

Mission/Vision Statement and Funding	
Camden County Schools (150) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment. For 2025-2028, the Local AIG Plan is as follows:	
* Mission and/or Vision Statement(s)	
AIG Program Vision	Camden County Schools will provide an AIG program of inclusive gifted education, committed to equity and excellence, that recognizes and responds to turning exceptional potential into extraordinary achievement in our ever-changing society.
AIG Program Mission	The Camden County AIG program recognizes our responsibility to discover and nurture the potential of each student and respond to those diverse abilities. Our mission is to create an exceptional learning experience that empowers gifted students to explore, discover, and flourish academically, socially, and emotionally. Through comprehensive gifted services that are supportive, rigorous, and engaging, we will inspire our students to become thoughtful innovators, compassionate leaders,

and lifelong learners who will positively impact the world.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 117,006.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
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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. Camden County Schools has developed screening and referral processes that can lead to AIG identification at all grade levels. Our gifted program relies on research-based best practices of universal screening and multiple indicators of giftedness. Our screening and referral processes encompass every student, ensuring equal consideration regardless of their economic circumstances, cultural heritage, ethnicity, physical capabilities, language proficiency, or any other personal characteristics. At the beginning of each school year, the AIG Facilitator and/or a member of the AIG Leadership Team share the screening and referral processes with school staff. This includes discussing the definition of giftedness, the characteristics of gifted students, and the performance indicators available for staff to use in recommending students for a referral in the gifted program. Children enter school with vastly different skill sets, capabilities, and life experiences that influence their readiness for learning. At early ages, it can be challenging to distinguish how much precocious behavior can be attributed to an enriched home environment versus genuine intellectual ability. In grades K-2, students are typically not formally identified as gifted out of consideration for young students' rapidly changing academic, intellectual, and social-emotional development. However, the AIG Facilitator directly interacts with K-2 teachers and their students in order to recognize signs of potential giftedness. Through this process, the AIG Facilitator may use classroom observations, anecdotal evidence, and teacher and/or principal recommendations to indicate a need for referral. In the spring of second grade, all students take the Cognitive Abilities Test (CogAT) - a nationally-normed, standardized aptitude assessment. Parents/guardians may opt out of this process if desired. Using this universal screener for all students helps ensure our gifted identification process is fair, equitable, and unbiased. The AIG Leadership Team will review these assessment results to determine which students should be referred for possible gifted identification. Any student who scores in the 90th percentile or higher, composite or subscore, on the CogAT will automatically be referred to the AIG Facilitator for further evaluation. In grades 3-12, there are many qualitative and quantitative sources of data that may be used to generate a possible AIG referral: ▪ Aptitude assessment scores ▪ End-of-Grade, End-of-Course state tests ▪ Other state or local, formative or summative benchmark assessments ▪ Gifted characteristics checklist ▪ Classroom observations

▪ Work samples

Referrals may be submitted at all grades by school personnel, parents/guardians, students (including self-nominations), or community members. The referral form is available at each school's website in addition to our district website in order to request AIG screening. Referrals for the AIG program are accepted at any time during the year.

Once a referral is received, the AIG Facilitator will collect all available data in order to develop a comprehensive student profile. This body of evidence will be reviewed by the AIG Leadership Team, resulting in informed placement decisions.

Flowchart of the Screening and Referral Process (see Appendix A)

*** 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.

Camden County Schools has established a process and criteria for AIG student identification at all grade levels and provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. To equitably identify gifted students, the AIG Facilitator methodically collects quantitative and qualitative data in order to develop a comprehensive student profile in which the AIG Leadership Team evaluates to ensure a thorough and consistent review process. At no point will the AIG Leadership Team use a single piece of data as a reason to exclude a student from gifted identification; however, one superior score or indicator alone may indicate a need for gifted identification and services. The AIG Leadership Team analyzes multiple data points to determine if a student's comprehensive student profile shows a need for services beyond the regular education program.

