner profiles that lead to Academically and/or Intellectually Gifted (AIG) identification or Talent Development services at all grade levels K-12, per Article 9B legislation. AIG Specialists are assigned to each school in the district based on average daily membership, AIG headcount, and relevant needs. Specialists are responsible for screening all relevant data, accepting referrals at their assigned schools, and maintaining an AIG watch list of students with potential for referral and placement. All screening and referral data is collected and organized on an individual school's AIG Search Data Spreadsheet. Screening data is documented on the AIG Search Data Spreadsheet. AIG Specialists add information yearly after the annual end-of-year state testing, at the beginning of the school year, after each grading period, and after the district's universal screening test (sweep screening), which allows the AIG Department to screen the district's fourth-grade classes and find areas of strength that may be overlooked through standardized testing and grades, example: English as a Second Language/ML, or EC students who may score at a higher percentile in the non-verbal battery. The sweep screening offers insight into student strengths through quantitative and qualitative batteries.
	Specific information collected yearly includes:
	-Data for all students on the Search Data Spreadsheet or with EOG scores of 90th percentile or higher,
	-Data for all students on the Search Data Spreadsheet or with a CogAT composite; verbal, non-verbal, or quantitative subtest score(s) of 90 percentile or higher,
	-CogAT testing data -- CogAT testing may be offered on multiple occasions if needed for identification purposes, but there should be a one-year span of time between CogAT testing to give the student ample time to strengthen cognitive ability skills,
	-Data collected at the end of each benchmark cycle include district and state assessments of all students on the Search Data Spreadsheet or with a score of 90th percentile or higher,
	-Students with mClass and STAR scores at the 95 percentile or higher,
	-All educator referrals based on student interests and high-performing potential in the classroom for K-12 students throughout the school year.
	-The Caldwell County Schools elementary and middle school numerical data includes local norms at each school, collecting the top tenth percentile of reading and math scores from state and local assessments. Data includes mClass, STAR, and benchmark assessments for all students. High School data will be based on English/ Math EOC performance, Pre-ACT, and ACT. Students scoring lower than the 90th percentile may qualify for additional support based on the classroom teacher and AIG Specialist's collaborative goals for the students.
	The referral process involves PLCs with teachers, counselors, and specialist teachers, i.e., music, art, drama, ML, EC, or other referring school staff. Parents/guardians and all stakeholders are informed of the referral process and the next step in AIG services. Parents may have a voice in referring students

through collaboration with content teacher meetings. The content teacher and parent will determine if a referral is the best option for a student before the teacher's official referral. After the official referral, Specialists build comprehensive student portfolios by collecting data, including Gifted Behavior Scales, Checklists, and teacher observation notes. This process provides an avenue for expanding excellence by initiating a student portfolio for referred students who are potential AIG placements or potential Talent Development students performing lower than the cut-off percentiles for identification yet exhibiting high potential. Referral Process Timeline Beginning of the Year (BOY) K-12 - Specialists review current AIG student reports from district records, new transfer students to the school/district, prior year's End of Grade/Course scores, or in 3rd grade- current year's Beginning of Grade Reading Assessment (BOG). They also consult with all teachers of record for students in the referral process. Referral Process Timeline End of the First Quarter K-12 - Specialists meet with classroom teachers to receive student referrals, review grades from the first quarter, and collect any other relevant data to add to comprehensive learner profiles. Specialists add data from district and state benchmarks for all potentially gifted students on Search Data Spreadsheets. Specialists add students scoring at the 90th percentile or higher to the spreadsheet. They also meet with teachers to collect referrals based on teacher observation, specialist observation, and student class work for students who achieve higher in class but may not perform well on assessments. Test anxiety may be an issue for some students, so AIG Specialists, in collaboration with content teachers and parents/guardians, may include the school counselor in conferences for students who perform well in class with all A's but lack confidence on Standardized Tests. Referral Process Timeline Middle of Year (MOY) K-12 - Specialists add data from district and state benchmarks for all students on Search Data Spreadsheets. They add students scoring at the 90th percentile or higher to the search data. Specialists also meet with teachers to collect referrals based on teacher observation, specialist observation, and student class work for students who achieve higher in class but may not perform well on assessments. Referral Process Timeline End of the Third Quarter K-12 - Specialists add data from district and state benchmarks for all students on Search Data Spreadsheets. They add additional students scoring at the 90th percentile or higher to the search data. Specialists also meet with teachers to collect referrals based on teacher observation, specialist observation, and student class work for students who achieve at a higher level in class but may not perform well on assessments. Referral Process Timeline End of Year (EOY) K-12- Specialists add data from all EOG and EOC scores for all students on the Search Data Spreadsheet and any students testing at the 90th percentile or higher. They prioritize identifying students about to transition, fifth and eighth grades, to facilitate correct schedules and placements for the upcoming school year.	* 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. As indicated in Article 9B legislation, Caldwell County Schools has established a process for identifying students at all grade levels, K-12, through multiple pathways. Each pathway reflects the specific use of qualitative and/or quantitative data for identification and placement. Caldwell County Schools Gifted Identification Definitions IG (Intellectually Gifted)- Students performing in the 98th-99th percentile on composite aptitude testing. Students in Kindergarten through twelfth grade are identified as intellectually gifted with a composite score of 98th percentile or above on a nationally normed aptitude test. All Caldwell County Schools students are screened with CogAT aptitude testing in fourth grade. Additionally, aptitude testing can be administered individually by the assigned AIG
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Specialist as needed. Some students do not score well on standardized tests; therefore, collaboration between the school counselor, parent/guardian, and content teacher may be required to investigate student strengths. The counselor, AIG Specialist, and content teacher will observe the student in the content classroom and complete a gifted rating scale to evaluate student performance and characteristics to see if the characteristics align with gifted and talented learner characteristics. The observations will then be included in the student portfolio that will be discussed in AIGRT meetings for further recommendations regarding placement or Talent Development. The collaboration for students who do not test well is the same for IG, AI, AG, AR, and AM placements.

AI (Academically Intellectually Gifted)- Students demonstrating 95th percentile or above on achievement testing in both Reading and Math and 95th percentile or above on composite aptitude testing.

Students in Kindergarten through twelfth grade are identified as academically and intellectually gifted with a composite score of 95th percentile or above on a nationally normed aptitude test and a score of 95th percentile or above on both math and language arts achievement tests.

AG (Academically Gifted) - Students demonstrating 90th percentile or above in both Reading and Math on standardized testing.

Students in Kindergarten through twelfth grade are identified as academically gifted through multiple pathways. Pathway 1 students are identified as academically gifted with a score of 98th percentile to 99th percentile on one standardized test per service area (math achievement, reading achievement, aptitude composite, or aptitude subtest). Pathway 2 students are identified as academically gifted with a score of 95th percentile to 97th percentile on one standardized test per service area (math achievement, reading achievement, aptitude composite, or aptitude subtest) and a report card grade of "A" in both math and language arts classes or grades K-2 Level 4 in both math and language arts. Pathway 3 students in grades three through twelve are identified as academically gifted with a score of 90th percentile to 94th percentile on one standardized test per service area (math achievement, reading achievement, aptitude composite, or aptitude subtest); and a report card grade of "A" in both math and language arts classes; and a passing rating scale. Alternate achievement tests are available if recommended by the AIGRT.

AR (Academically Gifted Reading) - Students demonstrating 90th percentile or above in Reading on standardized testing

Students in Kindergarten through twelfth grade are identified as academically gifted through multiple pathways. Pathway 1 students are identified as academically gifted with a score of 98th percentile to 99th percentile on a standardized test (language arts achievement test or aptitude subtest in language arts). Pathway 2 students are identified as academically gifted with a score of 95th percentile to 97th percentile on a standardized test (language arts achievement test or aptitude subtest in language arts) and a report card grade of "A" or grades K-2 Level 4 in addition to a passing score on a gifted rating scale in language arts class. Pathway 3 students in grades three through twelve are identified as academically gifted with a score of 90th percentile to 94th percentile on a standardized test (language arts achievement test or aptitude subtest in language arts) and a report card grade of "A" in language arts classes, and a passing rating scale. Alternate achievement tests are available if recommended by the AIGRT.

AM (Academically Gifted Math) - Students demonstrating 90th percentile or above in Math on standardized testing

Students in Kindergarten through twelfth grade are identified as academically gifted through multiple pathways. Pathway 1 students are identified as academically gifted with a score of 98th percentile to 99th percentile on a standardized test (math achievement test or aptitude subtest in math). Pathway 2 students are identified as academically gifted with a score of 95th percentile to 97th percentile on a standardized test (math achievement test or aptitude subtest in math) and a report card grade of "A" or grades K-2 Level 4 in addition to a passing score on a gifted rating scale in language arts class. Pathway 3 students in grades three through twelfth are identified as academically gifted with a score of 90th percentile to 94th percentile on a standardized test (math achievement test or aptitude subtest in math) and a report card grade of "A" in language arts classes, and a passing rating scale. Alternate achievement tests are available if recommended by the AIGRT.

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*** Practice C**

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA

demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional.

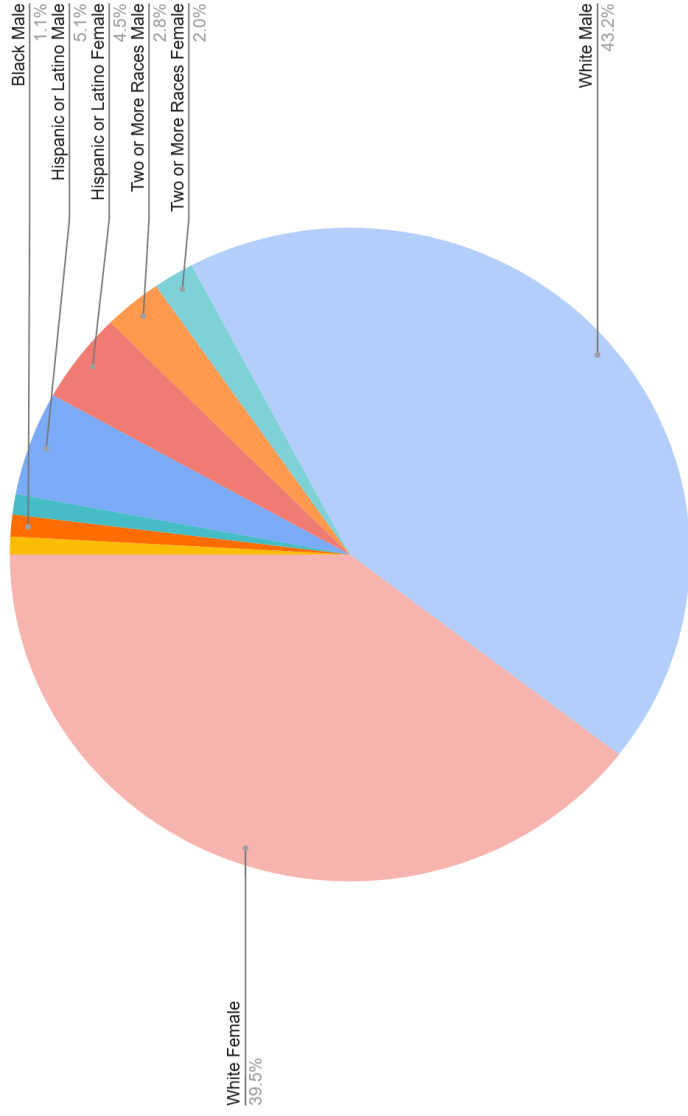
The Caldwell County School District works diligently to ensure that the AIG screening, referral, and identification processes respond to all demographic populations in the district. Spring and fall headcounts are prepared, reviewed, and analyzed by the AIG Director and AIG Specialists to ensure an equitable and responsive reflection of the district's cultural demographics, English Learning population, and economically disadvantaged population, as well as those who are twice exceptional. Since economically disadvantaged English Learners tend to be the majority of CCS underrepresented students, the AIG Department utilizes nonverbal scores in addition to classroom data that are reviewed for students with special considerations for placement during screening analysis. Individual aptitude and achievement tests administered by AIG Specialists are also reviewed as placement criteria for all students who test at the 90th percentile or higher on a composite or subtest. Highly gifted students are identified through Pathway I using test data from one area. Underrepresented students may require data from multiple pathways for identification to ensure equitable opportunities for these students to express their gifted potential, leading to identification. CCS has multiple pathways leading to identification for this purpose.

K-3 Talent Development students show potential for giftedness but lack enough criteria for identification at that particular time. A K-3 student may be on a search data sheet for a few years. The Search Data system is in effect to monitor progress toward identification for CCS students who participate in the Talent Development Program (services for students showing gifted potential but not identified yet). Each school maintains a Search Data spreadsheet to update identification criteria quarterly for all students nearing identification status. This allows the AIG Department to monitor and evaluate student data to determine the next steps toward supporting and identifying Talent Development students. The goal is to move Talent Development and underrepresented students to identification status by the end of the school year or determine services that will increase the student's ability to perform to meet identification criteria.

The Caldwell County AIG Department currently supports approximately 1,320 AIG students across the district. Many ethnicities, as well as dual exceptionality, culturally/ethnically diverse, and economically disadvantaged students, are part of the AIG demographics. Caldwell County Schools demographic data (including local norms) is reviewed twice yearly to determine staffing and student support needs across the district during Fall and Spring AIG headcounts. In addition to data analysis, the AIG Director engages in district MTSS (Multi-tiered Systems of Support) team meetings to advocate for low-performing students and high-ability students and the services they should receive on the tiered instructional model. All student data is reviewed for interventions and extensions that should occur in the classroom daily. Schools hold individual MTSS meetings stemming from local school data and interpret gifted services needs for students performing at an advanced level. AIG Specialists attend these MTSS meetings as requested by the administration for gifted feedback on student success. At times, discussions surrounding AIG students who lack proficiency in content classes are included in these meetings. Many times, student performance of underrepresented population groups is discussed, and decisions are made for screening, referral, and/or identification procedures to determine effective supports, whether they be through the content teacher, counselor, ESL, EC, interventionist, or AIG Specialist. MTSS meetings take place on a monthly or biweekly basis. STAR, mClass data, classroom observations, attendance, and grades are all data indicators for the discussions. EC, ML, AIG, and Title I are all included in MTSS meetings.

The Caldwell County AIG population is proportionate to the Caldwell County Schools general demographics. The district range for poverty, as determined by the number of students qualifying for free and reduced lunch, varies between 58% and 62% each year. The AIG department maintains gifted specialist support at our Title I schools and offers AIG support to the top 10% of students who may not qualify for gifted services through standardized testing. Gifted Education Specialists collect demographic data from each school and use this data to identify underrepresented student populations. This data is used to search for potentially gifted students. When developing Search Data Spreadsheets for individual schools, specialists calculate referrals and adjust percentile levels to ensure they include records of at least the top 10 percent of each grade level in each school building.

Alternate achievement tests are available to help determine AR and AM placement if recommended by the school's AIGRT (Academically Intellectually Gifted Review Team). Additional data sets from classroom work, ML or EC teacher/interpreter and student interviews, ACCESS testing data, Title IX Director conferences, and parent interviews can be reviewed, when needed, for students with unique learning needs such as English as a Second Language, Socio-Economic Disadvantages, Migrant, Homeless, and Exceptional Children's needs. When placement decisions require alternative testing data and classroom portfolio items, information can be compiled with other MTSS and school data to determine identification needs outside of the specific criteria listed above throughout the school year to allow every student to engage in AIG services if needed. AIG placement decisions can be made based on compiling all collected data for students with unique learning needs and in underrepresented populations through an AIGRT team approach, including parents in the process.



Additional Percent Ethnicity Identified as AIG

Asian Male 0.8%
 Asian Female Less than 0.4%
 Black Male 1%
 Black Female 1%
 Native American Male and Female Less Than 1%
 Pacific Islander Male and Female Less Than 1%

Percent of Total AIG Students Identified as Dual Exceptionality: 0.09%

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	7.92%	---	8.43%	---	15.23%
Male	24.53%	5.39%	8.92%	---	10.33%	---	15.47%
Total	20.62%	5.09%	8.43%	---	9.45%	---	15.36%

Percent of Total AIG Students Identified as Dual Exceptionality

* Practice D

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

The Caldwell County School District consistently monitors the implementation of AIG screening, referral, and identification procedures across the PSU (Public School Unit). An AIG Specialist is assigned to every school in the district. Each specialist collects, reviews, and organizes screening and referral data on each school's AIG Search Data Spreadsheet. AIG Specialists meet monthly with the Director of Gifted Services to examine the data and analyze trends and needs throughout the district. The AIG Department has a district checklist to provide a timeline for monitoring consistent services. The AIG Department provides professional development for all relevant stakeholders on screening, referral, and identification procedures to ensure consistent implementation across the district. All AIG Specialists meet yearly with their assigned schools' faculties in professional learning communities to review the Caldwell County Schools' Gifted Education Plan. Discussions include information about headcounts, placement of new students, referral of potential students, and professional support and resources available to general education teachers. The Director of Gifted Services attends all elementary, middle, and secondary curriculum meetings with principals. The AIG Director serves in the curriculum department and coordinates and advocates for gifted services at the district level. The AIG Director audits AIG school records to ensure consistency in district screening, referral, and identification processes. AIG Specialists maintain records of student referrals and placements until records transfer at the end of fifth grade for traditional elementary schools and eighth grade for traditional middle schools and K-8's. When identified students' census files are transferred to receiving schools, AIG Specialists share information and provide narratives about each student's academic/social-emotional needs. All AIG files after eighth grade are housed at the district level.

* Practice E

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

The Caldwell County Schools' Academically Gifted Department disseminates information regarding the screening, referral, and identification process to all stakeholders in the community via face-to-face, online communication or through the schools' information system. Every school has an assigned AIG Specialist who meets with teachers yearly to discuss the program and address student needs and concerns. AIG Specialists review the approved AIG Plan, identification pathways, identification areas, and the screening/referral process. The Director of AIG Services meets monthly with principals and other curriculum directors to share relevant AIG information. Each year, AIG Specialists provide parents and guardians at their schools with AIG parent/guardian/student rights, the Differentiated Education Plan, and other educational opportunities offered to Caldwell County AIG students. AIG information is shared with stakeholders at open houses and parent informational nights at individual schools. It is also distributed at family transition nights, i.e., fifth to sixth grade and eighth to ninth grade. The AIG Department maintains a website, www.caldwellschools.com, for students, parents/guardians, and the community that shares the Caldwell County Schools' approved local AIG Plan, the K-12 Talent Development Overview, contact information for the director, and all AIG Specialists within the department. The AIG district slideshow presentation is adjusted by the assigned AIG Specialist to align with the individual school demographics, needs, and various audience participants. AIG information is also shared through brochures and information flyers to meet the needs of families with limited internet access. An AIG informational flyer is located on the CCS AIG website. Hard copies can be distributed at the school upon request. The AIG brochure illustrates the processes for screening, referral, and identification procedures. AIG Specialists collaborate with the Bilingual Family Engagement Specialists from the ML Department for translation and interpreting services for documents related to parent information.

AIG Specialists meet with parents/guardians yearly to provide a review of screening, referral, and identification processes. Parents/guardians receive this training at information sessions. Interpreters are provided if needed. Specialists meet with parents/guardians of newly placed AIG students to explain identification processes and the services that will be provided by the AIG Department. AIG resources for all stakeholders are housed in the lending library at the district office.

The AIG Director meets biweekly with district directors during district curriculum leadership meetings. The AIG Director participates in monthly, district-wide MTSS leadership meetings to maintain consistent communication between all departments concerning AIG screening, identification, and placement information, including twice-exceptional students and multilingual learners. Horizons and Gateway Schools are alternative schools. The home school AIG Specialist collaborates with counselors, administrators, classroom teachers, parents/guardians, and EC/Behavior Specialists at these schools to serve twice-exceptional students academically and socially emotionally, to minimize negative social and emotional impacts during the transition to and from the traditionally assigned school for gifted students. In the traditional school building, AIG Specialists hold meetings to share identification information with EC teachers and ML teachers to collaborate in developing Individualized Education Plans, Differentiated Education Plans, and Individualized Differentiated Education Plans. The AIG Specialist confers with the classroom teacher to design lesson plans and determine services for the twice exceptional/ML students.

*** Practice F**

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

The Caldwell County Schools' AIG Department builds and maintains a census file for every identified student. Specialists begin collecting evidence for placement once parents have returned the Permission to Gather Evidence Form. All AIG census files contain the permission for evidence form, data evidence used for identification in the Caldwell County Schools' AIG Program, consent from parents/guardians for services provided by Caldwell County, and copies of all Differentiated Education Plan forms. The Caldwell County Schools' Director of Gifted Services reads and audits each new student identification. The census file is reviewed with parents during the initial placement parent conference before parents/guardians consent to services. Parents/guardians are given a copy after all signatures are complete. A student's AIG census file follows them from school to school, with yearly edits based on student academic needs to the Differentiated Education Plan, Invitations to Conference, and Annual Reviews of Student Progress.

*** Practice G**

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

The Differentiated Education Plan and IDEP (Individual Differentiated Education Plan) are updated annually to adapt to the K-8 identified student's needs and determine needs for the next school year. The high school 9th-12th grade DEP is developed at the end of eighth grade and transitioned to the high school to guide student course selections. The AIG Specialist, administrator, and/or counselor, classroom teacher(s), and parents/guardians meet to discuss student data, service delivery, and service options. AIG Specialists will hold individual meetings upon parent/guardian request. Students are also encouraged to share their perspectives on their learning needs for the DEP. AIG student curricular activities are reviewed each year to ensure students are on track for advanced learning success and to determine adjustments that may need to be made to the DEP or IDEP. The Annual Review is used to adjust the following school year's DEP to ensure student success in the gifted program and in the regular classroom. Each K-8 Specialist completes the Annual Review of student progress at the end of the school year. Data reviewed includes: EOG scores (scale scores and percentages) and final report card grades. The data reviewed guides revisions to the DEP agreed upon by the AIG Specialist and parent/guardian. The fifth-grade data review assists with middle school student groups/placements in reading and math.

The AIG DEP is equipped with a menu of options, but the menu is a reference for the discussion. The plan is developed and created with input from the AIG Specialist, administrator and/or counselor, classroom teacher(s), and parents/guardians. The plan reflects the data used for placement in the program and the student's academic needs and may include social/emotional support from the counselor in an IDEP. The IDEP is created in addition to the DEP when a student's need exceeds services on the DEP. Classroom teachers and the parents/guardians sign off as stakeholders in the differentiated education of each identified gifted student. The DEP is regularly referred to during parent/guardian meetings if needed after report cards are distributed and after annual testing to best assess student progress and address student concerns.

The middle school AIG Specialist assists as needed with ninth-grade registration events at the middle school before the students move to the high school. The high school AIG Specialist is available as needed for high school registration. The DEP may be revisited at any time by stakeholders during the school year to discuss student academic concerns and revisions that need to be made based on student needs.

The high school AIG Specialist assists as needed with identified student coursework or program of study. The DEP may be revised if needed in tenth grade for Career & College Promise Pathways. In this case, the AIG Specialist will invite parents/guardians to a meeting to discuss/review the DEP and make updates to the DEP and AIG Identification as needed. These meetings can be in conjunction with high school registration parent/guardian information sessions.

The school's AIG Specialist is included in the IEP meeting of a twice-exceptional student to provide and receive input needed to develop the student's IDEP. If the AIG Specialist chooses, the IEP may be used as the AIG IDEP in conjunction with developing the DEP. The AIG Specialist will collaborate with the ESL teacher to ensure the DEP and LIEP outline the support required to meet the needs of gifted English learners.

 [Parent Invitation to Conference](#)

 [Permission to Evaluate](#)

 [Permission to Evaluate Follow Up Statement](#)

 [Student Information Sheet](#)

 [Translated Parent Due Process-Spanish](#)

 [Parent Guardian Due Process](#)

Standard 2: Comprehensive Programming within a Total School Community

Caldwell County Schools (140) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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 efforts implemented in alignment with Article 9b., Caldwell County Schools' AIG Program focuses on continuous improvement to offer comprehensive academic and intellectual services aligned to AIG students' needs across the K-12 continuum. Caldwell County has a variety of school configurations in the district, serving eleven K-5 elementary schools; three K-8 schools; four traditional 6-8 middle schools; three traditional 9-12 high schools; two innovative high schools; one 4-12 grade online school; and two alternative schools, one for students in grades K-5 and one for students in grades 6-12. The AIG department consists of one director and seven AIG Specialists. All twenty-five schools are assigned an Academically Intellectually Gifted Specialist. Caldwell County Schools' service delivery options are based on the needs of individual students and their learning environments. AIG Specialists offer consultative or direct support for all gifted and potentially gifted students in reading and/or math. Once students are identified as AIG, services continue to be aligned with student needs until graduation through the AIG student's Differentiated Education Plan (DEP), an individual identification area, and may be supported with an Individualized Differentiated Education Plan (IDEP). The IDEP is developed with student input, parents/guardians, teachers, AIG Specialists, counselors, and other support staff as needed for gifted learners in need of individualized social and emotional goals. Multilingual learner goals and IEP goals are considered when developing the DEP and/or IDEP for twice-exceptional students. The AIG Specialists in grades K-12 are responsible for providing content teachers with DEP information for the AIG student. The AIG Department enters AIG identification status into Infinite Campus upon initial identification and updates identification status throughout the remainder of the student's school career. Once identified, students are considered gifted unless a parent/guardian requests otherwise. Services are aligned and documented on the DEP and/or IDEP to meet student needs if a student struggles academically, intellectually, or emotionally at any point until graduation.

Caldwell County Schools' AIG program services by grade span and identification area:

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information

K-2	* Academically Gifted (Reading, Math, or both areas) Students identified in reading and/or math receive a combination of services including advanced curriculum and resources, complexity and rigor, higher-order thinking skills, problem-solving, differentiated centers, and enrichment activities in either consultative or pull-out settings. The Talent Development program offers a Building Thinking Skills front-loading experience for critical thinking skills and problem solving that strengthen the possibilities of future AIG identification in reading and/or math for K-2 students expressing a need for CogAT testing. AIG Specialists support classroom teachers in reviewing K-2, quarterly assessment data and teacher observations to determine Reading and Math Talent Development or AIG reading and math identification needs.	* Intellectually Gifted The program offers comprehensive academic and intellectual services on the Individualized Differentiated Education Plan. Services such as higher-order thinking skills, Primary Educational Thinking Skills, exposure to advanced content, organizational skills, and critical thinking activities are among the most widely used in evaluation and synthesis lessons. The Talent Development program for potentially intellectually gifted K-2 students follows the same structure.	* Academically and Intellectually Gifted These students have access to the services mentioned under Academically Gifted, tailored to their specific strengths and needs, including advanced curriculum, higher-order thinking skills, problem-solving, and enrichment from the AIG Lending Library. PETS is a fundamental curriculum for all K-2 potentially gifted and identified gifted students.	* none
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3-5	* Academically Gifted (Reading, Math, or both areas) Students identified in reading and/or math receive a combination of services including advanced curriculum and resources, complexity and rigor, higher-order thinking skills, durable skills, problem-solving, differentiated centers, learning styles, communication with other advanced learners, and enrichment activities in either consultative or pull-out settings. Student interests and strengths are considered in AIG pull-out settings. Fourth and fifth-grade students achieving a Level 5 on Math EOGs are offered advanced math curriculum from the AIG Lending Library through direct or consultative services or possibly in the Talent Development Program. For third-grade AIG Math services, the AIG Specialist reviews teacher referrals, second-grade classroom performance, and quarterly assessment data to determine advanced math Talent Development needs or AIG identification needs. For third-grade Reading services, AIG Specialists support classroom teachers in reviewing K-2 and third-grade BOG scores, quarterly assessment data, and teacher observations to determine Reading Talent Development or AIG reading identification needs. Fourth and fifth grade AIG services in Math and Reading are determined by CogAT and summative assessment data (EOGs) from the regular classroom. For online students in grades 4-5, an AIG Specialist provides consultative services remotely to meet DEP recommendations. K-5 AIG services are provided in either classroom consultative or pull-out, small group settings, depending on student needs and AIGRT team recommendations.	* Intellectually Gifted The sources do not explicitly detail separate services solely for Intellectually Gifted students. However, the program focuses on comprehensive academic and intellectual services. Services such as higher-order thinking skills, problem-solving, and engagement with advanced content are available. The Talent Development program aims to expand excellence for all students demonstrating gifted potential.	* Academically and Intellectually Gifted These students would likely have access to the full range of services mentioned, including advanced curriculum, higher-order thinking, problem-solving, differentiated activities, and enrichment, tailored to their strengths in both academic areas and intellectual ability.	* none
6-8	* Academically Gifted (Reading, Math, or both areas) Middle school AIG Specialists push into classes and supplement lessons in advanced language arts and math, and provide consultative and direct pull-out services. Advanced math students engage in curriculum compacting courses, and qualified eighth graders may take Math I. Students identified in reading or who perform at the highest level in reading may be placed in an advanced reading cohort. For online students in grades 6-8, the AIG Department collaborates with Caldwell Online teachers to meet DEP recommendations. Middle school students may access advanced curriculum options through seated classes and virtual platforms such as Math 1 or APEX. Talent Development can be determined by high-level reading and math scores, and clustering of high-performing and AIG students in these classes is recommended. Eighth graders taking Math I are prepared for future Honors and AP Courses. In K-8 schools, students may experience inquiry-based learning, Problem-Based Learning, Socratic seminars, advanced content, and acceleration. They also have access to virtual advanced curriculum options. The Wit & Wisdom curriculum supports advanced reading skills. AIG Specialists collaborate on advanced lesson design, offering advanced curriculum, rigor, higher-order thinking, problem-solving, differentiated centers, and enrichment. Most 6-8 grade AIG services are consultative, with collaboration and co-teaching.	* Intellectually Gifted The program aims for comprehensive academic and intellectual services. Intellectually gifted students benefit from advanced content, inquiry-based learning, Socratic seminars, and opportunities for acceleration. The focus on higher-order thinking skills and problem-solving within the curriculum supports their needs.	* Academically and Intellectually Gifted These students likely receive the full spectrum of services, including advanced coursework in math and language arts, and potential placement in advanced cohorts, access to virtual learning, and opportunities for in-depth learning and acceleration, tailored to their combined strengths.	* none

9-12	* Academically Gifted (Reading, Math, or both areas) Advanced courses in reading and math are offered at the high school, community college, or through APEX. The AIG High School Specialist provides consultative services to teachers for differentiated activities, including Honors Courses. Work sessions support rigorous curriculum development for Honors courses. Students select classes with guidance, including Honors Coursework, AP, CCP, NCSSM (North Carolina School of Science and Mathematics), and Credit by Demonstrated Mastery. Caldwell Community College offers advanced courses at high school sites. The high school specialist evaluates class lists to ensure rigor and relevance. Level 5 math students are encouraged to take advanced math courses. This is the high school Talent Development program for Math. Student interest and student choice are determining factors. AIG students at Caldwell Early College High School and Caldwell Applied Sciences Academy complete advanced coursework at CCC&TI. High school students engage in advanced curriculum, rigor, higher-order thinking, and problem-solving. High school AIG services are primarily consultative.	* Intellectually Gifted The AIG program aims to meet intellectual needs. Intellectually gifted high schoolers benefit from advanced and rigorous coursework, opportunities for dual enrollment (CCP), and programs like the NCSSM and independent studies. The emphasis on higher-order thinking skills and problem-solving within advanced courses caters to their intellectual abilities. College readiness is also part of the IDEP to ensure the best possible experience in post-secondary education and careers.	* Academically and Intellectually Gifted These students have access to a wide array of advanced academic opportunities, including Honors, AP, and CCP courses, and can participate in programs like the NCSSM. Their course selection is guided to match their interests and abilities, ensuring a challenging and relevant educational experience that caters to both their academic strengths and intellectual capacity.	* none
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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.

Caldwell County Schools' AIG Program assigns an AIG Specialist to each school site K-12 with the expectation that the AIG Specialist will be the catalyst for securing and supporting collaboration from classroom teachers, counselors, administrators, EC, ML, and other support staff to address the unique academic and social-emotional needs of AIG students. The AIG Specialist is the advocate for advanced learners and serves as a key liaison for helping K-12 educators in all classrooms understand the characteristics and learning needs of higher-ability students, including those students who show potential giftedness in reading and/or math but are not yet identified. In addition, the AIG Specialist provides leadership in helping all educators in grades K-12, including Art, Music, and Specials classes, address the social and emotional needs of higher ability students with specialists serving on school-based Multi-Tiered System of Support (MTSS) cohorts and teams. The AIG Director serves as a member of the district MTSS team, offering insight and collaborating with Student Services, Classroom Teachers, Administrators, Directors, and Superintendents regarding AIG student needs in the classroom. The Curriculum and Instruction Team also meets regularly with all district directors and facilitators to determine the best SEL practices for all students. SEL practices are carried out in the content and AIG classrooms based on district initiatives. During MTSS meetings, IDEP and DEP changes are discussed for K-12 struggling AIG-identified students using school and student-specific data to determine interventions and proposed student-specific goals. Parent conferences are held, and the appropriate signatures are obtained for any changes made to those documents.

The AIG Department collaborates with the district Student Services Department, school social workers, and school psychologists' social-emotional initiative by training in Social and Emotional Learning (SEL) opportunities at the local school level, aligned to the school district's Strategic Plan. Local school MTSS meetings involve a range of curriculum specialists, including counselors, teachers, AIG Specialists, EC, ML, administrators, program-specific facilitators, school nurses, etc., to determine SEL needs for all learners. AIG students included. AIG Specialists address the social-emotional and academic needs of students in grades K-12, categorized by Academically Gifted (AG), Intellectually Gifted (IG), and Academically and Intellectually Gifted (AIG), which may include but are not limited to the following:

Academically Gifted (AG)

- K-2: Reading and Comprehension well above grade level stressors on the student
- 3-5: Reading and Comprehension well above grade level stressors on the student
- K-2, 3-5, and 6-8 Math acceleration stressors on the student
- K-12: Boredom or advanced achievement in subject/grade level content
- 3-12 Perfectionism as it relates to grades and work/tests
- 9-12: Assistance with the pace of Advanced Coursework in Honors, AP, and CCP
- Test Anxiety

Intellectually Gifted (IG)

- Kindergarten: Early Entry into Kindergarten.
- K-2: Reading and Comprehension well above grade level stressors on the student
- 3-5: Reading and Comprehension well above grade level stressors on the student
- K-12 Math acceleration stressors on the student
- K-12: Boredom or advanced achievement in subject/grade level content
- K-8: Grade acceleration stressors on the student
- 4-5, 6-8, 9-12: Deep understanding of current events and expressing anxiety over societal issues
- 9-12: Assistance with the pace of Advanced Coursework in Honors, AP, and CCP
- K-12 Organizational Skills
- Test Anxiety

Academically and Intellectually Gifted (AIG)

- K-2: Reading and Comprehension well above grade level stressors on the student
- 3-5: Reading and Comprehension well above grade level stressors on the student

- K-12 Math acceleration stressors on the student
- K-8: Grade acceleration stressors on the student
- K-12: Attendance issues
- 3-12 Perfectionism as it relates to grades and classroom work/tests
- K-12: Boredom or advanced achievement in subject/grade level content
- Test Anxiety

MTSS school meetings with all staff members involved in the child's education address these issues and more as they relate to individual students.

AIG Specialists and the AIG Director work directly with K-2 and 3-5 principals, content teachers, and parents to determine if subject advancement or subject pull-out extensions are needed in cases where elementary students are excelling well above grade level expectations in one subject area, reading or math. K-12 AIG student issues stemming from attendance, grades, or behavior are addressed according to district board policy located on the Caldwell County Schools website, www.caldwellschools.com. Many AIG students stress over grades, perfectionism, and the advanced or accelerated pace of learning. AIG students in need of specific individual support receive services through an IDEP, which includes collaboration between all stakeholders involved in the student's education. The AIG Specialist shares the additional IDEP interventions and goals with the content teacher, and both the AIG Specialist and content teacher carry out the plan of action established by the team.

AIG Specialists and/or student services staff attend professional development related to the well-being of the gifted learners in our district, including W-5, Why Try, and Say Something for anonymous reporting of bullying, threats, and/or abuse. AIG Specialists receive training at the state gifted conference for gifted teachers in the social and emotional well-being of the gifted learner each year. AIG Specialists provide training for K-12 school staff on the characteristics of gifted learners. The school counselor, teacher, AIG Specialist, parent/guardian, and other related specialists i.e. ML, EC, Speech, or ML interpreters collaborate to develop social, emotional, or behavioral supports on the IDEP in addition to the DEP, including but not limited to supporting: attendance, leadership, positive relationships with peers, organizational skills, and problem-solving. The classroom teacher and AIG Specialist are generally charged with carrying out the interventions on the IDEP, but the counselor may also be involved in the process. It is the AIG Specialist's responsibility to share the DEP and/or IDEP interventions for SEL and academic support with content teachers and parents/guardians of K-12 AIG-identified students.

The AIG High School Specialists collaborate with school counselors, advanced learners, and parents/guardians during registration events to support AG, IG, AIG, AR, and AM students as they register for classes and create schedules that are challenging but flexible to meet individual needs and interests. The AIG high school specialists also support higher-ability students in applying for Governor's School, college scholarships, and college applications. The high school specialists work with counselors and parents/guardians to maintain SEL support throughout high school for grades, attendance, or social/emotional needs for grades 9-12 AIG-identified students. Many times, advanced coursework signals emotional stress for gifted learners. The high school AIG Specialist facilitates individual meetings between teachers, counselors, students, and parents/guardians to offer assistance when students are overwhelmed with the requirements of advanced classes. Interventions are aligned to the student's needs, whether they be academic, social, emotional, organizational, study-specific, or attendance, and detailed on the IDEP so content teachers are aware of the situation and follow the plan of action designed by the committee to intervene and support student success.

AIG Specialists are assigned to serve the two alternative schools in the district that provide academic support to students who may not be adjusted to the regular classroom setting and are moved to the more structured environment of the alternative school. These specialists ensure that academic, social/emotional, and behavioral needs are aligned with plans from counselors, interventionists, and EC plans at the alternative school, including the Day Treatment Psychologist, if needed. This alignment permits AIG students assigned to alternative schools to progress at a pace commensurate with their abilities.

*** Practice C**

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

The Caldwell County Schools' AIG Program follows closely the mandates of NC Article 9B, including "different types of services provided in a variety of settings to meet the diversity of identified or potentially academically or intellectually gifted students." As the needs of high-achieving non-identified, gifted, and highly gifted students vary widely, the program service delivery options are considered thoughtfully and carefully for each student, reflecting the need to not only differentiate for these students in regular classroom settings but also in gifted service settings.

Caldwell County Schools Gifted Education Department is committed to working with other departments to ensure the advocacy and inclusion of gifted learners at all levels of the district. The Gifted Education Department works closely with Educational Program Services on the implementation of the District Strategic Plan, as stated in School Board Policy 5000: Schools and the Community, Instructional technology on the implementation of the District Technology Plan, as stated in School Board Policy 3220b: Technology in the Education Program (Deployment of Technology to Schools), and various other departments as needed for focused Professional Development, Professional Learning Communities, and curriculum implementation.

The Caldwell County Schools Strategic Plan consists of five goals. Caldwell County Schools Gifted Education Department is committed to implementing district-wide goals at both the district level and at the individual schools to which they are assigned through the implementation of school improvement plans.

Goal 1 - Caldwell County Schools will provide challenging, engaging, and relevant instruction and learning opportunities to meet the needs of all learners. AIG Specialists are members of district and school-level MTSS teams that develop and deliver PD at the school level to ensure gifted and high-achieving learners are considered when decisions about scheduling, grouping, curriculum, and enrichment are made.

Goal 2 - Caldwell County Schools will recruit, employ, develop, and retain a diverse staff committed to ensuring all students receive a premier education. AIG Specialists work with Beginning Teacher Mentors to offer training on Caldwell County Schools' referral, identification, and education of high-achieving students and those with the potential to be high-achieving to include students identified or those being considered for identification or talent development.

Goal 3 - Teaching and learning will occur in a safe environment that is positive and supports the physical needs, social-emotional needs, and well-being of all. AIG Specialists work with student support services on the implementation of district-wide social and emotional programs as part of the data management system to appropriately identify the social and emotional learning needs of the district, individual schools, and the impacts on gifted students.

Goal 4 - Caldwell County Schools will assist all students in acquiring the knowledge and developing the skills necessary to pursue and attain individual life goals throughout their educational experience and beyond. AIG Specialists work with high-achieving students and their families in making decisions that best support high-achieving learners regarding classes, schedules, extracurricular activities, and opportunities outside the traditional classroom. The Caldwell County Schools Gifted Education Department is committed to supporting and offering opportunities for high-achieving learners to be well-rounded and successful in individual goals both inside and outside the classroom.

Goal 5 - Caldwell County Schools will facilitate and expand opportunities for collaboration among schools, families, and the community to support students. AIG Specialists work within their schools to support and foster collaboration among all stakeholders through academic competitions, collaborative projects, parent nights, summer opportunity newsletters, and district professional development.

The Caldwell County Schools Digital Learning, Teaching, and Technology Plan has four goals focused on infrastructure and devices, professional learning, curriculum and instruction, and monitoring and evaluation. AIG Specialists completed and continue to participate in DPI's Rethink Education training to become Digital Learning facilitators. As Digital Learning facilitators, AIG Specialists embrace digital tools to strengthen content knowledge. After completing training, AIG Specialists will work collaboratively with Instructional Technology Facilitators, Digital Learning Specialists, and Media Specialists to deliver targeted PD at the district level and to individual schools, focused on blended learning. Specialists attend conferences yearly and collaborate with other specialists, classroom teachers, and district personnel to design PD sessions presented yearly at the annual Caldwell County Schools Summer Tech Conference.