As student referrals are submitted throughout the school year, the AIG Facilitator coordinates the collection of any additional data necessary before evaluation by the AIG Leadership Team. The AIG Facilitator may collaborate with a wide array of instructional support staff (e.g. translators, social workers, psychologists, counselors, EC teachers, etc.) to collect necessary data towards a comprehensive student profile. When additional perspectives may be beneficial, the AIG Facilitator may include these individuals in AIG Leadership Team decisions. The AIG Leadership Team will meet during one designated window of time each semester (typically in October and March) to make informed decisions regarding gifted identification of those students who have been referred. After thorough review, the AIG Leadership Team will determine one of these paths forward regarding the student's referral:

1. Continue regular education services because available data does not indicate a need for advanced, differentiated services beyond the general education setting at this time.
2. Place the student on a "wait and watch" list in order to gather additional qualitative and/or quantitative data and monitor student performance until the next evaluation review window for informed decision-making.
3. Identify the student as Academically and/or Intellectually Gifted (AM, AR, AG, IG, AI) and determine appropriate services.

The AIG Facilitator keeps a record of all referrals and decisions made by the AIG Leadership Team. They will inform parents/guardians whether their child has been identified as gifted based on the team's evaluation.

Pathways to Identification and Placement (also see Appendix B)

Academically Gifted in Reading (AR)

Students in grades 3-12 may be identified as Academically Gifted in Reading based on evidence in this content area as demonstrated through a combination of the following criteria:

- 90th percentile or higher on the verbal battery of the Cognitive Abilities Test
- Level 5 on the North Carolina End-of-Grade (EOG) or End-of-Course (EOC) reading comprehension test
- 93rd percentile or higher on PreACT/ACT subtest
- Observed gifted characteristics (teacher and parent/guardian scale)
- Possible work samples

Academically Gifted in Math (AM)

Students in grades 3-12 may be identified as Academically Gifted in Math based on evidence in this content area as demonstrated through a combination of the following criteria:

- 90th percentile or higher on the quantitative battery of the Cognitive Abilities Test
- Level 5 on the North Carolina End-of-Grade (EOG) or End-of-Course (EOC) math test
- 93rd percentile or higher on PreACT/ACT subtest
- Observed gifted characteristics (teacher and parent/guardian scale)
- Possible work samples

Academically Gifted in both subject areas (AG)

Students in grades 3-12 may be identified as Academically Gifted based on evidence in reading and math area as demonstrated through a combination of the following criteria:

- 90th percentile or higher on the verbal and quantitative battery of the Cognitive Abilities Test

- Level 5 on the North Carolina End-of-Grade (EOG) or End-of-Course (EOC) reading comprehension and math test

- 93rd percentile or higher on PreACT/ACT subtest

- Observed gifted characteristics (teacher and parent/guardian scale)

- Possible work samples

Intellectually Gifted (IG)

Students in grades 3-12 may be identified as Intellectually Gifted. Intellectual giftedness is not dependent on performance in a specific content area. Sometimes, there may be discrepancies between a student's aptitude and their actual academic achievement. To be identified as Intellectually Gifted, a student must meet all of the following criteria:

- 98th percentile or higher on the verbal, quantitative, and nonverbal battery of the Cognitive Abilities Test

- Observed gifted characteristics (teacher and parent/guardian scale)

Academically and Intellectually Gifted (AI)

Students in grades 3-12 may be identified as Academically and Intellectually Gifted. This identification refers to highly gifted students who show elements of both academic and intellectual giftedness as demonstrated through a combination of the following criteria:

- 98th percentile or higher on the verbal, quantitative, and nonverbal battery of the Cognitive Abilities Test

- 98th percentile or higher on the North Carolina End-of-Grade (EOG) or End-of-Course (EOC) reading or math test

- 98th percentile or higher on PreACT/ACT subtest

- Observed gifted characteristics (teacher and parent/guardian scale)

- Possible work samples

Because young children's academic skills, intellectual development, and social-emotional maturity are rapidly evolving, formal gifted identification typically begins after second grade. However, students in the K-2 grade span may be formally identified as Academically and Intellectually Gifted when a combination of the following criteria below indicate a need for advanced, differentiated services:

- 98th percentile or higher on the verbal, quantitative, and nonverbal battery of the Cognitive Abilities Test
- Score at least two years above grade-level expectations on a standardized local or state achievement and/or benchmark assessment
- Observed gifted characteristics (teacher and parent/guardian scale)
- Portfolio of work samples

When developing a comprehensive student profile, psychological evaluations conducted by external agencies may be submitted for review by the AIG Leadership Team.

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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.