The Caldwell County Schools Gifted Education department is committed to helping all schools in our system implement MTSS across all grade levels K-12. Multiple AIG Specialists work on school-level MTSS teams, contributing to data reviews, student placements, interventions, and enrichments, and summer learning opportunities. School-level MTSS teams meet and attend district-level MTSS training before designing and building-level PD tailored to each building's school improvement plan. Leadership roles in school-level MTSS training and meetings ensure students who are high-achieving have representation when curriculum and instruction decisions are made and plans developed. Educational Program Specialist (EPS) meetings provide opportunities for the AIG Director to collaborate with Curriculum Directors, the ML Director, the CTE Director, and the Exceptional Children's Director in addressing the needs of higher-ability students and twice-exceptional students. The AIG Director also serves on the district Cognia Planning Committee to ensure that the AIG Program aligns with district accreditation goals and the school district's Strategic Plan. The AIG Director also attends district administrative meetings to keep abreast of all county issues and to support the needs of gifted/advanced learners. AIG Specialists are trained on new district curriculum initiatives to allow them to best support classroom teachers. Also, the Specialists are available to be part of each school's MTSS process through team meetings, district professional development, and Student Support Services as needed. The AIG Department collaborates with the EC and ML Departments to plan for service delivery options on the IEP/504 and ML plan to best support twice-exceptional students. In doing so, AIG services are reviewed, and policies are created to sustain equitable services for multilingual learners. They receive interpreted forms in the student's home language when needed, or by providing a personal interpreter to share advanced learning opportunities with students, teachers, and parents/guardians. The Caldwell County local AIG Plan is aligned to the Caldwell County Schools Strategic Plan Goals for the district in student social/emotional support, literacy, and math. The AIG Department is a section of the district Educational Program Specialists Department and aligns all advanced/gifted services with district reading and math initiatives for K-12 students. Through district professional development in reading and math that is aligned to Caldwell County Schools' strategic plan initiatives, Specialists can support classroom teachers in extending the NCSCOS for all gifted and potentially gifted students based on reading and/or math-identified needs. AIG Specialists collaborate with individual schools in the district to facilitate the placement and grouping of AIG students in classes with peers of similar academic and intellectual abilities during their instructional day. Middle school specialists, along with middle school math teachers, attend district professional development provided by the math department in Math I and curriculum compacting for 6-8 math to align with the district's strategic plan for hands-on, innovative strategies for gifted learners. The AIG Department also collaborates with middle school and high school departments in APEX and Canvas professional development to align with district needs for all students taking courses through those programs. AIG Specialists utilize district platforms of Google Classroom or Canvas and attend district-wide and state-offered professional development to stay up to date on best practices to support classroom instruction, to ensure AIG differentiation occurs for reading and math in the regular classroom. The AIG Department collaborates with the district Testing Department to administer the CogAT Test each year to fourth-grade students. Across the district, the AIG Specialists work with their principals to evaluate school testing data and to monitor the progress and development of our advanced learners. The AIG Director works with the Title I Director and ELA District Coordinator to complete training in Curriculum, such as Reading instruction in Wit and Wisdom.	* 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 Caldwell County Schools' AIG Program encourages schools to utilize intentional and flexible practices in grouping gifted and higher-ability students. At the end of each year, K-8 AIG Specialists assigned to elementary and middle schools provide cluster group list suggestions and recommendations for the following school year to school administrators. Based on the previous 3rd-8th grade EOG scores, schools are encouraged to cluster students so that AIG Specialists may provide consultant support to grade-level teachers together and/or provide direct instruction through pull-out programming. K-2 and 9-12 grouping of students requires collaborative efforts between AIG, school counselors, content teachers, parents, possibly students, and administrators.
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During the school year, analyzing achievement and growth data from district quarterly Check-ins, STAR assessment data, mClass data, Haggerty, Foundations, teacher-made assessments, and EOC/EOG performance informs deliberate grouping, enables the AIG Specialists to support the Multi-Tiered System of Support (MTSS) process, so that gifted students may receive appropriate extension, enrichment, and acceleration during intervention/acceleration times. Advanced learners showing potential to perform at a higher level of accomplishment in math, identified as gifted in math, or scoring a level 5 on a Math End of Grade or End of Course test will be provided advanced math opportunities such as K-5 Talent Development, and 6-8 curriculum compacted cluster groups, enabling students to participate in Math I in eighth grade. AIG Specialists work with classroom teachers on vertical subject acceleration for students who need enriched lessons in reading and/or math. In traditional middle schools, AIG students are clustered in homerooms, thus allowing for direct core instruction by the classroom teacher in advanced reading and/or math. In high school, honors classes and Advanced Placement classes are self-selected; thus grouping of AIG students is more fluid and flexible. High school students select courses based on graduation requirements and other pathways chosen for post-secondary educational desires. Advanced Math legislation guides Math course selection (grouping) for all students scoring in the Level 5 range of Math on EOC/EOG exams. K-5 Talent Development Reading/Math grouping is very flexible and based on unit, content, subject/lesson strengths and needs, assessment data, and teacher observation. AIG pullout grouping is determined by DEP, IDEP, AIG identification, and service delivery options. Consultative services by subject identification/grade level are determined through teacher and AIG Specialist collaboration based on the needs of the advanced learner. Grouping in classes is based on individual student performance and school-building capacity.	* Practice E Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. The Caldwell County Schools AIG Program provides vital information about gifted services, regulations, and implementation of the Local AIG Plan to educational personnel, including classroom teachers, school administrators, district administrators, and support staff. K-12 AIG Specialists share AIG and Talent Development brochures and informational flyers (quick reference guides) and Local AIG plan information with staff members through an AIG presentation each fall. AIG Specialists share AIG updates concerning the delivery of differentiated services and AIG instructional needs at K-12 school-level MTSS PLC meetings. Specialists communicate and collaborate with other stakeholders in the building to establish twice-exceptional or IDEP needs. Classroom teachers, school administrators, district administrators, and support staff learn to determine AIG services on AIG DEPs while also learning about gifted characteristics to select students for search data that may lead to AIG identification. AIG Specialists have an online folder (employee handbook) to access AIG plan documents, the Local AIG Plan standards, and gifted training presentations for educators. The AIG Director shares district AIG updates concerning the delivery of differentiated services and AIG instructional needs at district MTSS meetings and with the AIG Advisory Board in quarterly meetings. This communication leads to analyzing district AIG needs and establishing support to strengthen the AIG program. Annual surveys are distributed to parents, teachers, and school administrators to provide feedback on AIG programming. Survey information is confidential and is used to adapt and inform academic planning for the AIG Program. The AIG Director attends mid-month and end-of-month district administrator meetings to receive program input and advocate for AIG program concerns. The AIG Program Director is part of the Educational Program Services Department at the district offices and can participate in all curricular planning with grade-level directors, the Exceptional Children's Director, the CTE Director, and the ML Director, as well as curriculum directors in elementary, middle, and high school. The AIG Specialists meet monthly to discuss AIG program consistency, needs, and highlights, aligned to Article 9b. This information is shared at the district EPS (Educational Program Specialists) meetings. AIG Specialists chair each school site's AIG Review Team, which can include administrators, teachers, student support personnel, and MTSS/School Based-Problem Solving Team. This group addresses the individual academic and social/emotional needs of gifted and potentially gifted students. AIG Specialists work with each school's data entry personnel to ensure that Infinite Campus information concerning AIG students is up-to-date and accurate. At the end of each year, all district AIG Specialists hold annual transition meetings to receive files on incoming students. These meetings are used to discuss social/emotional and
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academic needs to inform class scheduling for the next school year. Special emphasis is placed on students transitioning from elementary to middle and middle to high school. Finally, the AIG webpage is posted on the school district's website and provides program information in home languages commonly seen in Caldwell County. The webpage highlights current AIG initiatives and events. It also provides access to the current AIG plan and pathways, including remote learning protocols for AIG. Families and educators can access the AIG Department website at www.caldwellschools.com.	
* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.	As part of ongoing communication and collaboration among teachers and schools, an AIG Specialist is assigned to every school as the person committed to answering questions, handling AIG testing and paperwork, and creating service delivery options that best support the needs of identified gifted and higher ability students. AIG Specialists work with classroom teachers in developing Differentiated Education Plans. At the beginning of each school year, the AIG Specialist meets with each teacher, grade level, or department serving identified gifted students. This meeting details the student's AIG identification, service delivery options, and differentiated services delivered by the regular education teacher and the AIG Specialist. The agenda items also detail the academic/intellectual and social-emotional needs of the student to ensure a smooth transition from grade to grade, class to class, or school to school. Classroom teachers are also invited to these meetings to provide input and sign the student's DEP. Middle schools organize transition orientations for rising sixth graders so students will be familiar with their new school. The elementary and middle school specialists also organize transition meetings to discuss student paperwork and service delivery options/placement needs for identified rising sixth-grade students. The same process is followed for rising eighth graders, adding ninth-grade class registration. During their eighth-grade year, students take field trips as front-loading explorations and orientations to their feeder high schools. The AIG Specialist is involved in the eighth to ninth-grade transition meetings with high school counselors and the ninth-grade transition advisor/counselor. At the beginning of the summer, the eighth-grade specialist transitions all ninth-grade DEPs to the high school AIG Specialist. AIG Specialists collaborate with the ML or EC Departments as they transition files to the receiving school to ensure everyone is aware of the twice exceptional student needs, providing consistent services with no break in service to the student's education. ML interpreters collaborate with AIG Specialists and classroom teachers during this transition time if needed. Documents are also translated into the student's home language to maintain equity and streamline communication between the parent/guardian and the school. If a student enters Caldwell County from another district in NC, the Caldwell County AIG Department honors the gifted placement and continues to offer advanced services consistent with the student's AIG identification. Data managers request AIG records from the previous district, and then parent/guardian meetings are held to determine student services and needs within the school and the AIG Department. In the case of student transfers, Caldwell County School Board Policy 4155, Assignment to Classes, ensures the student's previous placement and education are honored, and that transitions between schools or districts are seamless and provide continuity for the student. When a student transfers before or during the school year, school administrators shall initially honor placement in educational courses based on the student's enrollment in his or her sending school and/or educational assessments conducted at the sending school if the courses are offered. Course placement includes but is not limited to: Honors, Advanced Placement, and career and technical education (CTE) pathway courses. Continuing the student's academic program from the previous school and promoting placement in academically and career-challenging courses is a primary concern when considering the student's course placement.
* 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 Caldwell County Schools' AIG Program goal is to provide academic acceleration for higher-ability students. Board Policy 3420, Student Promotion and Accountability, guides the individual school administrator in allowing early admissions, grade acceleration, advanced placement, and early graduation. Subject and Grade Acceleration K-12

The AIG Specialist at the school site and the AIG Director may make recommendations to the school administrator and the AIG Review Team concerning grade acceleration, but the ultimate decision will rest with the school administrator per North Carolina policy. The principal, after consulting with the AIG Director, content teachers, counselor, and the student's parents, may determine that grade acceleration is appropriate.

Policy 4100, Age Requirements for Initial Entry, Discretionary Enrollments, The Board may allow a child to be enrolled in either of the following circumstances.

1. The child is presented for enrollment after the first 120 days of a school year and meets one of the circumstances specified above for entitlement to initial entry.
2. The child reached the age of four on or before April 16; the child is presented for enrollment no later than the end of the first month of the school year; and the principal of the school finds, based on information submitted by the child's parent, guardian, or custodian, that the child is gifted and has the maturity to justify admission to school. The Board regards admission of a four-year-old child to be an extraordinary measure that should not be used merely because the child is developmentally advanced. In making such a determination, the principal shall follow guidelines established by the State Board of Education.

Policy 3420 on the Caldwell County Schools website, www.caldwellschools.com, addresses acceleration in subjects for advanced learners, based on classroom performance and test scores. Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail, or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study, and/or may identify concurrent enrollment or other curriculum expansion options.

Acceleration recommendations will become part of the AIG DEP developed for the identified K-12 AIG students. Proposals for grade/subject acceleration will be made on a case-by-case basis reflecting student needs, interests, and data from MTSS and yearly reviews. Higher-performing gifted students in elementary school may be flexibly scheduled to move to a higher grade level in reading and/or math classes as appropriate. In particular, all learners who achieve a Math level 5 on End-of-Grade Testing in grades 3-5 will be provided opportunities to receive advanced math services at their grade level, or they may be advanced to the next grade level in math to support continuous skill development. The same measures are followed for reading instruction based on mClass and STAR data, K-2 or STAR and EOG data for grades 3-5.

Sixth through eighth-grade students at the middle school level take advanced course offerings in their grade levels, depending on their individual academic needs, or they may be accelerated to the next grade level in one or more subjects. In addition, any student achieving level 5 on End-of-Grade Testing in either subject may be placed in advanced classes to participate in classes clustered with other identified AIG students. Gifted and potentially gifted learners may be clustered in reading and math based on End-of-grade testing data, allowing them to learn together and participate in activities promoting higher-order thinking, problem-solving, and STEM applications. They may also have accelerated academic opportunities. Middle school students participate in the Eighth Grade Reality Store, which offers real-world experiences and leadership development (social and emotional needs). A field trip to CCC&TI exposes sixth graders to various programs and career options, sparking their interests. They also have an Agricultural Expo and access to CTE (Career and Technical Education) and STEM (Science, Technology, Engineering, and Math) Camps year-round, frontloading and further developing their academic and intellectual interests in these areas and careers.

Compacted Curriculum Grades 6-8

Middle school parents do not need to request math curriculum compacting. It is built into the CCS Math pacing guide, and students are assigned to those classes based on EOG Math data. Counselors and the office staff at the school inform parents of student placement in curriculum-compacted settings. Content teachers and AIG Specialists facilitate parent information sessions each year at the middle school level for Curriculum Compacting and other grade-level-related information. Middle Schools rely on 5th-grade EOG scores in Math and Reading to determine student placement in curriculum-compacted middle school classes. Math I is an option in 8th grade. AIG Specialists also work with principals and data managers to ensure AIG students are rostered in the appropriate advanced courses.

Policies Specific to Grades 9-12

Policy 3101, Dual Enrollment in College Courses, is an effort to provide a rigorous, expanded curriculum in grades 9-12 that will adequately prepare students for future educational and workplace endeavors. The Caldwell County Board of Education will support high school students who also wish to enroll in classes taught by a college, university, community college, or other approved entity in accordance with the requirements of this policy, state law, and State Board of Education policy.

A. Career and College Promise

The Career and College Promise program is designed to offer qualified high school students structured dual enrollment opportunities that provide both entry-level job skills as well as pathways leading to a certificate, diploma, or degree.

The Board, in collaboration with local community colleges, may provide for dual enrollment of a qualified high school student in community college courses through (1) a Career and Technical Education Pathway leading to a job credential, certificate, or diploma aligned with one or more high school Career Clusters or (2) a College Transfer Pathway leading to college transfer credits.

The Board also partners with institutions of higher education in operating cooperative innovative high school programs that enable a student to concurrently obtain a high school diploma and (1) begin or complete an associate degree program, (2) master a certificate or vocational program, or (3) earn up to two years of college credit within five years. Students are eligible for these application-based programs beginning in ninth grade.

The Board will implement the Career and College Promise program in accordance with a Career and College Promise Partnership Agreement developed as required by State Board of Education Policy CACP-000 and revised annually. The Superintendent shall develop any necessary procedures consistent with the partnership agreement, this policy, state law, and State Board policies.

The Caldwell County Schools high school webpage shares a Career and College Promise student information pamphlet explaining who is eligible for Dual Enrollment, costs, and the process to apply. It is accessible to all high school parents/guardians, students, and teachers with the option to translate into the home language. Through collaboration between the High School Director, AIG Director, and representatives of the local community college, an outline is provided for qualifying tenth graders to elect the CCP pathway. This process is shared through school counselors and then moves to the high school AIG Specialist to initiate the steps that lead to district approval for the tenth grader to begin the CCP pathway. The process for approval involves the AIG Director, High School Director, Principal, School Counselor, Community College Transition Advisor, Parent/Guardian, and a representative from the local community college leadership for approval at the community college level, as well as at the district level. The Caldwell County Schools CCP checklist provides explicit guidance for applying and being approved to participate in CCP as a tenth grader.

B. Other College Courses

The Superintendent shall develop procedures and requirements for awarding high school credit toward graduation upon request to students who self-enroll in courses taught by a college, university, community college, or other approved entity. Credit toward graduation will be granted only for courses that are consistent with the policies and standards of the school system and State Board requirements, including the requirements of State Board of Education Policy GCS-M-001, which defines "Course for Credit." The principal shall approve the course in advance. Prior to granting approval, the principal shall determine whether the course is eligible for credit toward graduation in accordance with the procedures and requirements developed by the Superintendent.

The parent or guardian of the student shall give permission for the student to take the course, and the student shall complete any forms required by the school system. Enrollment of a student in a course is the responsibility of the student and the student's parent or guardian. Unless otherwise provided, all special fees and charges, including textbooks, and any special transportation needs are the responsibility of the student and the student's parent or guardian.

For a student to receive credit toward high school graduation, the school at which the course is offered shall provide such essential information as is generally included in official transcripts of school records. This information shall include: (1) a description of the content and subject matter covered by the course; (2) the number of clock hours of instruction in the course; and (3) the student's achievement or performance level in the course. In addition, a syllabus that includes course goals, course objectives, course activities, and grade requirements shall be provided.

The Superintendent is authorized to adopt regulations implementing this policy. Students seeking to enroll in courses pursuant to this policy also shall meet any other requirements established by the Superintendent.

Students can remotely take advanced courses while receiving college and high school credit simultaneously. The yearly high school curriculum guide is posted on the district's high school website in conjunction with a link to a clear explanation of Advanced Placement Courses on the NCDPI Advanced Placement website. The link clearly explains who is eligible for AP, how to access the options, and, if accessed with the high school curriculum guide, when the options are available to AP candidates. In the local high schools, honors and Advanced Placement Classes are self-selected with guidance from teachers, the AIG Specialist, counselors, and parents/guardians.

Credit by Demonstrated Mastery

Caldwell County Schools supports the Board Policy 3420. The Superintendent shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the Superintendent. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the Superintendent. Caldwell County Schools' high school webpage, which is available through the county website, displays information in detail for Credit by Demonstrated Mastery FAQ, CDM processes and forms, and the CDM timeline. The webpage explicitly explains CDM and who is eligible for CDM. The district has created a timeline for application, participation, and demonstration of the "mastery" protocol that is distributed annually at the school level. The eighth-grade middle school AIG Specialist or high school AIG Specialist collaborates with the parent/guardian, school counselor, and high school or middle school director to complete the application process.

Credit by Demonstrated Mastery, students may "test out" of a designated class and accelerate their high school coursework. Phase 1 consists of a state or local assessment aligned to the course. This assessment could be an End-of-Course test, a Career and Technical Education (CTE) post-assessment, or a locally developed exam, depending on the course chosen. In Phase 2, students will be asked to demonstrate their mastery of the course content through a minimum of a written assignment and a presentation. Phase 2 requirements will vary from course to course but will be directly related to the knowledge and skills for the particular course. Parents/guardians interested in CDM should contact the school counselor. The school counselor will notify the High School Director so the appropriate exams can be prepared for administration to the student.

Compacted Curriculum Grades 9-12

Caldwell County Schools has also established two cooperative innovative high schools (CIHS)- Caldwell Early College High School and Caldwell Applied Sciences Academy. Both of these schools are housed on the campus of the local community college and provide access to all-day community college classes for students. These schools are available to all students in the school district on an application and selection basis. Students selected to attend the Caldwell Early College High School attend for five years and earn a high school diploma, an Associate's degree from the community college, and multiple credits eligible for transfer to a larger college or university. Students who attend Caldwell Applied Sciences Academy attend four years and earn a high school diploma, and multiple credits are eligible for transfer to a larger college or university. AP, Dual Enrollment, CDM, and CCP opportunities are shared at the local school's registration events. Parents and guardians may attend the registration nights and information sessions scheduled at the individual high schools. School counselors share registration information, dates, videos, and materials via email and on the school website to ensure all teachers, parents/guardians, and students are aware of the registration events. The ML Department also works with counselors and transition advisors to ensure all parents/guardians, students, and teachers are aware of the advanced courses and pathways for high school students in their home language.

Credit from Studying Abroad Board Policy 3420, grades 9-12

The board encourages students to participate in foreign exchange student programs to enhance their high school academic experience and heighten their awareness and knowledge of global cultures. With careful planning, students may receive credit for courses taken abroad that have substantial equivalency to the school system's high school courses in content and in hours.

Students who wish to receive high school credit for courses taken during the school year in a foreign country should file a request for study abroad credit with the principal or designee by July 1 of the year preceding the proposed study. To receive credit, the student must submit a copy of the syllabus of the course with the hours of study and the grading system described. The student should promptly notify the principal or designee of any course changes.

Students also have the option of using an accelerated pathway to complete high school in three years rather than four (see policy 3460, Graduation Requirements in the Board Policy Manual on www.caldwellschools.com).

EARLY GRADUATION

A. Eligibility Requirements

To be considered for graduation before the completion of eight semesters of high school, a student must meet the requirements in section D.3 of policy 3460, Graduation Requirements.

B. Procedure for Requesting Early Graduation

The procedure below applies to requests for early graduation.

1. The student must file with the principal a written request for early graduation, signed by the student's parent/guardian prior to the beginning of the student's projected final semester of enrollment. Students age 18 or older may file a request without parental consent.
2. The principal shall evaluate the request and approve or deny the request for early graduation on a case-by-case basis.
3. The principal shall provide written notice of his or her decision to the student and to the student's parent/guardian if the student is under age 18, within ten days of the initial written request.
4. If the request is approved, the principal shall notify all necessary school personnel, including the student's guidance counselor.
5. If the request is not approved, the student may file a grievance in accordance with policy 1740/4010, Student and Parent Grievance Procedure.

C. Participation after Early Graduation

1. Students who graduate early may participate in the next regularly scheduled graduation exercise.
2. A student's enrollment status terminates in all respects upon early graduation. A student who has graduated early will no longer be allowed to participate in any curricular or extracurricular activities, with the exception of honors and awards ceremonies, prom, and graduation-related ceremonies.

Honors Graduates

Class rankings are one method of measuring academic performance. The Caldwell County Board of Education also recognizes other means of evaluating student achievement, including grade point average, courses completed, rigorosity of curriculum, results of tests and assessments, and recommendation letters.