Our AIG program is committed to equitably screening for, referring, and identifying gifted learners from any background including students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional. The AIG Leadership Team analyzes our district AIG enrollment trends annually in order to ensure that our AIG screening, referral, and identification procedures are responsive to our total school population. Our AIG program utilizes a universal screener instead of relying only on referrals, a practice recognized as one of the most effective ways to promote equity and access to gifted identification. All second-grade students take the Cognitive Abilities Test (CogAT) as part of a universal screening process. This assessment is untimed and can be administered in multiple languages, helping to remove barriers and support the identification of students from underrepresented populations. Our AIG program remains dedicated to using universal screening and will actively explore ways to broaden its implementation. Pathways to identification also include a combination of both quantitative and qualitative data sources (e.g. aptitude test, rating scale). We believe this comprehensive identification approach will provide more students the opportunity to demonstrate giftedness across various areas, while better addressing the needs of underrepresented populations.

District-wide demographics reflect students in grades 3–12, as these are the grade levels where gifted identification typically occurs.

As of March 2025, the demographics of the 224 students identified as gifted were as follows:

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	13.26%
Male	---	---	37.50%	---	18.64%	---	16.72%

Total	---	---	20.00%	---	10.66%	---	15.01%
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 Camden County Schools AIG program monitors the screening, referral, and identification processes to ensure consistent implementation across all schools. The local board-approved AIG plan is the central and unifying document that serves as guidance to align and direct all stakeholders within the district. Through consistent collaboration, the district AIG Coordinator, AIG Facilitator, AIG Leadership Team, and AIG Advisory Board are responsible and tasked with monitoring these processes through the following methods:							
▪ The AIG Coordinator and/or AIG Facilitator provides each school staff with an annual review in regards to screening, referral, and identification processes identified in the local AIG plan.							
▪ The AIG Coordinator and/or AIG Facilitator annually trains new members of the district AIG Leadership Team in regards to screening, referral, and identification processes identified in the local AIG plan.							
▪ The AIG Leadership Team meets twice each school year (at the minimum) to discuss, review, and reflect upon the implementation of screening, referral, and identification processes.							
▪ The AIG Advisory Board meets twice each school year (at the minimum) to discuss, review, and reflect upon the implementation of screening, referral, and identification processes.							
▪ Documentation (e.g. forms, surveys, letters, checklists, etc.) to develop a comprehensive learner profile will be consistent among all schools.							
▪ The AIG Coordinator may conduct random audits of student files to ensure consistent identification and procedure practices.							
▪ The AIG Coordinator and/or AIG Facilitator will collect, monitor, and evaluate demographic data from screening, referral, and identification processes to ensure all student populations receive fair and equitable consideration.							
* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.							
Camden County Schools AIG program communicates and provides information regarding screening, referral, and identification processes to all stakeholders in a variety of ways.							
▪ The AIG Coordinator and/or AIG Facilitator provides each school staff with an annual review in regards to screening, referral, and identification processes identified in the local AIG plan.							

▪ The AIG Coordinator, AIG Facilitator, and/or member of the AIG Leadership Team may provide professional learning opportunities throughout the school year on various aspects of the screening, referral, and identification processes, including more in-depth topics such as underrepresentation of subgroups. ▪ The AIG Coordinator and/or AIG Facilitator provides district leadership and school administrators with necessary information regarding screening, referral, and identification processes during monthly district meetings. ▪ The AIG Coordinator and/or AIG Facilitator shares information with families and community members through meetings with the AIG Advisory Board and public presentations to the Camden County Schools Board of Education. ▪ The AIG Facilitator communicates with classroom teachers, parents/guardians, and students through newsletters, presentations, emails, school-site events, etc. in regards to screening, referral, and identification processes. ▪ The Camden County Schools AIG website serves as a key platform for sharing information with both the general public and all members of the school community. The website includes our local AIG plan, its supporting forms and documents, a parent reference guide, and other relevant information regarding our AIG program.	* 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 Camden County Schools AIG program maintains documentation of each student's identification process, including the evidence used to determine their eligibility. An individual AIG folder is created for each referred student and contain the following: ▪ Referral Form ▪ Consent for Evaluation ▪ Summary of Indicators (collection of qualitative and quantitative data) ▪ AIG Leadership Team Decision of Placement ▪ Consent to Serve ▪ Differentiated Education Plan Once the AIG Leadership Team determines eligibility for gifted identification, the AIG Facilitator will meet with the parent/guardian for an initial placement conference. During this time, results will be shared, consent for placement will be discussed, and a Differentiated Education Plan for services will be developed. AIG services will only begin after a parent/guardian signs the Differentiated Education Plan and provides consent for services. After the initial placement conference with parents/guardians, gifted placement decisions will be documented in the NC-Student Information System (currently Infinite Campus) by the AIG Facilitator. Each student's AIG folder is stored securely at their current school and transfers with them throughout the Camden County School system.	

The AIG Facilitator is responsible for maintaining and securing all student records and updating them as needed. Parents/guardians may request a copy of their student's AIG identification records at any time.

*** 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.

Camden County Schools AIG program uses a uniform Differentiated Education Plan (DEP) to document services for gifted students. Each student's Differentiated Education Plan (DEP) outlines services tailored to their academic, intellectual, and social-emotional needs, while aligning with the appropriate learning environment and available enrichment opportunities.

DEPs are created annually, based on available data, in order to ensure services match student strengths, needs, and interests. A wide range of support personnel collaborate as needed (e.g. school counselor, EC teacher, ELL teacher, etc.) when reviewing a student's DEP.

The AIG Facilitator will schedule a parent/guardian conference upon initial placement into the gifted education program, where DEPs will be created, reviewed, and signed. Additional conferences for DEP review can be scheduled at any time upon parent or guardian request.

The AIG Facilitator will also meet with classroom teachers to provide copies of DEPs and discuss differentiation strategies for gifted learners. Throughout the school year, the AIG Facilitator remains available to consult with both parents/guardians and teachers about differentiated instruction and services. The DEP follows the student through each grade level, ensuring consistent services during all school transitions.

An Individual Differentiated Education Plan (IDEP) may be designed if the DEP does not adequately reflect the student's specific, unique needs and abilities. IDEPs are also reviewed annually or if there is an immediate need for a change with the student.

The AIG Facilitator will collaborate with high school counselors to align the four-year plan of coursework/program of study or the accelerated learning plan with each high school student's DEP, reviewing and updating the plan on an annual basis.

*** Ideas for Strengthening the Standard**

- Ensure our AIG website is easily accessible from the district and school level with links to necessary information (e.g. appendices, referral form).
- Consider developing a Special Populations day at the beginning of the year for each school to share AIG identified students and DEP services.
- Provide intentional professional development regarding gifted characteristics and underrepresented populations.
- Create a spreadsheet to track AIG demographics from year-to-year.
- Explore the possibility of administering the CogAT at an additional grade level beyond second grade.
- Consider the use of predetermined performance tasks with rubrics, as a qualitative data point for AIG identification.
- Aggregate and analyze subgroup data to examine the top 10% of each subgroup for potential AIG identification.

- Develop a protocol to transition AIG data between schools.

Planned Sources of Evidence

* AIG District Webpage	
* AIG Plan Appendices	
* AIG Program Forms	
* AIG Brief Program Guide	
* AIG Data Presentation	
* Minutes from AIG Leadership Meetings	

Documents

Document Template Document/Link

AIG Standard 1 Additional Resources

N/A

 [Appendix A](#)

Standard 2: Comprehensive Programming within a Total School Community	
Camden County Schools (150) 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 <i>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.</i> * 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. Camden County Schools aims to deliver an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through a variety of personnel. The services we provide are aligned to the students' advanced learning needs and their area of AIG identification. Specific services and settings available at each grade span can vary depending on students' needs, staffing capabilities, scheduling constraints, and other school-related factors. Grades K-2 All students in grades kindergarten through second grade receive talent development services from the AIG Facilitator through their general education classroom. These services foster the development of gifted characteristics and allow the AIG Facilitator and classroom teacher an early opportunity to observe potentially gifted students. For this grade span, services and settings may include (but not limited to): ▪ Early admission to kindergarten ▪ Cluster grouping in regular classroom ▪ Flexible grouping within regular classroom setting ▪ Grade and/or team level flexible grouping ▪ Differentiated core instruction in the regular classroom ▪ AIG Facilitator delivers whole-group talent development lessons ▪ AIG Facilitator as resource support for classroom teacher ▪ Grade and/or subject acceleration It is our general practice not to formally identify students as gifted prior to third grade, recognizing that young children experience rapid changes in their academic, intellectual, and social-emotional development. However, in exceptional cases with substantial evidence, students may receive formal identification

based on established criteria.

Grades 3-5

In grades 3-5, students who are eligible for the gifted education program and are identified as Academically and Intellectually Gifted (AIG) are appropriately clustered for instruction in a general education setting. When possible, they are clustered with a teacher who either has AIG licensure or is in the process of obtaining it.