High school principals shall provide for the compilation of class rankings to be listed on student transcripts and may make class rank information available periodically to students and their parents or guardians, and to other institutions at the request of the student or the student's parent or guardian. While no valedictorian and salutatorian will be designated, all seniors who have earned a grade point average (GPA) of 3.5 or above as of the end of the third nine weeks of the senior year shall be recognized as honor graduates, in accordance with the following guidelines:

1. Students with GPAs between 3.5 and 3.99 will graduate Cum Laude.

2. Students with GPAs between 4.0 and 4.4 will graduate Magna Cum Laude.

3. Students with GPAs above 4.4 will graduate Summa Cum Laude.

Principals shall ensure that class ranking is computed in a fair and consistent manner as provided in the State Board of Education Policy. Concluding with the graduating class of 2017-2018, one quality point will be added to the grade earned in Honors courses. Two quality points will be added to the grade earned in Honors Advanced Placement courses. Beginning with the freshman class of 2015-2016, an extra half quality point will be added to the grade earned in Honors courses and one quality point will be added to the grade earned in Advanced Placement courses, community college courses included on the most recent Comprehensive Articulation Agreement (CAA) Transfer List, and courses taught at four-year colleges and universities.

The Superintendent and principal shall ensure that students and parents receive adequate notice as to how class rank is calculated. Nothing in this policy provides a student with any legal entitlement to a particular class rank or title. Although the student grievance procedure provided in policy 1740/4010, found on www.caldwellschools.com in the Board Policy Manual, Student, and Parent Grievance Procedure, may be utilized to resolve disputes formally, the Board encourages parents, students, and principals to reach a resolution informally on any matters related to class rank.

*** Practice H**

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

AIG Specialists collaborate with teachers to nominate students for Talent Development. Students may qualify using the following criteria for local Talent Development decisions to be determined. Talent Development is flexible based on student classroom performance and ongoing classroom teacher input. The official Talent Development service is based on classroom teacher, parent, and AIG Specialist input, and 3 out of 5 of the following criteria:

- Scoring in the 95th percentile on STAR and 97th percentile on mClass assessments
- Achieving a passing teacher rating scale
- Excelling in classroom performance
- Earning a Level 4 or A in Reading and/or Math on the first-semester report card
- The top 10 percent of third-grade Reading BOG scores within the school

Following discussions with parents and guardians, the content teacher makes a recommendation for Talent Development, and the AIG Specialist follows up by investigating the areas listed above. If all criteria are met, the AIG Specialist obtains parent permission for Talent Development services. Students previously in Talent Development are renominated based on the same criteria. Talent Development services may take place in a pull-out or content classroom. Qualifications are assessed quarterly through content teacher and AIG Specialist collaboration to ensure ongoing student success.

The K-3 Talent Development Program offers specially designed opportunities for building thinking skills. Talent Development students can access AIG materials, gifted lessons, critical thinking activities, creative outlets, and resources at their schools through the AIG Specialist. In schools with economic disadvantages or high populations of English Learners, the AIG Specialist may co-teach or lead critical thinking lessons to identify students who show gifted characteristics but may not perform as well on standardized tests. The AIG Specialist can refer these students for Talent Development when needed.

Advanced learners in the Talent Development Program may be clustered in pull-out sessions or within their regular classrooms to extend and enrich the standard curriculum. Activities focus on higher-order thinking skills, problem-solving, and STEM applications, utilizing resources such as Primary Education

Thinking Skills (PETS) and Jacob's Ladder. AIG Specialists use lessons in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation to promote creativity, curiosity, and critical thinking. The PETS program aligns with higher levels of Bloom's Taxonomy and helps build behavioral portfolios of talented learners to inform differentiated instruction. Resources like Building Thinking Skills, Analogies, MindBenders, Dr. Doriddles, the AIG Lending Library, and Math Stars are academic and social supports for young advanced learners. Instruction is adapted to meet the needs of potentially gifted students, addressing individual needs and opportunity gaps identified in collaborative meetings between school personnel and parents/guardians. This program enables AIG Specialists to build relationships with students and assess their readiness and learning abilities for more advanced instruction. During K-3 Talent Development services, if the AIG Specialist recognizes a need for more advanced services, screening for identification can be considered by the AIGRT team. Under those circumstances, screenings can be administered on a case-by-case basis in Kindergarten through second grade.

Transition to the Academically Gifted Program:

K-2 students begin with AIG services in the Talent Development Program. If the AIG Specialist determines that the student shows very high intellectual abilities, the Specialist will administer an aptitude test, with parent permission, to determine if AIG placement needs to be done before third grade. In third grade, standardized testing begins, and students receive grades. This data, along with observed behaviors, the K-2 comprehensive learner profile, Talent Development portfolios, and beginning/end-of-year standardized tests, may be used to refer students to the Academically Gifted Program. AIG Specialists continue the talent search in third grade to ensure that all high-potential and advanced students are served in the Talent Development Program. These decisions are based on collaborative measures with the AIGRT team.

Enrichment Opportunities:

Front-loading opportunities are available at some schools to enrich students' interests in science through activities like dissection and coding. The Caldwell County Schools Code on the Go Bus provides front-loading activities in forensic science, investigation, biology, and other technology-related fields. The district provides front-loading for future Kindergarten students at Kinderpalooza and Kinder Screening to help 4 year olds transition to Kindergarten successfully. In addition, most K-3 classes offer career day experiences that allow students to explore potential career paths. Smithsonian Science for 2nd and 3rd grade Science lessons provide additional front-loading Science lessons for Physical Science modules. For more information, consult the K-12 Talent Development brochure on the Caldwell County Schools AIG Department website.

* 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.

The Caldwell County AIG Program has implemented a front-loading Talent Development Program in the 4th-12th grades to provide opportunities created, supported, and utilized for all 4th-12th-grade students. Students may participate in these activities, providing a venue for identifying learners with a potential for strong academic or intellectual performance. Students have access to AIG materials and resources at their schools through the assigned school AIG Specialist. Examples: Smithsonian Science for 4th and 5th grade Science lessons provide additional front-loading Science lessons for Physical Science modules. Fourth-grade students have a unique front-loading experience in CogAT Cruise, where the AIG Specialist provides practice sessions that familiarize students with the program before they take the universal screener. The goal is to provide exercises to build proficiency in cognitive ability skills. CCS provides 4th-grade hands-on learning at the Electric Extravaganza and a one-day, district-wide 5th-grade Science, hands-on EOG review at a local venue, facilitated by AIG Specialists and other district leaders. District leadership evaluates district-wide data (attendance, behavior, STAR, EOC, ACT, demographic data, and Workkeys) to identify and address disparities in access and participation in advanced learning opportunities, to provide experiences for all students. School personnel, counselors, school psychologists, and district leadership engage in collaborative, inter-departmental conversations to utilize this data for the intentional implementation of gifted practices for gifted and potentially gifted students across the district. These practices include but are not limited to: advanced learning

options in elementary and middle grades (such as advanced math and enrichment clubs) and utilizing mentorships, job shadowing, and offering summer CTE programs to proactively address identified gaps for high school students. High school students have opportunities to participate in front-loading activities such as: Pre-AP Math, STEM-TREK, and Cobras Launch, a local community college experience. The collection of formal and informal data (including student feedback) determines fluid Talent Development services based on student needs and is an example of how data directly informs adjustments to practices.

The analysis of data in CogAT, STAR, mClass, demographics, EOG, and EOC ensures the gifted population mirrors the overall school population and state AIG ratio and is explicitly linked to the implementation of specific outreach of Talent Development strategies aimed to support all students.

Grades 4-5

In the Talent Development Program, 4th and 5th-grade advanced learners may be clustered to begin processes for extension and enrichment of classroom content and for activities that promote higher-order thinking skills, problem-solving, and STEM applications. AIG Specialists collaborate with teachers to nominate students for Talent Development. Students may qualify using the following criteria for local Talent Development decisions to be determined. Talent Development is flexible based on student classroom performance and ongoing classroom teacher input. The official Talent Development service is based on classroom teacher, parent, and AIG Specialist input, and 4 out of 6 of the following criteria:

- Scoring in the 95th percentile on STAR assessments
- Achieving a passing teacher rating scale
- An 87th percentile or above on a Standardized Assessment
- Scoring A's in Reading and/or Math on the report card for the first semester
- Math Level 5 EOG and/or ELA Level 5 EOG
- Excelling in classroom performance (student classroom portfolio)

Data is analyzed at the beginning of the school year as well as the middle of the school year. Services in either Reading or Math or both, Reading and Math, are determined by the AIG Specialist and content teacher(s) of those subjects. Parents must consent to Talent Development services. Content classroom progress is evaluated every 9 weeks. Talent Development services are fluid and can be adjusted based on student needs if requested by the content teacher, parent/guardian, or AIG Specialist.

Front-loading opportunities are available at all schools to enrich students' interests in science, technology, and criminal justice through science-rich activities. Examples may include, but are not limited to: dissection, STEM lessons, and coding. The Caldwell County Schools Code on the Go Bus provides front-loading activities in forensic science, investigation, biology, and other technology-related fields. These lessons are intended to spark interest in secondary course selections and post-graduation college career readiness for our gifted students. Fourth grade CogAT Cruise is explained further in Standard 2 Practice i.

AIG Specialists teach lessons in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation to promote creativity, curiosity, and critical thinking. Resources like Building Thinking Skills, Analogies, MindBenders, and Math Stars are used in pull-out or consultative sessions by the AIG Specialist. Students engage in materials that are housed in the AIG Lending Library, maintained by the AIG Specialist at each school.

Grades 6-8

In the Talent Development Program, 6-8 gifted and potentially gifted learners may be clustered to begin processes for extension and enrichment of classroom content in both reading and math. These clusters are created based on student End-of-Grade testing data. Students who score a Level 5 are placed into an advanced math course unless parents submit a request in writing. High-level 4 students who are achieving at high levels may also have the opportunity for

advanced math placement. These clusters of students allow the gifted and potentially gifted students to learn together and participate in activities that promote higher-order thinking skills, problem-solving, and STEM applications. The AIG teacher may co-teach with the content teacher, support through lesson design, analyze data, or provide pull-out services for students when needed. Services vary per the needs of individual middle schools. The AIG Specialist has a lending library for the content teachers. Middle School students encounter acceleration in math through placement in advanced math courses and Math I in eighth grade.

Front-loading experiences in 6th-8th grade Talent Development include the same as 4th-5th grade Code on the Go experiences, but with the 6th-8th grade Standard Course of Study. Additionally, 6th graders in the district take a field trip to CCC&TI. During the 2-hour tour, they explore the different programs, certifications, and careers available to them. The goal is to spark student interest and allow students the opportunity to explore local/regional career options. The considered for a career. Middle school students also have an Agricultural Expo that offers students the opportunity to explore local/regional career options. The collaboration of the Caldwell County AIG Program and the Caldwell County Schools Code on the Go Bus, as well as the Agricultural Expo, is a direct representation of the presence of district-level support and policies supporting academic excellence and the Portrait of a Graduate. Pre-AP Math may be offered for front-loading Math I if available.

Grades 9-12

For grades 9-12, the AIG Specialist is available for consultative services at the district high schools for Talent Development. At the traditional high schools, students can register for classes of their choice with guidance from both the AIG Specialist and the guidance counselors. Honors and AP courses are available to all qualifying students, including gifted and potentially gifted students. At the innovative high schools, students have to undergo an application process to be accepted. This application process is open to all upcoming ninth-grade students. Once confirmed, students complete the coursework for their designated pathway. Students also participate in advanced courses at CCC&TI that adhere to the student's chosen pathway. Cluster grouping is a natural occurrence in innovative high schools.

The AIG Specialist provides services during Flex sessions at traditional high schools. Many times Flex lessons are based on essay writing support for college applications or the Governor's School. The Specialist works with high school counselors to assist with guidance in course selection and to meet the social and emotional needs of students taking advanced coursework.

High School AIG Specialists serve on an Honors Coursework Training team and provide work sessions to assist Honors Course teachers in designing Honors Courses and Honors assignments that meet district developmental expectations and approval of the Honors level curriculum.

The district is one-to-one with Chromebooks to provide these students with devices and access to learning. Mobile hotspots are also given to students who live without internet access. CCS advanced learners have the opportunity to participate in NCVPS courses to accelerate their high school graduation credits.

In addition to providing computers and hotspots, CCS eliminates high school student economic inequities by paying Governor's School tuition for students who are selected at the state level to attend the NC Governor's School. All students who qualify for the Governor's School are encouraged to apply for the program without concern for economic status or tuition costs.

The AIG department consistently analyzes data to evaluate student performance and growth. The AIG Department utilizes demographic data to monitor identification by the school to ensure that our gifted population mirrors the overall school population and is proportionate to state AIG ratios. The AIG department provides professional development to school staff on the identification and referral process, along with providing teachers with resources to increase student growth. High School assessment data, student choice, parent input, teacher input, counselor opinions, grades, and AIG Specialist student data are used to determine placement into Flex, online, and after-school nurturing groups, Honors Courses, AP, CCP, Dual Enrollment, and CTE Honors Courses, where available. Multiple points of data are the driving force for parent meetings as Specialists develop transition plans for students moving from elementary to middle and middle to high school.

High school front-loading experiences are responsive to student interests. Summer camps are available through CTE. Camps include culinary camps for culinary classes and medical/health camps for health science and nursing fundamentals. Optional ACT Boot Camps frontload actual ACT testing at high schools that offer the opportunity.

Reference www.caldwellschools.com AIG Department to read the K-12 Talent Development Newsletter with more specific information regarding targeted grade levels.

*** Practice J**

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

Caldwell County Schools (CCS) offers a variety of extracurricular programs designed to match the academic, intellectual, social, and emotional needs of AIG students and further develop their talents and interests across grades K-12.

Overall K-12 Opportunities:

Kaleidoscope and Showcase Nights/Talent Events: CCS hosts an annual performance event, Kaleidoscope, for elementary, middle, and high school students to showcase their talents. Schools also have Showcase Nights or talent events to select students for Kaleidoscope. These events provide opportunities for AIG students to express themselves, build confidence (social and emotional needs), and excel in their areas of talent (academic/intellectual interests).

Instrumental and Choral Music Competitions: Students in instrumental and choral music can participate in all-county, district, and regional competitions, fostering their musical talents and providing a platform for achievement. This addresses their academic and intellectual interests in music and offers opportunities for social interaction and achievement.

STEM Learning and Leadership Events: The district holds numerous events open to advanced learners in grades 3-12 that engage them in STEM learning and leadership. This directly addresses their intellectual and academic interests in STEM fields. AIG Specialists support these events to ensure equitable opportunities for gifted and potentially gifted students.

Beta Club: Students can qualify for Beta Club (availability for elementary students is school-based), which emphasizes service to the community (social and emotional development). Beta Club involves competitions in various academic and artistic areas, further developing talents.

Diverse Advanced Learning Opportunities: Various advanced learning opportunities are available at each school based on student interest and talents, including Science Olympiad, Oratorical Competitions, STEM Trek, Model UN (where available), Spelling Bee, Communities in Schools, Soil and Water Competitions, Battle of the Books, Jazz Band, clubs, musicals/plays, and sports. These diverse options cater to a wide range of academic, intellectual, and personal interests, allowing students to explore and develop their unique talents.

Code on the Go Bus: The Code on the Go bus provides front-loading activities in forensic science, investigation, biology, and other technology-related fields for students in grades K-8. This sparks interest in secondary courses and future careers, enhancing academic and intellectual exploration. The Code on the Go bus is often displayed for student and family engagement outside of school functions. The grant director takes the bus to various places for community events so students can explore offerings provided by the Code on the Go curriculum.

Grade-Specific Opportunities:

Grades K-5: Higher ability students can participate in numerous Science/Technology/Engineering/Math events, including science fairs and robotics and coding events on the Code on the Go bus. This early exposure fosters their STEM interests and addresses their academic and intellectual curiosity. AIG Specialists may work in the summer extension program for summer school (if available).

Grades 4-5: Advanced learners may be clustered for extension and enrichment of classroom content and activities, promoting higher-order thinking, problem-solving, and STEM applications. AIG Specialists provide pull-out services for differentiation and extension. In an Early accelerator program, rising 5th and 6th graders can attend NCSSM for STEM adventures during the summer in a day camp setting. AIG Specialists collaborate with the NCSSM Summer Programs Coordinator to share these opportunities with families. These targeted activities directly address AIG students' academic and intellectual needs.

Grades 6-8: Gifted and potentially gifted learners may be clustered in reading and math based on End-of-grade testing data, allowing them to learn together and participate in activities promoting higher-order thinking, problem-solving, and STEM applications. Gifted 7th and 8th-grade students can be selected to compete at the CCC&TI Math competition in April of each year. Each middle school is represented by five 7th-grade students and five 8th-grade math students. Middle school students participate in the Eighth Grade Reality Store and Career Quest, a career exploration event for all 6th-grade students on the campus of CCC&TI, offering real-world experiences and leadership development. The career field trip to CCC&TI exposes 6th graders to various programs and career options, sparking their interests. Middle School offers an Agricultural Expo. Middle School students also have the opportunity to participate in the James Larkin Pearson Poetry Competition, where students write and recite poems. Grades 9-12: AIG Specialists provide consultative services at high schools. Students can register for Honors and AP courses, offering challenging academic content. At the innovative high schools, pathways allow for cluster grouping and participation in advanced courses at CCC&TI aligned with their chosen pathway. Flex sessions offer support, such as essay writing for college applications or the Governor's School, addressing academic and social-emotional needs related to future planning. High school students can apply for summer residency programs like Camp Med, Camp Enterprise, NCSSM, and the NC Governor's School, providing intensive learning and networking opportunities. Summer camps through CTE in areas like culinary and medical/health are also available, allowing for in-depth exploration of potential career paths. Some high schools create opportunities for job shadowing or mentorships in areas of student interest, directly enhancing their talents, providing real-world experiences, and fostering durable skills, enhancing the state's Portrait of a Graduate initiative. High school students also have access to CTE and STEM Camps year-round, further developing their academic and intellectual interests in these areas. High school students also have the opportunity to participate in the James Larkin Pearson Poetry Competition, where students write and recite poems. These opportunities, across all grade spans, are designed to provide enrichment and extension beyond the regular curriculum, catering to the advanced academic and intellectual capabilities of AIG students. Programs like Kaleidoscope, Beta Club, and the Youth Leadership Council also focus on their social and emotional development by fostering self-expression, community involvement, leadership skills, and confidence. The emphasis on STEM activities, advanced courses, and specialized programs such as CTE camps directly aims to further develop students' talents and interests in specific academic domains. The availability of competitions and showcase events provides platforms for AIG students to excel and demonstrate their abilities.	
* Ideas for Strengthening the Standard Increase extracurricular and supplemental opportunities across the district to address the passions, academic levels, and interests of gifted students Create online training on differentiation for regular education teachers Develop new and improved PD sessions for District PD days Create podcasts related to gifted learners Adopt an updated Gifted Behavior Scale	
Planned Sources of Evidence	
* PD registrations	
* Honors Coursework Evaluation Rubrics	

* Search Data Sheets		
* Talent Development Brochures and Flyers		
Type	Documents Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 Planned Sources of Evidence  K-8 DEP  High School Grades 9-12 DEP  IDEP  AIGRT Meeting Report  Census File Release Form  Inactive Census File Destruction Record  Talent Development Permission  CCS K-12 Talent Development Pathways Overview 25-28

Caldwell County Schools (140) 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 Caldwell County Schools AIG Program implements an evidence-based curriculum that enriches, extends, and accelerates the North Carolina Standard Course of Study (NCSCOS) in reading and mathematics for students identified and served at all grade levels. To ensure rigor and address the diverse needs of AIG students, AIG Specialists actively collaborate with content teachers during various professional learning opportunities such as planning times, PLCs, staff meetings, and professional development days. Through these collaborative efforts, AIG Specialists provide coaching support and instructional resources to K-12 classroom teachers specifically designed to enrich, extend, and/or accelerate the NCSCOS for AIG students.

For the K-3 AIG-identified and Talent Development Program students, AIG Specialists utilize PETS resources that promote problem-solving, higher-order thinking skills across content areas, and advanced skill work in reading and mathematics. AIG Specialists support classroom teachers across the K-8 grade levels by providing access to rigorous and challenging content resources, including locally developed materials and the AIG Lending Library. AIG Specialists offer modeling, co-teaching, and direct collaboration for lesson planning aligned to the NCSCOS to further enhance instructional practices. Additionally, AIG Specialists provide direct instruction to individual students and small groups. Teachers and AIG Specialists integrate the seven competencies that students should possess upon graduation from high school into their lessons. Data derived from grade-appropriate standardized tests, report cards, attendance records, counselor input, and classroom portfolios enables school personnel to address all students' academic, intellectual, social, and emotional needs. The NC Standard Course of Study, Portrait of a Graduate, student data such as report cards, formative and summative assessments, attendance and behavior records, ML/EC plans, and the AIG DEP and IDEP provide clear guidance and opportunities for additional support personnel to collaborate in conversations and decisions regarding instruction for gifted learners during the AIGRT and/or MTSS processes.

At the elementary schools, K-5 AIG Specialists pull out AIG-identified and Talent Development students for Reading and Math, providing small group opportunities for students of similar needs, abilities, and interests to work together, with services based on DEP guidance. Specialists enrich, extend, and accelerate the NCSCOS and address student needs throughout the day by designing project-based learning and problem-based learning enrichment activities aligned to the NCSCOS in math, ELA, science, and social studies, utilizing research-based materials from the AIG Lending Library.

As a 1:1 technology district, Caldwell County Schools allows AIG Specialists to utilize Canvas or Google Classroom to create personalized learning environments for accelerated pacing, independent learning contracts, or online instruction and differentiation when students require additional extensions. Furthermore, the CCS Code on the Go bus allows all students to engage in concept-based learning activities in Science and Engineering for their grade level standards. Code on the Go bus lessons are optionally integrated into content lessons based on content teacher standards and preference for curriculum.