AIG students will receive direct, pull-out services a minimum of 1 hour and up to 3 hours per week by a licensed AIG Facilitator. Direct services provide AIG students with an opportunity to participate in AIG reading and math units of study, which extend the NC Standard Course of Study, based on their area of identification and/or need. All AIG students also receive weekly enrichment services with instructional activities that supplement the core curriculum and challenge students academically.

The AIG Facilitator may also serve AIG students by going into the classroom to work with the general education teacher with differentiation and/or planning of instructional units and by consulting with the teacher to prepare differentiated units in order to meet the needs of all students.

For this grade span, services and settings may include (but not limited to):

- Cluster grouping in regular classroom
- Flexible grouping within regular classroom setting
- Grade and/or team level flexible grouping
- Differentiated core instruction in the regular classroom
- Direct pull-out services with an AIG Facilitator
- Inclusion services within regular classroom setting
- Consultative services with an AIG Facilitator or School Counselor
- AIG Facilitator as resource support for classroom teacher
- Grade and/or subject acceleration

Grades 6-8

Services for students identified as Academically and Intellectually Gifted (AIG) in grades 6-8 may include (but are not limited to):

- Advanced Reading Courses
- Advanced Math Courses
- Math 1 and English 1 Courses
- Grade and/or team level flexible grouping
- Differentiated core instruction in the regular classroom

- Inclusion services within regular classroom setting
- Consultative services with an AIG Facilitator or School Counselor
- Enrichment Opportunities
- Academic Clubs and Competitions
- Targeted support by AIG Facilitator for specific needs
 - Coaching, consulting, resource support, professional development

Grades 9-12

Camden County offers two high school options: Camden County High School (CCHS) and Camden Early College High School (CECHS).

Services for students identified as Academically and Intellectually Gifted (AIG) in grades 9-12 may include (but are not limited to):

- Honors Classes
- Advanced Placement (AP) Courses
- NC Virtual Public School Courses (NCVPS)
- Career and College Promise (CCP) Courses
- Dual Enrollment
- Credit by Demonstrated Mastery (CDM)
- Early Graduation
- Governor's School
- Residential Schools (e.g. NC School of Science and Math)
- Academic Clubs and Competitions
- Mentorships and/or Internships
- Consultative services with an AIG Facilitator or School Counselor
- Targeted support by AIG Facilitator for specific needs
- Coaching, consulting, resource support, professional development

Monitoring Student Progress

Student progress within the AIG program is continuously monitored. All teachers and personnel that work with and support AIG students will have access to their Differentiated Education Plan (DEP). Regular evaluation of student performance (e.g. progress reports, report cards, standardized testing results, work samples) helps determine whether the provided services and settings are effectively meeting a student's needs.

The Camden County Schools AIG program does not remove gifted status from students who are performing below expected goals. Instead, such situations indicate a need to confer with all stakeholders and adjust services to better match the student's specific needs.

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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.

Camden County Schools aims to deliver an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through a variety of personnel.

Our district AIG Leadership team is comprised of a variety of stakeholders including the AIG Coordinator, AIG Facilitator, AIG licensed teachers, support specialists, an administrator, a school counselor, and a school psychologist. A member of the district AIG Leadership team provides training on the unique social and emotional needs of gifted learners throughout the school year, both formally and informally (e.g. grade-level meetings, PLCs, district-wide professional development). The AIG Facilitator conducts check-ins with classroom teachers, through scheduled meetings and/or conversations, to ensure their gifted students' social and emotional needs are being addressed. Additionally, the AIG Facilitator may provide social-emotional learning resources, lessons, or units specifically designed for gifted students.

During the annual review of each student's Differentiated Education Plan (DEP), the AIG Facilitator will assess social and emotional needs, involving appropriate support staff when necessary. The DEP, including any social and emotional goals, is shared with parents/guardians, teachers, and relevant support staff.

Each school has a certified counselor who provides support for all students and their families. School counselors understand the challenges gifted students face and offer both individual and small group support sessions as specific needs emerge. School counselors, in collaboration with the AIG Facilitator, work together to support gifted students during crucial transitions in their educational experience (e.g. 5th-6th, 8th-9th, 12th-college or career).

The AIG Coordinator participates in multiple district-level committees, which provides opportunities to advocate for gifted learners' social and emotional needs. These committees include Curriculum & Instruction, Student Services, and Multi-Tiered System of Supports. The district AIG Coordinator and AIG Facilitator collaborates with the AIG Leadership Team and AIG Advisory Council to communicate information about gifted learners' social and emotional needs while gathering feedback on potential improvements in this area.

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*** Practice C**

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

Through policies and practice, Camden County Schools works to integrate and connect our AIG program with our district's priorities and resources. Our district AIG Coordinator also serves as our district's Director of Exceptional Children and Special Programs. The AIG Coordinator serves collaboratively as a member on multiple district-level teams (e.g. Student Services, Multi-Tiered System of Supports, Strategic Planning) and works closely with our Chief Academic Officer and Curriculum & Instruction team. Our AIG Coordinator will remain engaged with these teams, offering expertise in gifted education while ensuring our AIG goals and initiatives align with district priorities. The AIG Coordinator, in conjunction with the Chief Academic Officer, also attends Board of Education meetings and is involved in policy revision. The AIG Facilitator serves on school-level and district-wide committees (e.g. School Improvement, Multi-Tiered Systems of Support, Professional Learning Communities) in order to provide a gifted education perspective in school and district planning and decision-making. As active members of these teams, the AIG Coordinator, Chief Academic Officer, and AIG Facilitator are empowered to advocate for and share information about the AIG program. In turn, these teams provide valuable content, perspective, and input that enhances our AIG programming. The two-way dialogue and collaborative planning process guides how resources are allocated and informs the practical implementation of the local AIG plan and policies for our gifted students.	* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. Camden County Schools actively works to develop procedures for intentional, flexible grouping practices to facilitate the achievement and growth of our AIG students and those students with advanced learning needs. In grades K-5, the AIG Facilitator, school administrators, and other personnel responsible for student scheduling, will intentionally cluster gifted students. When possible, these students will be assigned with a teacher who has AIG licensure or has demonstrated success in promoting academic growth among advanced learners through measurable outcomes such as EVAAS data. Throughout the school year, classroom teachers are expected to implement flexible grouping practices based on ongoing assessment data, readiness, and interest for all students. Students in grades 6-12 are clustered into advanced courses as appropriate. A review of multiple data sources and the comprehensive needs of gifted and advanced learners will guide effective grouping practices and classroom placement decisions at all grade levels. At the district level, the AIG Coordinator and Chief Academic Officer routinely analyze AIG and advanced learners' data, including academic achievement, growth, and social-emotional indicators. They share these findings with school and district committees to inform and improve course scheduling and grouping decisions. * 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. Camden County Schools informs all teachers, school administrators, and support staff about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. All stakeholders can access our local AIG plan on our district website. The website also includes a brief program guide, appendices, resources, newsletters, a referral form, and contact information. The AIG Coordinator and the district AIG Leadership Team collaborate to disseminate information about our AIG program and plan to school personnel in a variety of ways. These methods may include: ▪ Beginning of the year annual training on AIG regulations and procedures (e.g. relevant state laws, referral and identification, service delivery) ▪ Provide an overview (AIG Brief Program Guide) for all personnel to understand the essential components of the local AIG plan
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▪ Integrate NC AIG program standards, legislation, policy, and regulations around gifted programming into professional development, administrative meetings, and district and school-level meetings ▪ Discuss how the AIG program provides differentiated services for AIG students with each stakeholder group during staff meetings, Professional Learning Communities, and AIG Advisory Board meetings ▪ The AIG Facilitator annually shares and discusses all Differentiated Education Plans (DEPs) with classroom teachers, parents/guardians, and other relevant support staff	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. Our AIG program establishes a line of communication among and between teachers and schools to ensure an effective continuation of services. The AIG Facilitator collaborates with classroom teachers to develop and implement Differentiated Education Plans (DEPs) for gifted students. The AIG Facilitator shares these plans annually and meets with teachers to discuss AIG student's and their services. DEPs are printed and maintained at the school-level in each child's AIG folder. The AIG Facilitator may also: ▪ Communicate with teachers, counselors, and administrators about the academic progress of AIG students ▪ Discuss AIG expectations, requirements, content modifications, clustering, and program initiatives with all stakeholders ▪ Present at meetings for the AIG Leadership Team, classroom teachers, school and/or district committees to ensure a continuum of services, especially at key transition points ▪ Host grade-level specific open house events, parent informational meetings, or school tours The district AIG Leadership Team will meet a minimum of two times per school year to: ▪ Discuss transition students and related issues ▪ Review student portfolios of referred students ▪ Reflect on the status of the AIG program ▪ Revision of program forms, letters, and/or appendices ▪ Plan school and/or district-level professional development opportunities
* 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.	