Most middle school extensions, enrichments, and accelerations of the NCSCOS are in the regular classroom, where the assigned AIG Specialist collaborates with the content teacher to plan lessons that support these goals in math, ELA, science, and social studies. The middle school AIG Specialist may also pull small groups for enrichment or acceleration based on school schedules and co-teach and model lessons in the regular classroom with the content teacher. While preparing for the beginning of the school year, middle school AIG Specialists offer key insight to administrators and the middle school director for class rosters and cohort assignments for advanced learners. The curriculum for learners is based on AIG identification and EOG performance. Acceleration and

Extension of the NCSCOS are offered in compacted pacing guides for ELA and Math, advanced student coursework cohorts in Math, ELA, Science, and Social Studies in grades 6-8, and through Math I for Level 5 students in the eighth grade.

In high school, Advanced Placement and Honors courses are self-selected; however, high school students also have dual enrollment classes available through the local community college, which partners with the high schools by utilizing highway rooms for remote community college course opportunities to accelerate learning for all high school students who choose those courses. In addition, the district offers two Cooperative Innovative High Schools—Caldwell Early College High School and Caldwell Applied Sciences Academy—both located on the campus of CCC&TI and offering students access to advanced college classes. High school students may also be offered advanced courses through NC Virtual Public Schools, and Credit by Demonstrated Mastery (CDM) is available for potential middle and high school advanced learners. Specialists use interdisciplinary units to engage students in standards-based enrichment activities across all grade levels, horizontally or vertically aligned with curriculum standards.

High School advanced courses are developed through NCDPI guidelines that meet gifted students' academic and intellectual needs. The district follows NCDPI protocol for CCP accelerated pathways, and Honors Courses are evaluated on a 3-year approval cycle to ensure appropriate depth, rigor, sophistication, and pacing of content that meets students' advanced learning needs. The College Board defines Advanced Placement (AP) courses as "rigorous, college-level classes..." The district engages in experiences to provide acceleration and extension/enrichment opportunities for students where project-based learning and problem-based learning are tied to NCSCOS in math, ELA, science, and social studies. Technology creates personalized learning environments for accelerated pacing and differentiation for all subject areas, and reading is integrated into all subject areas. AIG Specialists utilize specific curriculum materials to develop interdisciplinary units and enrichment lessons in Reading and Math based on student data. The practice concludes with lists of focused instructional enrichment activities and examples of opportunities the district provides for acceleration and extension for advanced learners across elementary, middle, and secondary levels, including the AP and Honors courses offered at the high school level and extracurricular performances.

AIG Specialists utilize the following curriculum materials to develop interdisciplinary units and enrichment lessons in Reading and Math that engage students in standards-based extension activities. These experiences may be grade-level specific, across grade levels, or accelerated based on formative, summative, and pre-assessment data.

Focused Instructional Enrichment by Grade Spans:

Elementary

Byrdseed

Concept-based learning

Critical thinking puzzles

Ed Zaccaro Books- Primary Challenge Math, Challenge Math, Real World Algebra, Becoming a Problem Genius

Hands-on Equations

Independent or group research projects dealing with global/environmental issues

Jacob's Ladder

Jr. Great Books

Khan Academy

Menu Choice Boards

Newsela

Social/Emotional lessons

STEM Activities

Tangram Activities

Tiered learning

Wit&Wisdom

Reading Detective

Math Detective

PETS

Breakout EDU

Magic School- Character Chatbot

School AI

Middle

CommonLit

Compacted Math

Concept-based learning

Critical thinking puzzles

Ed Zaccaro Books- Challenge Math, Real World Algebra, Becoming a Problem Genius

Independent or group research projects dealing with global/environmental issues

Jacob's Ladder

Jr. Great Books

Khan Academy

Menu Choice Boards

Newsela

Tiered learning

Wit&Wisdom

Breakout EDU

Magic School-Character Chatbot

School AI

Secondary

Concept-based learning

Ed Zaccaro Books- Challenge Math, Real World Algebra, Becoming a Problem Genius

Independent or group research projects dealing with global/environmental issues

Khan Academy

Menu Choice Boards

Tiered learning

Breakout EDU

Through enrichment activities, students can see how things in the world are connected and aligned to research on environmental issues. Identified AIG students may engage in enrichment opportunities throughout the district. These enrichment opportunities may also vary by individual school.

Elementary

Beta Club-based school offerings

Caldwell County Soil and Water Contests

Elementary Spelling Bee

Local school Science Fairs and Regional Science Fair opportunities

Spontaneous Science Competitions

Middle

Beta Club, based on school offerings

Caldwell Community College Summer Ventures Camps (if available)

Caldwell County Soil and Water Contests

CCC&TI Math Competition Day for 7th and 8th grade students

CTE Summer Technology Camps

Google Gravity Games (when available)

Middle School Spelling Bee

Optimist Oratorical Contest (when available)

Secondary

After-School Academic Competitions/Clubs

Appalachian Math Competitions

Beta Club Convention Competitions

Beta Club, based on school offerings

Camp Med - Sponsored by Caldwell Memorial/UNC Health Care Skills USA

Career Fair

Governor's School (High School Juniors)

Job Shadowing/Apprenticeships through CTE

Optimist Oratorical Contest (when available)

Quiz Bowl

SAT/ACT Refresher Classes

Spontaneous Science Competitions

World Language Field Trips

Examples of opportunities provided by the district for acceleration and extension for advanced learners may include:

Elementary

After-School Academic Competitions/Clubs

Curriculum Compacting

Independent Study Contracts

Problem-Based Learning Events

Socratic Seminars

Tiered Assignments

Middle

After-School Academic Competitions/Clubs

Curriculum Compacting

Independent Study Contracts

Problem-Based Learning Events

Socratic Seminars

Tiered Assignments

Secondary

Advanced Honors Courses

CCP

AP

Individualized Pathways for Graduation

Innovative High School Choices

Problem-Based Learning Events

Socratic Seminars

High schools provide Honors and AP-level courses. These classes may include AP US and World History, Honors Biology, AP Biology, AP Psychology, AP Government and Politics, AP Statistics, AP English Literature/Composition, AP Computer Science, and AP Visual Art. The high schools in the district also collaborate to plan, produce, and present a musical/dramatic performance during the school year sponsored by the school theater departments.

*** Practice B**

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

The Caldwell County School District recognizes that gifted students have diverse academic, cognitive, and social/emotional needs requiring curriculum modification to reach their full potential. To this end, the district utilizes various forms of student data, including identified abilities, readiness, interests (gleaned from interest inventories and learner profiles), and information gathered through the collaborative efforts of the AIGRT Team and parental input in the Differentiated Education Plan (DEP), to inform instructional planning. Furthermore, assessment data, available resources, and technology opportunities are considered in tailoring instruction.

Instruction is differentiated through various evidence-based strategies designed to provide rigor, depth, complexity, and sophistication. These strategies include but are not limited to curriculum compacting, acceleration, project-based learning, differentiated instruction, flexible grouping, and the fostering of self-directed learning. Specific instructional practices employed encompass pre-assessments and formative assessments, subject integration, compacted curriculum, differentiated centers, Socratic/Paideia seminars, independent learning contracts, menu choice boards, higher-order skills practice, problem-based learning, genius hour activities, flipped classrooms, NCDPI Learning Labs, interest-driven choices (content, process, or product), RAFT, small group instruction, thinking maps, and tiered assignments.

Implementation of these strategies varies across grade levels. At the elementary level, grouping may include cluster or subject grouping for reading and/or math, and across-grade grouping when appropriate. The AIG Program in grades K-8 offers indirect consultant services to regular classroom educators and direct services through pull-out for AIG-identified and Talent Development students, focusing on future-ready skills and technology integration. At the middle school level, learning environment options for reading and/or math involve acceleration by subject, block grouping, cluster grouping, or cross-grade grouping. EOG scores, CogAT scores, district benchmarks, pre-assessments, and formative assessments guide differentiation. Many middle school teachers of advanced language arts and math classes are AIG-licensed or regionally endorsed and provide leadership in differentiation. Additional offerings may include advanced online classes (if available), compacted advanced math, advanced literature studies, and STEM activities. At the high school level, the AIG Specialist supports teachers in AP and Honors courses with resources and professional development in differentiation. Practices include curriculum compacting, concurrent and dual enrollment, Honors and AP course support, mentorships, Credit by Demonstration Mastery (CDM), Career and College Promise Classes, and Advanced Programs like Governor's School or collaborative efforts with NCSSM. Collaboration with counselors and college transition advisors ensures appropriate course selection, and support is provided to parents with scheduling concerns or requests for tutoring. Dual enrollment is available through online courses in in-person or high school highway rooms. Instructional practices may include curriculum compacting, flexible grouping, tiered assignments, independent learning contracts, self-paced learning, learning stations, project-based learning, seminars, and simulations.

AIG Specialists provide both direct and indirect services district-wide, collaborating with teachers in grade-level and subject-area teams regarding assessment data, resources, technology, and training to support effective instructional practices and differentiate for student strengths. The district also offers an Individual Differentiated Education Plan (IDEP) for students whose needs extend beyond the DEP. Furthermore, AIG Specialists are part of the assigned school's MTSS team, collaborating with administration, counselors, teachers, and other staff to advocate for gifted students' unique academic, intellectual, and social/emotional needs. The AIG Director also serves on the district MTSS team to further advocate for these needs.

*** Practice C**

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

Caldwell County Schools' AIG Program incorporates a variety of evidence-based resources to enhance the holistic learning of gifted students. AIG Specialists support elementary and middle-level classroom teachers in engaging students in challenging curricula, including Reading and Math materials that address gifted learners' academic, social, and emotional needs. Academic and intellectual resources include materials from Junior Great Books, Khan Academy, Jacob's Ladder, Singapore Math, Noetic Problem of the Week, Hands-On Equations, and Ed Zaccaro Math. To support social and emotional needs, AIG Specialists collaborate with school counselors, social workers, and other student services personnel within school-based grade-level, subject-area, and MTSS Teams to intentionally gather, monitor, and discuss relevant data such as behavior screening results, discipline referrals, attendance, and student observations to determine appropriate tiered interventions. The AIG program also utilizes resources such as developmental books and lessons on understanding giftedness to support the social-emotional development of AIG students. The AIG Lending Library provides access to evidence-based materials like Star Math, STEM Activities, and Hyperdocs, readily available for specialists and general education teachers to support advanced learners. AIG Specialists stay current with evidence-based resources through professional development at NCAGT and NCTIES conferences and during ongoing professional learning communities dedicated to researching and identifying effective resources. AIG Specialists actively share information and model the use of these resources during collaborative planning sessions, PLCs, and professional development opportunities with classroom teachers. The district provides reading and math grade-level pacing guides, including compacted math guides for middle school, and these online resources offer differentiation support for teachers. In addition, the AIG Department develops and provides supplementary curriculum resources and guidance documents specifically tailored to enrich and extend content for gifted learners. Elementary and middle school AIG Specialists receive training in Wit and Wisdom to support content teachers in ELA K-8, integrating AIG strategies for students needing extensions. K-8 AIG Specialists provide advanced math support for students in advanced math cohorts. High School AP and Honors Course teachers develop and follow pacing guides for their advanced courses. Some high schools offer a Freshman Academy for ninth graders to foster academic, social, and emotional growth, aiding the transition to high school. When needed, the district provides access to interpreter resources to support teachers, parents, and students who are twice-exceptional or gifted multilingual learners, ensuring equitable access to resources.	* 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. Caldwell County Schools' AIG Program actively cultivates the development of essential durable skills aligned with the NC Portrait of a Graduate competencies, including adaptability, collaboration, communication, critical thinking, empathy, learner's mindset, and personal responsibility. To strengthen these skills, AIG Specialists may organize pull-out sessions for students with similar needs, abilities, and interests, ultimately fostering college and workforce readiness. These sessions utilize a variety of resources such as digital learning platforms like Google Classroom and Canvas, PBL Bemis (when available), local STEM manufacturing connections, K-5 STEM activities that build critical thinking, Padlet, Mindbenders, K-3 PETS (Primary Education Thinking Skills), Google Students at Work for grades 6-8, and CTE opportunities. For example, some middle schools offer Model UN, an extracurricular activity where students role-play delegates to the United Nations and simulate UN committees to foster critical thinking and leadership skills. To further promote critical discoveries among like-minded peers, Caldwell County Schools has implemented initiatives such as science enrichment through the Science Olympiad, a 23-event science competition for grades 3-12. Elementary AIG Specialists enhance learning by bringing advanced units in Science (such as dissection events) or Social Studies (like historical studies) through the pull-out program for all interested students, depending on individual school initiatives. Additionally, K-12 Advanced Learning Lab units are accessible to all teachers via the NCDPI website, and coding and robotics lessons are available throughout the year at various locations. Furthermore, middle and high school students engage in community service learning projects through various clubs, including the Varsity Club and Beta Club, and similar initiatives are integrated within the Caldwell Early College High School. To build collegial relationships, AIG Specialists also facilitate opportunities for advanced learners to attend annual field trips to museums, presentations and plays. AIG Specialists also collaborate with the elementary district department to offer enrichment during RtA Summer Reading Camps for elementary students. The AIG Department supports high school CTE competitions, such as Soft Skills, Masonry Competitions, Future Farmers of America, and Choral and Band MPA events, to further nurture the interests of gifted students. Opportunities for student seminars are provided across all grade levels, with K-8 seminar activities integrated into the CCS Wit and Wisdom ELA curriculum. CTE also
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enables high school students to gain on-the-job training through internships and/or apprenticeships with local businesses. CCS high schools offer Honors and Advanced Placement courses, along with CCP Pathways.	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. The Caldwell County Schools' AIG Program mandates the ongoing use of a balanced assessment system in grades K-12 to continuously inform and differentiate classroom curriculum and instruction for all students, including gifted and advanced learners. Teachers and staff utilize a comprehensive array of assessment data aligned to the grade level to understand better each student's abilities, readiness, and interests. This includes state-mandated summative assessments such as EOG (End-of-Grade) and EOC (End of Course) tests in reading and mathematics, and interim assessments like NC Check-Ins (3rd-8th), which provide snapshots of student learning throughout the year. Formative assessments, including observations, questioning, quick checks for understanding, and student self-assessments, are employed daily within the classroom to monitor progress and make immediate instructional adjustments. Pre-assessments are strategically used at the beginning of units to identify students with prior mastery, allowing for curriculum compacting, acceleration, or more complex and enriched learning experiences from the outset. Local assessments, such as grades, teacher-made formative and summative tasks, performance-based assessments, portfolios, and standardized assessments like the STAR assessments and the CogAT (Cognitive Abilities Test), administered district-wide in fourth grade, offer additional layers of information about student learning profiles. Data analysis and instructional planning occur on an ongoing and cyclical basis. Individual teachers engage in daily and weekly analysis of formative assessment data to adapt their instruction in real-time, addressing immediate learning needs and adjusting the level of challenge. Collaborative team meetings, including grade-level, subject-area teams, and Professional Learning Communities (PLCs), are held regularly (e.g., bi-weekly or monthly) to engage in deeper analysis of both formative and summative data. During these meetings, classroom teachers, AIG Specialists, administrators, and other relevant support staff (e.g., counselors) collaboratively examine student work, assessment results, and progress toward learning goals. Structured protocols, often within the framework of the school-based MTSS team, guide these data analysis conversations, ensuring a focus on identifying patterns, understanding student needs (academic, intellectual, social, and emotional), and developing targeted instructional strategies to support growth for all learners, including specific plans to enrich, extend, or accelerate learning for gifted students. At the classroom level, the insights gained from this continuous data analysis directly inform a range of differentiation strategies. Teachers use formative data to provide immediate targeted feedback, adjust questioning techniques, offer varied levels of support or challenge during activities, and modify the pace of instruction based on student understanding. Summative assessment data helps teachers identify areas where students may need additional support or where advanced learners are ready for more complex content in subsequent instruction. Pre-assessment results directly lead to differentiated learning pathways, including curriculum compacting for students who have demonstrated mastery, providing enriched projects or independent study options, and the opportunity to engage with more advanced content. Teachers may create tiered assignments that vary in complexity, offer menu choice boards that allow students to select learning activities based on their interests and learning styles, and design personalized learning experiences that cater to individual student strengths and needs. The district provides comprehensive support to build teacher capacity for effective data-driven differentiation. The AIG Department offers ongoing professional development focused on best practices in assessment, data analysis, specifically for differentiating instruction, and a variety of differentiation strategies aligned with the needs of gifted learners. AIG Specialists serve as key resources, collaborating with teachers during planning times, PLCs, staff meetings, and professional development days to model data analysis techniques, co-plan differentiated lessons, and provide instructional resources. The district ensures access to research-based tools and frameworks for data analysis and instructional planning. Dedicated time for teacher collaboration is prioritized within the school schedule to facilitate these essential conversations and the development of effective differentiation strategies. Furthermore, the district's curriculum resources are intentionally aligned with the balanced assessment system, ensuring that assessments measure key learning outcomes and provide meaningful data to inform differentiated instruction that meets the diverse needs of all Caldwell County students.
* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.	

Caldwell County Schools prioritizes consistent and purposeful collaboration among all instructional personnel to effectively develop and implement differentiated curriculum and instruction that addresses advanced learners' academic and intellectual needs across all grade levels. AIG Specialists serve as the cornerstone of this collaborative effort, working directly and regularly with classroom teachers during dedicated planning times. Professional Learning Communities (PLCs), staff meetings, and professional development days. This structured collaboration provides a dedicated space for educators to collectively plan advanced content that extends beyond the standard curriculum, creating specific differentiated lessons and activities implemented within regular classrooms. These sessions also focus on proactively addressing instructional challenges associated with delivering rigorous material and systematically refining the implementation of differentiated instructional units to ensure they meet the specific learning needs of gifted students.

AIG Specialists actively guide the integration of diverse differentiation strategies by modeling effective instructional techniques, engaging in co-teaching with classroom teachers to demonstrate practical application, and directly collaborating on the creation of lesson plans that are explicitly aligned with the North Carolina Standard Course of Study (NCSCOS) and cater to the advanced abilities of identified learners. The Specialist role extends to advocating for the academic needs of gifted students within PLCs and grade-level meetings, ensuring that discussions around curriculum and instruction consistently consider and prioritize appropriate differentiation for these learners, empowering and equipping classroom teachers to confidently deliver advanced content.

District leadership in Caldwell County Schools reinforces the expectation that differentiated curriculum/instruction is a fundamental responsibility of all instructional staff. To facilitate effective collaboration and support this expectation, AIG Specialists curate and readily share a wide range of valuable resources, including exemplary curriculum materials showcasing rigorous content, thought-provoking guiding questions designed to stimulate teacher reflection on differentiation for AIG students, and adaptable models for delivering challenging instruction that incorporate effective strategies for engaging gifted multilingual learners.

Existing school-based team structures, including MTSS teams, are strategically utilized to foster consistent and ongoing collaboration between AIG Specialists and classroom teachers. These collaborative teams focus on essential tasks such as the in-depth planning of advanced content that is subsequently integrated into classroom instruction, the joint problem-solving of instructional challenges related to complex concepts leading to adjustments in teaching methods and curriculum design, the refinement of differentiated instructional units enhancing their effectiveness in engaging advanced learners, and the evaluation of the impact of curriculum and instruction on the academic and intellectual growth of gifted students through the analysis of student data. This continuous cycle of collaboration and data analysis ensures that differentiation strategies are demonstrably effective and directly responsive to the evolving needs of advanced learners within the general education setting.

Furthermore, recognizing the unique needs of twice-exceptional learners, AIG Specialists actively collaborate with special education teachers and school counselors. This interdisciplinary collaboration ensures the identification and implementation of appropriate modifications and accommodations within the differentiated curriculum to strategically address both the exceptional academic and intellectual strengths and any co-existing learning challenges of these students, further supporting the delivery of differentiated instruction by all relevant personnel. Through this pervasive and interconnected network of collaboration, Caldwell County Schools strives to cultivate a school-wide and district-wide commitment to providing challenging, rigorous, and relevant curriculum and instruction that effectively meets the diverse academic and intellectual needs of all advanced learners, with general education staff playing a central role in planning and delivering this advanced content based on the outcomes of consistent and meaningful team collaboration.

*** Ideas for Strengthening the Standard**

Provide new and updated resources to the AIG Lending Library

Continue offering Byrdseed for elementary and middle school

Train additional AIG staff members on Honors Coursework Development

Differentiation Professional Development for Content Teachers

Monthly PLCs focused on current research related to gifted best practices

Planned Sources of Evidence

* PLC meeting agendas and attendance sheets	
* CCS Lending Library	
* MTSS data analysis minutes	
* AIG Lending Library Inventory List	

Type	Documents Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 Planned Sources of Evidence  Annual Review Grades K-2  Annual Review Grades 3-8  Add-on Placement Grades 3-12

Standard 4: Personnel and Professional Development	
Caldwell County Schools (140) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development	<i>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.</i>
* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. Caldwell County Schools ensures the guidance, planning, development, implementation, revision, and monitoring of their AIG Program by employing an AIG-licensed educator who serves as the AIG Director. This director collaborates with other program directors to offer support and guidance for curricular matters impacting AIG students, striving to establish a cohesive, district-wide program that enriches and enhances the core curricula. The AIG Director's responsibilities include overseeing the AIG budget, hiring, scheduling, and assignments of AIG Specialists across the district's twenty-five school sites, and selecting materials for use in AIG classes. Furthermore, the Director guides and monitors AIG Program development and the implementation of the AIG Plan, and attends state/regional AIG meetings and conferences to bolster the local AIG program. Conducting meetings and training for the AIG Specialists working with AIG students also falls under the Director's purview. At the district level, the AIG Director oversees the screening, referral, and identification processes and audits AIG-identified student records for accuracy. The Director is also responsible for monitoring, revising, and evaluating the Local AIG Plan and program. Continuous AIG training for gifted specialists and teachers is coordinated by the Director through partnerships with NWRESA, NCSSM, and NCAGT. Additionally, the AIG Director serves as the coordinator of the local Governor's School selection process. The Director supports the district's High School Director by assisting with the Advanced Placement Program, Honors Coursework submission reviews and approvals, the Credit by Demonstrated Mastery Initiative, and the Career and College Promise eligibility status of AIG students. The AIG Director is accountable for all AIG Infinite Campus data for NCDPI, encompassing AIG identification, the Advanced Math Course Report for Caldwell County Schools, and the verification of the bi-annual AIG headcount. Monitoring all records and paperwork related to AIG programming and auditing placement files and rosters is also a key responsibility. The AIG Director reports directly to the Caldwell County Schools Chief Academic Officer regarding the AIG Program. Coordinating AIG due process appeals and addressing the concerns of AIG parents/guardians and all stakeholders are also handled by the Director. The AIG Director actively participates in collaborative AIG implementation initiatives at individual schools, meets with administrators and other district directors concerning advanced learning needs, and engages with teachers regarding AIG services for students. Serving on the district MTSS team, the Director advocates for both enrichment and proper social and emotional services for AIG students in grades K-12. When necessary at the school level, the AIG Director investigates cases involving advanced programming for all students, including grade acceleration, content acceleration, and advanced curriculum needs, and develops partnerships with parents/guardians to ensure family needs are addressed when gifted services are required or issues arise for gifted students. To facilitate communication about their roles and responsibilities, the Director conducts regular AIG PLC meetings, work days, and conference days for AIG Specialists. The Director also coordinates annual school staff training through the AIG Specialists regarding the vision and program at the school level. Finally, the AIG Director maintains an online AIG Handbook for staff, supporting the role of the AIG Specialist within each school.	
* 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. Caldwell County Schools' AIG Program operates under the strong belief that "academically and/or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program". To deliver these services, the AIG Program employs 8 AIG licensed specialists who serve across all K-5 Elementary Schools, K-8 Schools, 6-8 Middle Schools, and 9-12 High School settings, with each specialist serving an average of 3 schools. AIG Specialists and content teachers are dedicated to co-planning time, joint meetings focused on specific student needs, and shared	

professional development opportunities. All AIG Specialists sponsor activities and mentor students in events that extend and expand the academic and intellectual opportunities of the general education program. Caldwell County Schools is committed to providing AIG Specialists with resources that address the academic, intellectual, social, and emotional needs of gifted students. At the K-5 and K-8 settings, Elementary Specialists serve students through direct services, resource support offering research-based best practices for regular education teachers and parents, and through the identification of AIG students. Their duties also include completing plan paperwork, conducting ongoing talent searches, and leading special programs in their schools, such as the science fair, Elementary Battle of the Books, Soil and Water Competitions, Spontaneous Competitions, and STEM clubs. Middle School Specialists primarily serve in a consultative capacity, facilitating the identification of AIG students, completing AIG paperwork, providing research-based resource support for regular classroom teachers, co-teaching, and offering special educational opportunities that enrich or extend the core curriculum through activities like Beta Club, Soil and Water Competition, poetry recitation competitions, Science Olympiad, and Math Counts. They also work to enrich and extend the curriculum through STEAM-based projects and career-focused educational opportunities. The AIG High School Facilitator provides academic support and advice for AIG students and their instructors. This specialist supports gifted students through resource support, professional development for classroom teachers, curriculum support, co-teaching, and assisting students, counselors, and parents in navigating the Governor's School application process; AP Support and Testing, EOC testing; and helping with AIG students' scheduling and registration for classes. Across all grade levels (K-12), AIG Specialists initiate the AIG identification process and follow through with student identification or maintain a wait list for students not yet eligible after gathering all evidence for a parent conference. Moreover, the AIG Specialists support the AIG program implementation and AIG students by developing Differentiated Education Plans (DEP) with input from regular classroom teachers and parents to meet their academic, intellectual, social, and emotional needs. When necessary, they create an Individualized Differentiated Education Plan (IDEP) for AIG students with specific needs and conduct differentiation training for classroom teachers. The local AIG team will continue to provide research-supported resources and develop problem-solving/higher-order thinking skill units for classroom teachers to integrate into daily instruction. Caldwell County Schools supports the local AIG program and plan through local professional development for classroom teachers that focuses on AIG students and content teachers. Specialists meet with teachers and parents to support differentiation, understanding gifted characteristics, addressing social/emotional needs of AIG students, providing an overview of the Caldwell County Schools gifted plan, and assisting teachers in designing rigorous and relevant lessons. Each school provides PLC meeting opportunities for AIG Specialists and staff to collaborate to enhance services and programs for AIG students. The AIG Director and AIG specialists engage in regular Professional Learning Community (PLC) meetings to stay informed about current trends in gifted education through various resources. These AIG PLC meetings offer a platform for elementary, middle, and high school specialists to meet, exchange ideas, and participate in professional development relevant to the needs of all AIG students. An AIG Review Team (AIGRT) at each school site helps in determining service delivery options for AIG learners and in developing strategies to meet their social, emotional, and academic needs. AIG Specialists also attend school-level MTSS meetings when needed to offer information and advocate for AIG students through academic and social/emotional support, particularly for Intellectually Gifted (IG) students. To ensure communication with parents, teachers, and other stakeholders, the AIG team shares an AIG newsletter about the program, plan, and implementation strategies for service delivery options. The identification and placement of students involve continuous assessment of AIG Program delivery options, which will be based on an evaluation of a student's academic and social-emotional needs. This process is structured to match diverse student needs with multiple program options, emphasizing the alignment of students with specific services and program options that appropriately differentiate both content level and instructional strategies to facilitate their highest potential. This differentiated educational approach incorporates extended thinking, applied thinking, and conceptual thinking, all building upon the North Carolina Standard Course of Study. AIG Specialists are responsible for matching student placement with the appropriate learning environment, content modification, and differentiated instructional strategies, determined by the student's demonstrated abilities and/or performance, academic needs, expressed student interests, and social needs. Specialists provide services through either direct instruction in pull-out settings or consultative support to teachers and students within the content classroom. Consultative services include resources for teachers, support for other district-wide instructional staff, and families. Specialists meet with parents annually to develop the DEP and/or IDEP that best addresses the needs of each identified student. The AIG Program acknowledges the direct relationship between general education and program options for gifted students, with gifted programming providing the necessary foundation for academic success for higher-ability learners. Specialists utilize designated professional development days to provide workshops focused on higher-order thinking activities for the CCS Reading curriculum. The High School AIG Specialist attends period meetings in the traditional high schools to review extension and enrichment opportunities across various subjects. The high school AIG Specialist collaborates with curriculum APs and students to ensure students are taking challenging coursework that meets DEP requirements. AIG teachers are encouraged to attend professional conferences such as the North Carolina Association for the Gifted and Talented (NCAGT) conference and/or the North Carolina Technology in Education Society (NCTIES) conference to enhance their skills in gifted strategies and network with other AIG Specialists in the state. Caldwell County Schools provides funding for AIG Specialists to attend conferences as needed to strengthen their skills and the implementation of the local AIG plan. AIG Specialists may also participate with STEM West Partners or NCSSM in continuous technology training related to robotics, coding, computational thinking, and computer sciences.

*** Practice C**

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

The Caldwell County School District has established specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators. The Caldwell County Schools' AIG Program participates in and supports all professional development days offered throughout the district. Notably, AIG Specialists serve as the providers of staff development training in differentiation for elementary, middle, and high school level educators. The district also shares the NCDPI Call to Action to advance strategic actions in expanding excellence in gifted education for Multilingual Learners and twice-exceptional students, and professional development for these groups is facilitated at various times during the school year. Training is conducted on-site at individual schools and on district PD days to enhance support for AIG students through the Multi-Tiered System of Supports for extensions and/or twice-exceptional students. AIG Specialists share AIG Booster Shots and Learning Labs from NCDPI with teachers as resources for rigor and differentiation in the classroom. Professional development through NCAGT, NCDPI, and NCSSM is tailored to the specific needs of individual school sites and AIG Specialists. Regular education teachers have access to professional development focusing on the characteristics of AIG students, the philosophy of gifted education, implementation of differentiated instruction, the relevance and rigor framework, and ways to meet the social and emotional needs of AIG students. These trainings aim to establish a foundational understanding and skill set to support AIG students. Caldwell County Schools partners with NWRESA, which offers summer courses to help prepare regular education teachers in grades K-12 to better serve AIG students. This partnership provides an opportunity for licensed personnel to complete the AIG Regional Endorsement for AIG professional development expectations, which helps prepare content teachers and other instructional support personnel to take the Gifted Praxis for AIG Add-On licensure. School administrators are then informed of the AIG-licensed and AIG Regionally Endorsed teachers on their faculty for student placement purposes. AIG Specialists and all staff also have the opportunity to attend professional development training offered in the district related to reading and math, enabling Specialists to better understand the core curriculum and support its extension in their programs. AIG Specialists collaborate with school counselors to address the social and emotional needs of AIG students. The AIG Director coordinates with other district directors in the Educational Program Services Department to survey needs across the district, and certified staff are surveyed to determine additional AIG training topics, with feedback guiding future professional development led by AIG Specialists. Annual needs assessments are administered during CCS Strategic Plan revisions because AIG program initiatives align with Article 9B, the NC AIG Standards, and the CCS five-year Strategic Plan. The EPS Department, which includes all grade-level district directors, the ML Director, the Exceptional Children's Director, the Student Services Director, the Career Technical Education Director, the Pre-K Program Director, and the Accountability/Testing Director, meets bi-weekly to oversee curricular issues, plan professional development, and promote comprehensive K-12 educational planning. The AIG Director participates in the bi-monthly and monthly principal meetings, with principals meeting mid-month with their curriculum directors and other EPS directors, including the AIG Director, to discuss grade-level specific issues, and all principals meeting at the end of the month with the CCS Superintendent, where all directors are also present. Both meetings provide opportunities for the AIG Director to advocate for and educate administrative professionals about AIG students' needs, with information and data concerning the AIG program being regularly discussed and updated to keep principals informed. In an all-inclusive model, instructional assistants at the elementary schools are also invited to PD days with content teachers to learn strategies for supporting Multi-Tiered System of Support interventions/extensions for high-ability students.

*** 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.

The Caldwell County School District is dedicated to ensuring that teachers providing educational services for gifted students have either an AIG add-on licensure or a regional endorsement. The district employs eight AIG Specialists and one director through the AIG budget, all licensed from accredited institutions of higher education. AIG Specialists provide services in some capacity at each of the twenty-five schools in the district, offering either consultant services or other direct and/or indirect delivery options to identified AIG students. Elementary services are typically delivered in a pull-out setting by the AIG Specialist. In traditional middle schools, teachers who specialize in English Language Arts and Math and hold an AIG license or regional endorsement teach classes for advanced learners, and middle schools often have identified AIG teams consisting of teachers for each grade level. A list of AIG licensed teachers is maintained in HR and shared with the AIG Director, accessible to the local school board, principals, and district leadership at any time. Principals receive a list of AIG-licensed or regionally endorsed teachers at their schools to ensure appropriate placement of AIG students with qualified educators. AIG students are placed in regular classroom settings with an appropriately licensed teacher to guarantee effective service delivery. At the elementary level, cluster groups of similarly identified AIG students can be formed to ensure appropriate services from both the AIG-trained regular classroom teacher and the AIG Specialist, meeting their social, emotional, and academic needs and allowing them to interact with peers of similar abilities and interests. At the middle school level, subject ability grouped classes and/or cluster grouping are utilized to best address their needs. AIG Specialists collaborate with school personnel to assist with

the scheduling of gifted students and may sometimes model differentiation through co-teaching. They also provide supplemental resources to extend and enrich the curriculum. In high schools, teachers of honors classes, Advanced Placement courses, and Career and College Promise classes are trained through professional development, obtaining advanced degrees, or participating in summer AP training provided by the College Board to effectively meet the needs of AIG students and ensure proper service delivery. The AIG Program encourages the involvement of AIG-licensed educators on school AIG Review Teams and invites them to participate in AIG workshops and training to stay informed about current research, procedures, and local plans. Additionally, the Caldwell County School District's AIG Department offers professional development to support teachers seeking to complete an AIG endorsement or certification, and teachers can also participate in regional gifted education training presented through Northwest RESA. Teachers are trained in the characteristics of AIG students and methods to address their social, emotional, and academic needs in their classrooms. Upon completion of either of these hybrid professional development opportunities, teachers may be assigned to provide appropriate instruction to all advanced learners in their classrooms. K-12 students can be clustered into an AIG licensed or endorsed class based on their AIG identification to support their AIG services. The Advanced Math Report for NCDPI helps ensure that Level 5 Math students receive an advanced math opportunity, which in turn leads to clustering these students in grades 3-12 in advanced math courses or pull-out service settings.

*** Practice E**

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

The Caldwell County Schools Gifted Education Department is committed to supporting Caldwell County Schools' Strategic Plan Goal 2, which focuses on recruiting, employing, developing, and retaining a diverse staff dedicated to ensuring all students receive a premier education. To achieve this, Caldwell County Schools will expand its current recruitment area by establishing partnerships with colleges and universities, including historically black colleges and universities (HBCUs). Caldwell County Schools employs Gifted Education Specialists who are assigned to every school in the district, and all CCS Gifted Education Specialists are required to be highly qualified and state-licensed in Gifted Education. While Caldwell County has teachers who previously completed the required PD and were identified as endorsed within the district to teach gifted students in their regular education classrooms, the local endorsement for gifted education has been discontinued and replaced with a more in-depth regional endorsement. Caldwell County Schools works closely with NWRESA in their AIG Regional Endorsement within the Northwest Region, and Caldwell County Gifted Education Specialists have collaborated with AIG personnel from other districts in the region to develop and implement this regional endorsement. NWRESA offers its AIG Regional Endorsement at various times during the school year and summer in multiple formats, including face-to-face, virtual, and hybrid options. The AIG Director advocates at the district level and with principals to encourage teachers to enroll in NWRESA's AIG Regional Endorsement, and AIG Specialists also work within their assigned schools to promote this endorsement among teachers. After attaining the regional endorsement, teachers are encouraged to take the PRAXIS exam in Gifted Education to become highly qualified and state-licensed in Gifted Education, with Caldwell County teachers who have done so showing great success. District principals are encouraged to place gifted students into classrooms taught by AIG regionally endorsed teachers and certified gifted teachers. The AIG Specialists at each school will collaborate with classroom teachers on differentiating the curriculum, providing resources, and supporting the needs of gifted students.

CCS strategies for retaining teachers who have invested time and effort in obtaining their AIG add-on license include:

- Coaching newly hired AIG Specialists by providing an AIG team approach for lesson planning, scheduling, and paperwork at initial hiring,
- Leadership opportunities within the AIG program,
- Principal assigned advanced student cohorts for middle school AIG licensed teachers.
- Mileage for AIG Specialists to travel as itinerant staff to provide flexibility to meet with teachers and parents.
- Opportunities for professional growth and advancement within the district for AIG Specialists,
- Creating a supportive and collaborative environment for AIG specialists and AIG-licensed classroom teachers.

*** Practice F**

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

Caldwell County Schools' AIG Department is dedicated to providing focused, professional learning opportunities to achieve excellence in gifted education, encompassing changes in mindsets, policies, and practices. Based on district AIG data, an AIG Specialist is placed at each of the 25 Caldwell County Schools to address the needs of potentially identified academically/intellectually gifted students. The CCS AIG department partners with NWRESA (Northwest Regional Educational Service Alliance) to provide quality staff development and technical assistance for public school systems in northwestern NC, offering a Regional Endorsement for classroom teachers to better meet advanced learner needs through a 60-hour training in advanced teaching techniques. The Caldwell County Schools AIG Department aligns professional development with the district's Strategic Plan and School Improvement Plan goals, emphasizing staff training at schools with the most significant discrepancies between local demographics and AIG Headcount demographics. Talent Development offers support at all schools for dually identified students and those exhibiting strengths and high academic potential. AIG Specialists partner with schools to offer professional development for classroom teachers in strategies for teaching advanced learners that align with NCDPI's Call to Action and Guidebook. At the beginning of each school year, during faculty meetings, AIG Specialists provide professional development focused on meeting the needs of AIG students as well as understanding giftedness and addressing misperceptions in all students, particularly in underrepresented populations. To further excellence within the school system, the AIG Department will provide AIG professional learning opportunities for teachers, K-12, and will partner with the English Learner department to further support ML student strengths and monitor for potential giftedness in multilingual learners by scheduling critical conversation sessions to discuss their needs and identify potential students showing academic or intellectual strengths. The Caldwell County AIG department also partners with the Exceptional Children's department based on Infinite Campus data, focusing on underrepresented students in EC areas to ensure excellence within the Talent Development and AIG gifted populations, aligning CCS AIG excellence initiatives with NCDPI AIG resources and inclusive practices for twice-exceptional and multilingual students. Documents such as "Critical Actions to Reach and Teach Students Who are Twice Exceptional (2e)" and "Integrating Academically or Intellectually Gifted Services in a Multi-Tiered System of Support," available on the NC Department of Public Instruction Academically Intellectually Gifted website, support CCS' goals. The Caldwell County AIG Department collaborates with the EC department, specifically school psychologists, on the data collected and used for the identification of Caldwell County students as Academically and/or Intellectually Gifted. Caldwell County Schools Gifted Education Specialists are certified in Rethink Education's Blended Learning Facilitator training, and both AIG Specialists and Media/Digital Learning Specialists completed coursework focused on blended learning aligned with the district's strategic initiative. Following this training, AIG Specialists work alongside Media and Digital Learning Specialists to model and facilitate blended learning at their assigned schools through grade-level PLCs and school-based and district-based professional development days.

*** Practice G**

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

The Caldwell County School District ensures that professional development opportunities align with district curricular initiatives. The Caldwell County Schools' AIG Program is an integral part of the academic program planning in the district, aimed at supporting gifted and advanced learners in meeting their social, emotional, and academic needs and achieving growth. Service delivery options and professional development plans are created with these goals in mind. The AIG Program is housed under the Educational Program Services Department at the district's Education Center, and the AIG Director reports to the Associate Superintendent of Educational Program Services for all decisions and plans. This department is responsible for planning, developing, and implementing professional development opportunities for the district. The AIG Program aligns professional development for AIG Specialists to support local initiatives such as Wit and Wisdom. AIG Specialists are also given opportunities to pioneer professional development, such as the Blended Learning Facilitator certification from Rethink Education, for introduction into the district. Additional training in gifted education includes Infinite Campus training in AIG data, CogAT administration teacher training, differentiation refresher courses, and computer coding for robotics, with these trainings being ongoing to maintain current gifted initiatives. The AIG Program collaborates with the district on goals and MTSS supports to provide annual professional development for each school on the local AIG Plan elements, the identification process of AIG students, collaboration efforts for teachers/parents/guardians in gifted learner support, understanding gifted characteristics and student success, differentiated instruction, social and emotional needs of gifted students, and current research and effective models for gifted strategies and supports across grade levels and subject areas. The AIG Program will continue to expand professional opportunities for regular educators needing differentiation support at all K-12 levels by providing PD on AIG Booster Shots and NCDPI AIG Learning Labs. The AIG Director and Honors Coursework team partner with neighboring districts in the Northwest Region to provide quality Honors Coursework professional development for high school teachers. The AIG Program supports Advanced Placement teachers who attend the summer Advanced Placement workshops. Stakeholders will have the chance to suggest ideas for ongoing or additional professional development opportunities. Furthermore, the AIG Program will continue to financially cover the cost of attendance at the NCAGT Conference for all AIG Specialists encouraged to attend, where new program ideas and initiatives are shared. AIG Specialists

are also encouraged to attend other conferences such as the North Carolina Middle School Conference, the North Carolina Technology in Education Society Conference, the North Carolina Math Conference, and the North Carolina Science Conference, which serve as professional development experiences for continuous collaboration with regular educators and AIG Specialists. Caldwell County Schools AIG professional development is integrated with other staff development initiatives across the county through designated system-wide Professional Development days. Caldwell County Schools AIG Specialists will assist with blended learning activities and training when available in Caldwell County, working closely with Media Specialists, Digital Learning Specialists, and Instructional Technology Facilitators at the school levels for focused PD during district and school-level PD days. AIG Specialists who attend spring conferences design and present PD sessions focused on the needs of AIG students during various site-specific PD events when requested. AIG Specialists operate as a Professional Learning Community that meets monthly to share and collaborate on professional development opportunities, including book studies, plan review, data analysis, current trends, and research in gifted education. As a group, Specialists plan gifted staff development for Beginning Teachers on gifted student characteristics and for other teacher groups as requested by the district and individual schools. Specialists also meet with teachers in schools to assist with coaching and reflection on differentiation and lesson development to ensure alignment with School Improvement Plan goals and district initiatives, while providing enrichment and extension that offers rigor, depth, complexity, and student interest for objectives taught from the NC Standard Course of Study.

*** Ideas for Strengthening the Standard**

- Increase the number of AIG licensed teachers in content classrooms.
- Provide local AIG endorsement.
- Provide district-wide local AIG Q&A panels for teachers at the district level.