Camden County Schools develops policies and procedures for a variety of acceleration opportunities.

As governed by North Carolina State Board of Education policy, the opportunity for acceleration may begin with early admission to kindergarten. The administrator for Grandy Primary School, the counselor, school psychologist, Chief Academic Officer, and district AIG Coordinator oversee this process.

Students may be subject and/or grade accelerated following case-specific evaluation conducted by the district AIG Leadership Team. In accordance with state regulations, advanced mathematics opportunities are available and compacted content may be implemented across all instructional levels.

Additional acceleration options may include Credit by Demonstrated Mastery (CDM) and dual-enrollment, including Career and College Promise (CCP).

Early Admission to Kindergarten

The North Carolina General Assembly passed BH-1099, allowing early admission to kindergarten of a child who has reached his/her fourth birthday by April 16th if the child demonstrates extraordinary academic ability and maturity. North Carolina Board Policy outlines standards for principals to use in determining if early entrance to kindergarten is an appropriate placement for a child. In accordance with this guidance, Camden County Schools provides guidance on what families will need to provide. Once the principal receives the minimum requirements, the principal shall conduct student and family interviews, and then confer with a committee of professional educators to consider various standards that will indicate readiness for a child.

Subject and/or Grade Acceleration

According to Camden County Schools Board Policy, 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 (ex. dual enrollment). The principal, after consulting with the professional staff and the student's parents/guardians, may determine that skipping a grade level is appropriate.

Credit by Demonstrated Mastery (CDM)

Camden County Schools provides 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. Students in grades 6 through 8 may earn Credit by Demonstrated Mastery for high school courses offered in middle school. CDM is an option that allows students to demonstrate mastery and receive credit for a course by taking an assessment demonstrating proficiency by achieving the designated scale score or percent as established by NCDPI, and then completing an artifact reflecting content mastery. CDM is only available for standard-level courses. CDM credits are awarded as a pass/fail grade and therefore do not impact grade point averages. CDM requests are made to the principal of the high school.

Dual Enrollment - Career and College Promise (CCP)

Camden County Schools provides dual enrollment opportunities through the CCP program, with gifted identified students eligible for early access to CCP coursework beginning in their freshman year. CCP courses are available in both College Transfer and Career and Technical Education pathways, with many community college courses articulating as high school graduation credits. Camden County Schools counselors collaborate with the AIG Facilitator, students, and families to offer guidance on these program options starting in 8th grade, helping students make informed decisions that align with their future aspirations and academic challenge needs.

Accelerated Pathway for Early Graduation in Three Years

In accordance with G.S. 115C-83.31, Camden County Schools provides students with an option of an accelerated pathway for graduation in three years of high school, in addition to the typical four years of high school. Offering the SBE minimum graduation requirements in a three-year pathway takes intentional planning and a commitment from both the LEA and the student in ninth grade. Students choosing to be part of an accelerated pathway must have an accelerated learning plan that both the student and parent/guardian will agree to before Grade 9. Students may withdraw from this pathway prior to completion with written communication to the school from the parent and student. Camden County Schools counselors work with families to determine if this accelerated pathway is appropriate for their student. Final information is articulated to the high school counselor before entrance into the 9th grade. Students attending Camden Early College High School will not have the option to be on an accelerated path for graduation in three years, as the goal of those schools is to obtain a college certificate/credential/degree in addition to a high school diploma in four or five years.

* Practice H

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

Camden County Schools cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. All students in grades kindergarten through second grade receive talent development services from the AIG Facilitator through their general education classroom. These services foster the development of gifted characteristics and allow the AIG Facilitator and classroom teacher an early opportunity to observe potentially gifted students. In grades K-2, the AIG Facilitator may work with whole classes to deliver talent development lessons involving creative and critical-thinking, collaborate with classroom teachers to identify flexible groups, or serve as a resource support for differentiating core instruction for students. Although the AIG Facilitator supports teachers across all grade levels, formal identification and service delivery for gifted students begins in third grade.