Planned Sources of Evidence

* Informational Presentations for Gifted Services	
* AIG Specialist Schedules	
* NWRESA AIG Training Documentation for Regional Endorsement	

Type	Documents	Document/Link
AIG Standard 4 Additional Resources	N/A	 Standard 4 Planned Sources of Evidence 2025-2028

Standard 5: Partnerships	Caldwell County Schools (140) 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. The Caldwell County Schools' AIG Program partners with parents and guardians to foster joint responsibility and ownership to strengthen two-way communication in gifted education. Elementary and middle school AIG Specialists meet with parents annually to complete the Differentiated Education Plan for each student. An AIG Review Team is composed of classroom teachers, the school counselor, a school administrator, and the AIG Specialist as needed. The team is available to address parent concerns and meet with AIG parents in response to classroom teacher or parent/guardian concerns or when developing the student DEP and/or IDEP for academic, intellectual, and social/emotional support. Interpreters and ML teachers are invited to join the team to facilitate the language needs of the parents/guardians if the student is a current English Learner. EC teachers are likewise included in the meetings if the student is twice exceptional. The AIG High School Specialist works collaboratively with all high school counselors as well as administrators and meets with AIG parents at class registration events, collaborative parent meetings, and on days when student schedules are released. The AIG High School Specialist also provides two-way communication opportunities for parents of students selected to apply to the Governor's School Program to help parents and students navigate the application process. Remote communication strengthens the AIG Specialist's two-way parent communication strategy. Remote and in-person meetings are held to meet parent/guardian needs and to answer any questions that arise about DEP's, North Carolina Governor's School, CCP, and other programs offered in the gifted program. Two-way communication with parents and guardians for CCP and other college classes is guided by district rubrics to ensure parent involvement in the course selections. AIG staff, district directors, parents/guardians, students, principals, community college liaisons, and high school counselors collaborate to meet with parents and provide appropriate documentation for the rubrics. AIG Specialists and parents/guardians work with the school counselors to determine the ideal post-graduation pathway for their students. The Caldwell County Schools' AIG Program works toward a goal of consistent and frequent communication throughout the school year. Parent involvement is seen through participation and volunteering in school events that involve gifted and potentially gifted students, such as STEM nights and Science Olympiad competitions (where offered). Parent brochures and/or flyers for the Talent Development Program and the Caldwell County AIG Program are updated annually and given to parents at fall open house parent meetings and are also posted on the AIG District website. AIG Specialists may attend their assigned schools' Title I Parent Meeting twice yearly to address parent concerns and questions about the program. A parent information presentation is shared with parents at the DEP meetings. Parent surveys are distributed to give parents and guardians the chance to provide feedback. This feedback is carefully analyzed and used to improve various aspects of the program, including communication, information related to the AIG Plan and its revisions, program policies, and service options. Leadership communication is vital to the CCS AIG program implementation and two-way communication with parents/guardians at the school level. The AIG Director presents an annual update on gifted education procedures, AIG Local Plan changes, and AIG requirements during the summer retreat for local district

administrators. Caldwell County Schools provides K-12 parent conference days where parents/guardians have specified private times to engage with teachers at the school regarding academics and social-emotional issues. AIG teachers are available during those times to meet with parents, so parents can discuss their needs and be involved in decisions that affect their AIG-identified child. This is a great time for the AIG Specialist to build relationships with families. Parents/guardians and community members volunteer to present at career days to provide a real-world example of opportunities after graduation. Parents/guardians also volunteer for field trips aligned to the NC Standard Course of Study at each grade level, and to support clubs so all middle and high school students can explore areas of interest. In addition, each school has a School Improvement Team, and parents/guardians, as well as members of the community, have an open invitation to engage in meetings regarding school improvement goals. AIG services are aligned with those SIT goals.	* 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. Establishing relationships with the community is essential for the growth and development of AIG students, addressing their diverse academic, intellectual, and social-emotional needs as gifted learners. Partnership opportunities include local Board of Education meetings, district curriculum meetings, administrator end-of-month meetings, AIG Advisory Board meetings, PTA/PTO meetings, and School Improvement Team meetings. These are ongoing and provide venues for sharing assessment data, AIG enrollment numbers, and procedural and personnel changes. Elementary and middle grade AIG Specialists collaborate with local community partners such as Blue Ridge Electric, Western Piedmont Council of Government Service Organization, Google, and local business owners to support the enrichment and acceleration of our AIG students in STEM. Caldwell County AIG students participate in academic events for enrichment beyond the classroom NCSCOS, such as Battle of the Books competitions, Blue Ridge Energy Electric Extravaganza, Student/Parent Coding Nights, and Google Gravity Games sponsored by our community partners. The AIG department is involved in the district spelling bee and recitation competitions that are sponsored by the CCS Education Foundation, providing unique literacy enrichment activities for students with high verbal abilities. Families are invited to attend most of these events, and when available, students may win awards for entering and engaging in the extracurricular activities sponsored by outside organizations. Trophies and monetary awards are offered at the county-wide Spelling Bee. These community partnerships support AIG student growth in digital learning, reading, STEM education, advanced math, and student accomplishments at all levels. CCS students also participate in an agricultural expo that allows students to interact with careers in agriculture. Farming and electrical lineman activities are showcased at the event. Several community sponsors are recognized at the event. Middle school students get to experience real-world examples of Caldwell County economics. Community stakeholders are vital to the success of CCS AIG students, and the partnerships have been so successful that they are ongoing and fully implemented yearly. Caldwell Community College and Technical Institute partners extensively with our high school AIG students and teachers, and students are allowed to apply for innovative high schools that offer associate degrees upon graduation. CCS traditional high schools partner with the local community college to offer college-funded High Way room instructors where students can take virtual college classes on the high school campus, without having to travel to the off-campus site. The AIG High School Specialist also partners with the local community college and high school counselors, ensuring that AIG students are taking dual credit community college classes and online classes that have the appropriate schedules and course options. In addition, gifted students are encouraged to attend the North Carolina Governor's School. There is an annual high school parent meeting where information is shared virtually through partnering with NCDPI for those selected to apply for Governor's School. These Institutes of Higher Education (IHE) programs help students reach beyond the standard course of study to provide future goals in higher education and in the workforce. AIG High School Specialists work in collaboration with personnel at the three traditional high schools and the two cooperative innovative high schools located on the community college campus to ensure that courses offered to advanced learners are appropriate, challenging, and differentiated. Interpreters and translated documents on the AIG website allow two-way communication for parents, guardians, and students for FAFSA and other IHE activities.
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The Caldwell County Schools' AIG Program continually strives to advocate for the needs of gifted and higher-ability learners. Specialists attend NCAAGT and NCTIES conferences to ensure that current best practices and procedures are being utilized. The CCS Grant Writing Director provides opportunities for all students to engage in technologically advanced lessons throughout the school year. The CCS Code on the Go bus is at various events throughout the district to allow students, parents, and community members to explore the advanced lab settings and see what our students engage in throughout the school year. Occasionally, the bus showcases exhibits at state conferences, for AIG Specialists to model STEM activities beyond the CCS district. Building relationships inside and outside of our district allows for stronger support teams for our AIG students. Community outreach is critical to ensuring that all parties in the community not only understand the academic needs of these students but also share in the extraordinary accomplishments and successes of these students. Middle Schools hold annual parent meetings, bringing parents and community stakeholders together to learn about the academic service delivery options and the CCS AIG Plan. When possible, schools bring in gifted consultants/trainers to serve as an outside source of information about the unique academic, intellectual, and social/emotional challenges faced by AIG students and parents/guardians. CCS also partners with the Northwest RESA, so all teachers can engage in high-quality, free professional development opportunities. AIG Specialists and content teachers engage in this partnership each year. The AIG Director and AIG Specialists partner with NCAAGT for valuable professional development related to gifted and talented services through both of these organizations.	* 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. To adhere to Article 9b, the Caldwell County Schools' AIG Program is served by an AIG Advisory Board to ensure the development, implementation, monitoring, and revision of the local AIG program and plan. The AIG Advisory Board is composed of internal and external stakeholders. The AIG Department strives to include parents/guardians, community organization leaders, administrators, curriculum directors, including a multilingual learner coordinator, regular classroom educators, AIG Specialists, and the AIG Director. Advisory Board members are invited from various demographic regions in Caldwell County, including both rural and densely populated areas, to represent the racial, ethnic, economically disadvantaged, multilingual, and twice-exceptional populations across the CCS district. Some AIG Advisory Board members serve on the Caldwell County Schools AIG Plan Revision Committee. The AIG Plan Revision Committee develops and monitors the AIG Plan to ensure that AIG services are appropriate for all identified students and reflect the needs of the diversity of the schools and the community. The AIG Plan is developed with stakeholder input, including feedback from certified staff, parents, students, and members of the AIG Advisory Board. Advisory Board members meet regularly to review updates to the Local AIG Plan and to monitor implementation of the Local AIG Plan. Advisory Board meetings, whether in-person or virtual, include an agenda, meeting notes, and interpreters (if needed), detailing updates regarding the CCS AIG program brought forth from schools and the community. Advisory Board Goals: ▪ Review the CCS AIG Local Plan ▪ Meet quarterly regarding CCS AIG Program implementation ▪ Recruit AIG Advisory Board members to represent the CCS demographic population ▪ Establish Community Partnerships that strengthen the CCS AIG program
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* 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 Caldwell County Schools' AIG Program believes communication is critical and that all AIG and potential AIG parents/guardians should receive continuous and meaningful ongoing information. AIG Specialists and the AIG Director remain in contact with gifted parents/guardians through Parent Square (texts, calls, emails), webpages with various accessibility formats, parent meetings, extra-curricular activities, and many other avenues as needed to address the needs of gifted children and their parents. There is an ongoing dialogue to address the academic, intellectual, and social/emotional needs of AIG students. The AIG Specialist online handbook and the DEP include a glossary of acronyms and terms for consistent understanding. In-person meetings feature digital AIG informational presentations that outline gifted placement and services for both parents and school personnel. Information regarding AIG services is publicly available on the Caldwell County Schools website. Online resources include information about gifted services, AIG personnel, contact information, and links for gifted students and families. Parents/guardians can choose their home language on the website to access the information in their preferred language. The district website includes the Caldwell County Schools AIG plan, the NC AIG Program Standards, Talent Development and AIG identification informational flyers, and the Due Process document. Furthermore, the AIG CCS website is used to share NCDPI Governor's School information. The goal of the AIG website is equal access to advanced learning information for all students.

Collaboration with the Title III Director ensures that translations for forms, tests, and other documents are available as needed and secures the appropriate language interpreters for parent meetings and presentations. CCS employs three Spanish Bilingual Family Engagement Specialists and contracts other language interpreters as needed. Bilingual Family Engagement Specialists work closely with classroom teachers and the Director of Diverse Student Populations to ensure parents/guardians have access to information about all Local AIG Plan and program services in the student's home language. Caldwell County Schools publishes translation options on the district website so every parent can access the local AIG Plan in the preferred home language. AIG Specialists have access to various translation programs to assist with parent/guardian and student communication of AIG opportunities and policies related to advanced learning or gifted learning. Caldwell County Schools shares Advanced Math opportunities, identification information, and AIG policies in the student's home language when needed. AIG Specialists and the AIG Director collaborate with the Multilingual Learner Program and the Exceptional Children's Program to address the needs of all gifted and potentially gifted students. The AIG Director serves on the district MTSS committee to ensure gifted and potentially gifted students' needs are addressed at the district level and communicated at the school level, and home. AIG information is also disseminated to the community through local school board meetings, PTA/PTO meetings, and Title I meetings. Students are recognized for their success during these meetings. Schools have headsets that interpret oral language so multilingual parents can engage in two-way communication in their preferred language during large, small, or individual meetings. AIG brochures and information can be translated into most languages upon request or when a language other than English is noted as the student's home language in Infinite Campus.

Student accomplishments are celebrated on a variety of forums, such as newspaper articles, online platforms, and emails that can be translated into any home language. Parent permission is required for these outlets.

Gifted students excel in many areas beyond the regular classroom setting, so AIG Specialists regularly communicate with students and parents on extra-curricular learning opportunities to reach their areas of passion. Specialists share information regarding summer enrichment camps, extra-curricular activities, service projects, academic competitions, and interest clubs as they address student, school, and community needs and interests. This information, as well as a local plan revision survey, is shared electronically and/or in hard copy, both of which are translated as needed. Schools also share information in the student's home language for school and district announcements, such as universal screening. Language interpreters, hearing-impaired interpreters, and interpreters for the blind are provided for individual parent meetings and other AIG functions at the district and school level when needed. Caldwell County Schools strives to provide access for all communication needs.

* Ideas for Strengthening the Standard			
Expand opportunities to diversify the AIG Advisory Board to represent the CCS district population			
Efforts to identify leaders from various parent and family networks from different backgrounds to partner with the district could enhance outreach			
Assign interpreters to specific AIG Specialists			
Update the new AIG website with forms and new flyers			
Planned Sources of Evidence			
* Glossary of AIG Terms			
* Virtual AIG Specialist Handbook of AIG Forms			
* Translated AIG Forms			
Type		Documents	Document/Link
AIG Standard 5 Additional Resources		N/A	 <u>Planned Sources of Evidence</u>  <u>AIG Advisory Board Meeting Report</u>

Standard 6: Program Accountability	
Caldwell County Schools (140) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	
<i>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.</i>	
* 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.
	Caldwell County Schools' Local AIG Plan is developed on a three-year cycle, following state legislation (Article 9B), guidelines, and policies, utilizing input from various stakeholder groups. Ongoing AIG data is collected through various means, such as face-to-face meetings, electronic forms, surveys, or emails, and the results are gathered and analyzed to make changes to the identification process, service delivery options, or the procedures of the local AIG Program. Stakeholders include certified staff, parents, and district personnel. Students provide feedback during classroom discussions with AIG Specialists, and that feedback is shared with the AIG Advisory Board and plan revision team. The survey data is designed to monitor and evaluate the effectiveness of the current AIG plan implementation and provide input into further revisions for improvements. In addition, AIG Specialists and the AIG Director complete a self-assessment before developing a new plan. Within the self-assessment, the team identifies targeted areas of high priority and develops goals for those areas that need strengthening in the future local plan. AIG Specialists and the AIG Director participate in statewide coordinator conferences, webinars, and regional and local meetings to help develop a clear and concise local AIG Plan to best reflect the instructional needs of AIG students in grades K-12. The plan and revisions aim to ensure consistency and accountability to North Carolina AIG Program Standards and State Board and District policies. Changes and updates to the current plan are addressed by the planning team, who meet periodically to discuss plan revisions and the AIG program needs that have been added to the revised Local AIG Plan. Upon completion, the local three-year plan is submitted to the local Board of Education for approval and implementation and then submitted to the North Carolina State Department of Public Instruction for feedback, per legislation. The AIG Director reports AIG updates to the Chief Academic Officer throughout the school year. The AIG Director and Chief Academic Officer consider any adjustments or changes needed to align with the district's strategic plan. After that, any changes to the AIG plan within the three-year cycle will be reported and approved by the local Superintendent and the local Board of Education. The local Board of Education is charged with adopting the local plan and ensuring that monitoring and evaluation occur throughout the three-year cycle. The Chief Academic Officer provides a yearly update on the Local AIG Plan and department to the Board of Education.
* Practice B	Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.
	The Caldwell County Schools' AIG Program will utilize the components of the 2025-2028 AIG Plan to monitor the implementation of the program standards and align student identification procedures. The AIG Director audits student DEPs to monitor identification, compliance for parent permission, and AIG Review Team collaboration for DEP development and proper services on the DEP aligned to identification criteria. AIG-licensed personnel lists are reviewed through Human Resources and shared with district personnel at the central office. Specialists and the AIG Director monitor AIG headcounts to ensure student services are aligned with their identification areas. Headcounts are submitted bi-annually to NCDPI per state requirements. North Carolina Article 9B provides the state

definition for Academically and/or Intellectually Gifted (AIG) students. Local education agencies must develop three-year plans with these specified components and submit a newly revised AIG Program Plan on a three-year cycle.

Caldwell County Schools AIG Specialists utilize various tools, which may include the following for ongoing monitoring of the AIG Program and Plan Implementation and AIG services for students to determine if identifications are taking place and if services are effective for student growth and effective on the DEP to maximize learning for AIG identified students:

- School-based personnel meeting notes (monthly),
- AIG training for teachers and administrators documentation (annually),
- AIG Census file audits (ongoing throughout the school year),
- STAR, mClass, and NC Check-In data (beginning, middle, and end of year),
- Student classroom performance and grades in Infinite Campus (quarterly),
- End of Year EOG and 4th Grade Aptitude Test Scores,
- Annual Reviews of student progress are stored in AIG Census files (end of year),
- AIG identification percentages for a local board presentation (upon revision of the Local AIG Plan),
- Certified staff survey feedback for areas of program effectiveness and possible improvements for the Local AIG Plan and implementation End of Year),
- DEP's signed by classroom teachers and implemented in the classroom (ongoing throughout the school year),
- Initial Placement (initiating placement) or Continuation of Annual AIG Services parent notification once per year,
- AIG Director and an AIG Specialist maintain District Advisory Board agenda minutes (quarterly)

Career and College Promise/AP student participation data is housed and shared by Testing and Accountability and the High School Director. Testing and Accountability and the High School Director collaborate with the AIG Director, counselors, parents, the CTE Director, and the local community college to determine the best placements and pathways for gifted students who qualify for CCP options. Students' grades, interests, and test scores are reviewed each semester for course selection and placement for graduation pathways.

*** Practice C**

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

The Caldwell County Schools' AIG Program maintains a budget based on state allotment of funds and requirements for the local AIG Program. The district reviews the State Allotment policy to ensure expenditures align with state policy. Funding is four percent of the school district's ADM—Average Daily Membership. The percentage is utilized throughout the state for all local AIG Programs. The AIG Program state budget allocation is spent on salaries (gross salaries, FICA, retirement, and health insurance). Funds from local sources provide the remaining salaries and benefits beyond what the state provides, plus a

few expenses, including but not limited to universal screening costs, NC Governor's School, and staff development.

The primary budget expense is the cost of personnel. The current AIG budget covers the cost of seven positions for the district. Positions include AIG Specialists and a Director. The AIG Director works with the Chief Finance Officer to evaluate and allocate the AIG funds after calculating personnel expenses. The AIG Director meets with finance personnel when needed and monthly to review the AIG expenses and ensure expenditures are aligned with the Local AIG Plan.

Budget allocations also support the following AIG goals:

- student identification procedures, which include universal screening, testing materials, and printing costs;
- differentiated curriculum and instruction resources
- supplementary texts and technological resources;
- gifted programming and professional development;
- workshop and training expenses;
- allocations of materials for extra-curricular opportunities and support of extra-curricular programs.

The AIG Director and AIG Specialists collaborate with the Director of Grants for CCS to advocate for additional funding to meet needs within the AIG Department. The grant writer includes AIG Specialists in the grant writing process when needed.

The Caldwell County Schools Gifted Education Department is dedicated to NCAGT and annually sends AIG Specialists to conferences to stay updated on effective strategies for AIG students. To support the Local AIG Plan's objectives, local funds are allocated for AIG students. State funds are supplemented with local funds to maintain the effectiveness of the AIG Program and address the needs of students who qualify or may qualify for AIG within Caldwell County Schools.

*** 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 Achievement, Student Growth, and Dropout Information

Caldwell County Schools maintains and analyzes multiple student achievement and growth data sources. These sources include:

- Infinite Campus: Used for submitting enrollment and AIG identification status, permitting roster alignment, and monitoring student headcount. This data supports and informs instructional planning.
- EVAAS (Education Value-Added Assessment System): Growth reports provide insight into AIG student performance and may inform instructional decisions. AIG Specialists collaborate with content teachers on EVAAS data.
- STAR data and mClass data: Included for K-3 student AIG placement and Talent Development decisions.
- NC EOG (End-of-Grade) and NC EOC (End-of-Course) assessments: Used to support instructional planning, student placement in AIG, Honors, or Advanced Courses, AP, and Talent Development at all grade levels K-12. AIG Specialists use this data to address district AIG planning and program

needs at their assigned schools.

- NC Check-In data: Supports and informs instructional planning.
- Local assessments: Inform instructional planning.
- SAT and ACT results: Identify trends in performance for most high school students.
- Career and College Promise and dual enrollment information: Identify trends in performance for many high school students and AG students in 10th grade when applicable.
- Career and Technical Education (CTE) data and AP scores: Provide insight into the performance of all learners, including those in honors-level courses. This data includes pathway completion and earned credentials.
- WorkKeys testing data: Used at the traditional high schools and pathways towards career and college readiness.

Testing and Accountability gathers dropout data for all high school students. Schools conduct MTSS (Multi-Tiered System of Support) team meetings that monitor attendance when needed to discuss dropout statistics for all students, including AIG students. The AIG High School Specialist collaborates with principals and counselors to use reported data to support students identified as at-risk for attendance and/or grades to determine practices that could improve student retention. This data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence. Schools utilize this data to guide MTSS discussions and inform instructional practices for individual students. The AIG Specialists complete Annual Reviews for each gifted student in grades 3-8 to monitor growth and performance. This data is used by school staff and administrators to guide student placement and support. A component of each school's annual School Improvement Plan is to ensure that all student academic needs and supports will be provided, including support for higher-ability learners.

*** Practice E**

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

Monitoring Referral, Identification, Services, and Retention

Caldwell County Schools maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG Program. These sources include:

- Gifted Rating Scales (teacher-completed): Used to identify students with potential for AIG placement,
- CogAT (Cognitive Abilities Test): Used as referral and placement criteria and in the identification process,
- Stanford Achievement tests: Used in the identification process,
- EVAAS: Can provide insights into the performance and potentially the retention of AIG students.
- STAR data and mClass data: Used for K-3 student AIG referral, placement, and Talent Development decisions, which can impact early identification and potential
- Talent Development retention,

- NC EOG and NC EOC assessments: Data is used in the identification process and to determine gifted services,
- NC Check-In data: Provides information related to student progress and what type of service is provided in either a pull-out or consultative setting,
- Search Data Sheets: Maintained by each AIG Specialist for every school, tracking all students referred throughout the school year. This data is reviewed quarterly. AIG Specialists calculate referrals and adjust percentile levels to ensure inclusion of at least the top 10 percent of each school building,
- AIG Placement Packets: Documented evidence gathered to support an AIG identification decision,
- Annual Reviews: Completed by AIG Specialists for each gifted student in grades 3-8 to track growth and performance, which is relevant to service provision and retention,
- Headcount data (Fall and Spring): Prepared, reviewed, and analyzed by the AIG Director and AIG Specialists to ensure an equitable and responsive reflection of the district's cultural, English Learning, and economically disadvantaged populations, as well as those who are twice exceptional

Multiple data sources listed in Practice D are used 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. AIG Specialists disaggregate summative assessment results to determine gifted services for AIG-identified and potentially gifted students. They collect demographic data from each school and use this to identify underrepresented student populations and search for potentially gifted students. Nonverbal scores and classroom data are reviewed for students with special considerations like English Learners. AIG Specialists support all schools and offer AIG support to the top 10% of students who may not qualify through standardized testing.

AIG Specialists participate in Beginning of Year (BOY) MTSS meetings to share lists of identified AIG students and those referred and to review transfer records for students demonstrating gifted potential. Middle school AIG Specialists update their search data sheets after each grading period to analyze academic progress and work with MTSS teams to address the needs of low-performing AIG and potentially gifted students, focusing on attendance, academic, and social-emotional learning, as well as students remaining in gifted services over time. Specialists reach out to parents, counselors, ML liaisons, and other support personnel as needed. The AIG High School Specialist works with counselors and Assistant Principals over curriculum quarterly to monitor student rosters, class schedules, and transcripts to track AIG student graduation data.

The district also monitors the screening, referral, and identification processes for consistent implementation across the LEA. An AIG Specialist is assigned to every school, collecting and reviewing screening and referral data. The AIG Specialists meet throughout the year with the AIG Director to examine data and analyze trends.

Caldwell County Schools' AIG Specialists maintain and analyze data from Infinite Campus, CogAT, Stanford Achievement tests, EVAAS, STAR, Amplify, NCEOG's, NCEOC's, NC Check-Ins, and teacher-completed Gifted Reading Scales to identify students that are showing the potential for placement in CCS' AIG Program. Each AIG Specialist maintains a search data record sheet for every school. These Search Data Sheets track all students referred to AIG Specialists throughout the school year. AIG Specialists participate in the Beginning of Year MultiTiered System of Support meetings with classroom teachers and grade levels to foster and support the needs of gifted learners. During the BOY MTSS meeting, AIG Specialists share lists of students who are identified as AIG in either reading or math, as well as the list of students who have been referred in the past and whether or not those students have participated in the CCS AIG Talent Development Program. Classroom teachers use the BOY MTSS meetings as an opportunity to share new students' names with the AIG Specialist so that transfer records can be reviewed for any pertinent data needed for students demonstrating gifted potential.

The middle school AIG Specialists update the search data sheet for their schools after each grading period to analyze academic progress through grades and other testing data. The specialists also work with the MTSS team to address the needs of low-performing AIG and potentially gifted students. These meetings are focused on attendance, academic, and social-emotional learning. Specialists also reach out to parents, counselors, ML liaisons, and other support personnel as needed to help students reach their potential. Students who are showing gifted potential through their academic performance may be tested throughout the school year as needed. Caldwell County Schools is a Title 1 school district. All of our elementary and middle schools are Title 1 schools with a focus on our low socio-economic students. The under-represented AIG population in our district is representative of students living in poverty who are

receiving free and reduced lunch. AIG Specialists work with our Title 1 Director to identify these AIG students and to address the learning needs of this specific group of students.	
* 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 Caldwell County Schools' AIG Program through the Human Resources Department is committed to employing AIG-licensed instructional personnel for the district. The AIG Director and all current AIG Specialists are state-licensed, and copies of their credentials are maintained in the Human Resources office. Other credentials, including teaching licenses for particular grade levels and National Board for Professional Teaching Standards Certification, are also maintained through Human Resources. In addition to the AIG Director, the Associate Superintendent for Human Resources and the Superintendent of Finance (CFO) maintain rosters of AIG Specialists currently employed and the schools where they are assigned. In addition to those employed by the AIG Program and paid through the AIG budget, the AIG Director in collaboration with HR maintains a current listing of educators who are AIG licensed in the district who are serving in other positions including regular classroom and administrative positions. Principals are encouraged to place AIG and advanced learners in classrooms with teachers who have AIG state licensure or Northwest Regional Certification where their academic and social/emotional needs can be met. The CCS HR Department hires licensed district itinerant AIG Specialists to support the academic and social-emotional needs of gifted students and support content teachers in their efforts to support AIG students as well. Caldwell County is also participating with a consortium of school districts in the northwest region to provide regionally endorsed AIG training for teachers of AIG students who are not yet licensed. This training provides basic foundation information about AIG students, differentiation activities, personalized learning, and AIG policies and procedures. This endorsement provides districts and school-based administrators with a roster of teachers who have specialized training in teaching AIG students. This regional training also prepares educators to take the Praxis Test for AIG licensure. To strengthen teacher capacity in the district, AIG Specialists identify teachers interested in the NWRESA Regional Endorsement. They target schools and grade levels with few endorsed teachers to encourage participation in the program.
* 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.	The AIG Department conducts formal and informal surveys of stakeholder groups to analyze our program and to make informed program modifications and services for the following school year. All standards, elements, and practices at the school aligned to the NCDPI AIG Standards are addressed in the formal surveys. Feedback is obtained from all stakeholders. Once data is collected from the surveys, the AIG Department reviews the survey responses that are recorded in Google Forms. Data analysis is done in AIG PLC's through Google Form responses, charts, and graphs. Spreadsheets of feedback data are housed in Google Drive to inform program revisions and to share with the AIG Advisory Board. Specialists informally collect student feedback through seminar sessions to gather student reflections about the AIG services at their schools to be used to set personal goals and to assist with the writing of the next year's DEP, to guide possible MTSS discussions, PLC meetings, AIG Advisory Board discussions, and possibly to assist with AIG plan revisions. The survey questions are shared with classroom teachers and parents/guardians. Follow-up meetings are held with school staff to clear up any confusion that was reported in the survey related to the local AIG Plan implementation at the school level. Student feedback meetings are held in classroom settings, and student feedback is shared with the AIG Advisory Board. AIG Specialists meet with their school staff each year to review the AIG program goals and the identification process to ensure consistency and fidelity to the program vision. Specialists participate in school-level PLCs and MTSS to gather feedback, as needed, for ongoing reflection on the AIG program. AIG Specialists collaborate to determine the effectiveness of the program and its implementation at each school. Every effort is made to receive and share AIG feedback with teachers, students, parents, and administrators during grade-level PLC meetings, school-wide staff meetings, administrative meetings, and parent conferences or parent nights. The surveys provide an opportunity for two-way communication with all stakeholders. All stakeholders adhere to the rules of FERPA when sharing student data to protect student confidentiality.

*** Practice H**

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

Caldwell County Schools disseminates the findings of AIG (Academically or Intellectually Gifted) program evaluations to various stakeholders. The district employs a multi-faceted approach to sharing this data, ensuring that information reaches school and district personnel through meetings and AIG Specialists, parents via meetings and online resources, students within AIG classes, and the broader community through the AIG advisory board, the district website, and public Board of Education meetings that are also televised and recorded for future reference. Emphasis is placed on transparency and utilizing evaluation results to inform program improvements and support student growth. Furthermore, the sharing of student achievement data is crucial for coordinating services, planning professional development, and evaluating the program's effectiveness at multiple levels, from individual schools to the district as a whole.

School Personnel:

School and district personnel are informed about AIG program evaluation feedback during faculty meetings or PLC's at each school led by their assigned AIG Specialist. The AIG Specialist leads PLC meetings and staff meetings throughout the school year where questions about certified staff survey feedback can be addressed.

School survey data, collected from parents and classroom teachers as part of program evaluation, is shared with content teachers through MTSS when needed. This survey data is also shared with the AIG Director and AIG Specialists.

Program evaluation data is shared in AIG Team PLC meetings, where each AIG Specialist brings individual school information for consolidated review.

District Personnel:

The CCS AIG Plan, which is informed by program evaluation surveys and testing data, is placed on the AIG webpage. The AIG Director attends district administrative meetings and MTSS meetings and provides input from survey data to guide AIG planning and support. School survey data, a component of program evaluation, is shared with the AIG Director and AIG Specialists.

Two-way conversations take place in district MTSS meetings with district directors and administrators to determine district/school needs based on various data, including program evaluation insights. The onsite evaluation during district-wide accreditation (Cognia) requires analysis of each program component through evidence collection and interviews, including AIG programs.

Student Advisory Groups:

Some schools offer opportunities for AIG student advisory groups. Here students have the opportunity to engage in two-way conversations between each other and the AIG Specialist regarding the effectiveness of the AIG program and services.

Families Parents/Guardians:

Parent conferences at schools and PTA nights are utilized to share information with parents and families. Parents receive pamphlets and newsletters outlining program information, improvements, and/or adjustments that have been made in response to program evaluation results.

Partners & Community groups: The AIG website and the AIG Advisory Board serve to inform these groups. Information is also shared with the local news/social media and the AdvancEd Accreditation Agency.

Parent meetings are designed to review changes to the AIG plan based on survey feedback and student DEP's. Multiple formats like pamphlets, newsletters, and parent nights are used to disseminate information.

The AIG Advisory Board and the AIG website serve as key channels for sharing continuous improvement and program evaluation data.

Protecting Confidentiality:

Caldwell County Schools emphasizes the protection of confidentiality. Anonymously collected program evaluation survey data is shared with the AIG Director. The district adheres to the rules of FERPA when sharing student data. This ensures the privacy of stakeholders who provide feedback and the confidentiality of student information.

Publishing Program Evaluation Data in a Variety of Formats and Languages:

Caldwell County Schools publishes program evaluation data in various formats. The CCS Local AIG Plan is placed on the AIG webpage. The website also offers translations in languages representative of Caldwell County stakeholder groups.

The AIG program utilizes program pamphlets, newsletters, folders, and fact sheets for accreditation purposes. School report cards and the state report card also disseminate student performance data, which is a component of program evaluation. The state report card indicates the performance percentages for AIG students for the EOG and EOC testing protocols and fact sheets developed for Cognia accreditation.

*** 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.

Caldwell County School Board policy safeguards the rights of all AIG students. CCS policies, procedures, and practices are reflected in CCS AIG informed consent regarding identification and placement, reassessment procedures, transfers, and resolving disagreements process.

Caldwell County Schools' AIG Program follows established process procedures that are articulated and distributed to parents/guardians at AIG meetings and via the AIG website. The AIG Program Parent/Guardian Rights/Due Process Document has been approved locally by the school board and is given to parents when students are assessed for placement in the AIG Program and when placement occurs. This document is also available at a review of testing results and at annual DEP/IDEP meetings. The Parent Rights/Due Process Document is available on the website at all times and can be accessed by parents, guardians, administrators, advocates, and other stakeholders. The Parents Rights/Due Process document states that the Board of Education "believes that students and parents have the right to an orderly, equitable solution to problems."

Caldwell County School Board Policy Code: 1740/4010 Student and Parent Grievance Procedure

If a grievance arises, the student/parent/guardian shall start at the school level using established procedures to resolve the matter(s) of concern/dispute/disagreements. The Board of Education will not consider any such matter until all administrative remedies have been exhausted. Whenever a student/parent believes that he or she has been adversely affected by a decision of the school-based committee regarding AIG services, then Due Process may be requested. The purpose of this procedure is to ensure that disagreements will be resolved amicably and justly at the lowest possible level. Time limits have been established to ensure prompt attention to each situation. If the student/parent does not process his or her complaint within the set time limit, it may be considered settled and not open to appeal. (See Caldwell County Schools' AIG Website for the complete document.) Military children are offered the same rights concerning AIG identification, services, and grievances as all other students. CCS honors the interstate compact on educational opportunities for military children.

AIG Specialists utilize the following due process procedures that are aligned with Article 9B and CCS Board policy.

1) Parent/Guardian may request a conference with the AIG Specialist and with the School-Based Review Team to address the AIG placement or service delivery decision.

2) Following that meeting, the parent/guardian may request a meeting with the principal to appeal the decision.

3) The principal, in consultation with the AIG Specialist, may support the School-Based Review Team's decision or make a different decision, keeping in mind that Caldwell County Schools does not support the practice of "de-gifting" children. Instead, CCS evaluates student data and determines appropriate placement and services within the local context.

4) The parent/guardian may then appeal the principal's decision to the Caldwell County AIG Director. The Director may meet with the parent/guardian to render a decision for AIG services.

5) The parent/guardian may appeal to the Associate Superintendent for Educational Program Services for consideration of all prior decisions and make a decision.

6) The parent/guardian may appeal to the Caldwell County Board of Education. The Board may render a new decision or maintain a prior decision.

7) Finally, the parent/guardian may petition for a state level of grievance and then involve an administrative law judge for a contested case hearing for a decision for placement or delivery of services.

Consent for Evaluation in the form of a parent/guardian signature is required and requested before all collection of assessment data for AIG placement and identification, as well as for parents/guardians to obtain private assessments instead of LEA-administered assessments. Parents will be advised as to which assessments are acceptable for AIG identification and placement in Caldwell County Schools. Parents or guardians will be asked to provide a copy of the assessor's results for the AIG file. A Consent for Placement is also required before a student may be placed into the AIG Program and officially served in the program. Upon review of data necessary for a placement decision, the AIG Specialist will complete an AIG Placement Packet, with identification evidence attached, and will send the AIG Placement Packet to the AIG District Director. The AIG Specialist will then schedule a meeting with the parent/guardian to review placement data and draft a Differentiated Education Plan for the student with the parent/guardian. The parent/guardian will be required to sign the Consent for Placement Document accepting student placement and the Differentiated Education Plan before a student is served by the AIG Program. The AIG District Director will review/audit the paperwork and will initial and sign all documentation for placement if all identification and placement criteria are met. The placement packet will be returned to the AIG Specialist within three days.

If students are recommended for placement and do not qualify for identification, that student will be put on a Watch List, and parents/guardians may request reassessment for placement. The reassessment should come from the alternative testing resources consistently purchased and provided by the CCS AIG Department unless the parent/guardian wants to pay for outside-of-the-school system testing. When an identified student transfers to Caldwell County Schools from another district, his or her AIG data will be requested, which will identify the student as AIG. Services will begin upon verification (written or verbal) of documentation from the previous school system. Parents/Guardians will be apprised of the process of placement in the district program as it occurs, and a meeting will be scheduled as needed to develop a Caldwell County Schools DEP and/or IDEP (IDEP only if needed). Placement and service area identification from the prior public school district are accepted in Caldwell County Schools. The AIG file is requested from the transfer district, and documents are reviewed by a licensed AIG Specialist to determine service options. Conferences are held so parents/guardians are also involved in a discussion surrounding former and future service options for transfer students. Depending on parent conference outcomes, services will be continued for AIG transfer students.

When a Caldwell County AIG student transfers to another district, copies of the AIG student's folder will be sent by the student's AIG Specialist to the receiving school upon request. When notified in advance of a child moving, AIG Specialists will provide parents/guardians with an updated copy of the AIG Census File as needed.

Throughout the procedures of referral, assessment, and identification, and when families move out of or into the district, parent/guardian rights are protected by the Due Process Policy. The Due Process Policy provides parents/guardians the right to request identification and placement and to appeal decisions of the School-Based Committee and Administrator to the AIG Program Director, the School Superintendent, and the Board of Education. Every effort is made to

amicably examine all options available for testing, identification, and placement, just as it is for other areas, such as Exceptional Children and Multilingual Learners.

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*** Ideas for Strengthening the Standard**

Ensure future surveys are aligned to the Parents Bill of Rights

Develop a timeline for revising the written AIG Plan

Refine parent communication by utilizing new resources in Parent Square and Infinite Campus

Planned Sources of Evidence

* Parent Rights Due Process and Caldwell County Board Policy related to resolving AIG Disagreements

* Parental Permission to Evaluate for AIG Identification and Services

* AIG Financial Documentation for personnel and AIG services

* Caldwell County Schools' documentation of licensed AIG teachers in the HR Department and NCDPI

Documents

Type

Document Template

Document/Link

AIG Standard 6 Additional Resources

N/A

 [Parent Guardian Due Process](#)

 [Translated Parent Due Process-Spanish](#)

 [Permission to Evaluate](#)

 [Permission to Evaluate Follow Up Statement](#)

 [Planned Sources of Evidence](#)

Caldwell County Schools (140) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/12/2025 

AIG Related Documents		
Caldwell County Schools (140) 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 2028	 Local AIG Plan Board Approval 2025-2028
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 Planned Sources of Evidence  AIG Glossary 2025-2028  Grades 3-12 Identification Pathways  AIG Testing Report Template  K-2 Pathways  Parent Invitation to Conference  Permission to Evaluate  Permission to Evaluate Follow Up Statement  Student Information Sheet  Translated Parent Due Process-Spanish  Parent Guardian Due Process
AIG Standard 2 Additional Resources	N/A	 Planned Sources of Evidence  K-8 DEP  High School Grades 9-12 DEP  IDEP  AIGRT Meeting Report  Census File Release Form  Inactive Census File Destruction Record

		 Talent Development Permission  CCS K-12 Talent Development Pathways Overview 25-28
AIG Standard 3 Additional Resources	N/A	 Planned Sources of Evidence  Annual Review Grades K-2  Annual Review Grades 3-8  Add-on Placement Grades 3-12
AIG Standard 4 Additional Resources	N/A	 Standard 4 Planned Sources of Evidence 2025-2028
AIG Standard 5 Additional Resources	N/A	 Planned Sources of Evidence  AIG Advisory Board Meeting Report
AIG Standard 6 Additional Resources	N/A	 Parent Guardian Due Process  Translated Parent Due Process-Spanish  Permission to Evaluate  Permission to Evaluate Follow Up Statement  Planned Sources of Evidence

Glossary

Caldwell County Schools (140) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
ACCESS	Computer-based adaptive test that responds to students' performance. It tests speaking, listening, reading, and writing
AP	Advanced Placement
BOG	Beginning of Grade Reading Assessment
CDM	Credit by Demonstrated Mastery
Concept-Based Learning	The teaching of big ideas that span multiple subject areas or disciplines. We study the concept of change in all areas of life and across the disciplines (social studies, math, science, reading). Concepts go across all the subject areas and push the students to generalization and theory level.
CTE	Career Technical Education
Curriculum Compacting	A technique for differentiating instruction that allows teachers to make adjustments to the curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
Dibels	Dynamic Indicators of Basic Early Literacy Skills
Differentiation - Acceleration	Opportunities to provide more personalized learning by expanding the curriculum into interest areas for the AIG students or into areas of established content expertise, including field trips, outside clubs, specialized content camps and workshops, competitions, and extra classes. These activities may be during the school year, particularly after school or during a summer break. These activities promote time to learn with other students with similar interests.
Differentiation - Enrichment	Activities for the AIG student that provide more personalized learning by expanding the curriculum into interest areas for the AIG student or into areas of established content expertise, including field trips, outside clubs, specialized content camps and workshops, competitions, and extra classes. These activities promote time to learn beyond the traditional curriculum and time to learn with other students with similar interests or abilities.
Differentiation - Extension	Activities/inquiry learning/projects that allow an AIG Student to reach, stretch, or continue in-depth learning or investigations or investigations or extra learning/research of topics in the current curricular content or topic begun in class. Extension activities add depth to learning after a skill or concept in the content is mastered.
Identification Label - AI	Academically Intellectually Gifted - Students who have demonstrated a high ability and achievement: at least 95 percentile on the composite score of a nationally-normed aptitude test and a qualifying score of at least 95 percentile on both reading and math achievement tests
Identification Label - IG	Intellectually Gifted - Students who have shown high ability or the potential to perform: score of a qualifying score at the 98 percentile on the composite score of a nationally-normed aptitude test

Identification Label - AG	Academically Gifted - Students who have demonstrated high achievement in both Reading and Math. Students have met the plan criteria and have been identified in both reading and math
Identification Label - AR	Students have met the plan criteria and are identified in Reading Only - Students who have demonstrated high achievement in Reading
Identification Label - AM	Students have met the plan criteria and are identified in Math Only - Students who have demonstrated high achievement in Math
MTSS	Multi-Tiered System of Support
NC Check-in	NC Check-Ins are interim assessments developed by the North Carolina Department of Public Instruction (NCDPI) that are aligned to North Carolina grade-level content standards in English language arts (ELA)/reading for grades 4-8 and in mathematics for grades 3-8. In ELA, NC Check-Ins measure all grade-level content standards assessed and an increase in text complexity. For mathematics, each NC Check-In focuses on a selected subset of grade-level content standards.
NCVPS	North Carolina Virtual Public Schools
PBL	Problem-Based Learning
PETS	Primary Education Thinking Skills
PLC	Professional Learning Communities
RAFT	A differentiation strategy where students have a writing prompt that provides a Role, Audience, Format, and Topic that they address through a writing assignment.
STAR	Standards-based, computer-adaptive assessments that measure students' reading comprehension, monitor achievement and growth, and track understanding of focus skills aligned to North Carolina state learning standards
Title 1	Federal funds that may be allotted, if available, for schools with large concentrations of low-income students to assist in meeting their educational goals.