The AIG Facilitator will meet with K-2 staff in Professional Learning Communities (PLCs) to share AIG updates, discuss early indicators of giftedness, and share best practices and instructional strategies for nurturing the potential of young students. The AIG Facilitator, with support of the AIG Leadership Team, acquires supplemental resources designed for nurturing giftedness in students. K-2 teachers can access these resources through digital newsletters shared by the AIG Facilitator or by borrowing physical materials directly from the AIG Facilitator.

* 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.

Camden County Schools believes in developing mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities in grades 4-12.

To ensure equitable access to advanced learning opportunities, our AIG program:

- Uses an aptitude universal screener in the spring of second grade
- Collects and analyzes data on screening and placement of underrepresented populations to inform AIG plan and program decisions
- Screen EOG/EOC scores for potential students in grades 3-12
- Ensures access to high-level math for every student who scores a Level 5 on state testing in grades 3-12
- Encourage referrals from all subgroups and grade spans
- Use qualitative data (e.g. work samples, checklists, anecdotal notes) as evidence to support gifted characteristics as part of a comprehensive learner profile
- Ensures extracurricular activities and programs are designed to include diverse student groups
- Provide professional development to all stakeholders to raise awareness and an overall understanding of recognizing giftedness in underrepresented populations

*** Practice J**

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

Camden County Schools seek to enhance and further develop the talents and interests of our AIG students through extracurricular programming.

Our AIG students, advanced learners, and high potential students have the opportunity to participate in extracurricular activities based on their grade span. Students may be provided alternate delivery methods and schedules to allow the time and flexibility needed to pursue their interests.

Opportunities may include (but not limited to):

- Field trips
- Academic clubs and competitions
- Athletic clubs and competitions
- Cultural art experiences
- Internships/job shadowing/mentoring
- Community service
- Summer enrichment camps
- Independent studies

Providing extracurricular programs and events is the responsibility of the total school community. The AIG program will promote extracurricular opportunities to

all stakeholders through emails, newsletters, grade-level or school meetings, school announcements, and our district website.

*** Ideas for Strengthening the Standard**

- Encourage and communicate new extracurricular programs and events
- Consider developing summer enrichment programs
- Create a bank of clubs and competitions by grade span
- Explore funding opportunities to increase dedicated AIG personnel
- Consider ways to increase the number of general education teachers with add-on AIG licensure
- Increase awareness of social-emotional needs of gifted students

Planned Sources of Evidence

* District AIG webpage	
* Differentiated Education Plans	
* Documentation of staff members with AIG licensure	
* PLC and/or PD agenda/minutes	

Documents

Document Template

N/A

Type
AIG Standard 2 Additional Resources

Document/Link
 [Appendix B](#)

Standard 3: Differentiated Curriculum and Instruction	
Camden County Schools (150) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 3: Differentiated Curriculum and Instruction <i>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.</i>	* 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. In Camden County Schools, all educators are expected to plan instruction based on the North Carolina Standard Course of Study (NCSCOS) and are responsible to differentiate that instruction to address the needs of all learners. Creating effective differentiated learning experiences that enrich, extend, and/or accelerate the standards requires collaboration among all educators, including classroom teachers, the AIG Facilitator, and various support personnel (e.g. Exceptional Children's teacher, school interventionist, etc.). Classroom teachers, at all grade levels, must differentiate core curriculum through content, process, or product to address the range of advanced ability levels in their classroom. This can be accomplished using research and evidence-based strategies such as flexibly grouping students by similar ability, readiness, and/or interests. Educators continually work together to create learning experiences in the classroom that enable gifted students to expand upon material through new perspectives, alternative applications, or progression to advanced concepts. The AIG Facilitator is available to collaborate with K-12 teachers to develop enrichment, extension, and/or acceleration strategies with depth and complexity that are aligned with the NCSCOS. These specific strategies enable students to develop advanced problem solving abilities, engage in higher-order questioning, and use advanced creative and critical thinking skills. The AIG program utilizes research-based instructional strategies and gifted education best practices to support the classroom teacher in appropriate and effective content modifications as described in each identified student's Differentiated Education Plan (DEP). The AIG Facilitator and district AIG Leadership Team also support staff in differentiating the NCSCOS at all grade levels by: ▪ Leading and/or participating in grade-level meetings or Professional Learning Communities (PLCs) in regards to differentiating curriculum and instruction ▪ Providing coaching support and instructional resources for K-12 classroom teachers to enrich, extend, and/or accelerate the standards for gifted students ▪ Co-teaching, when available, to support partnerships that provide support and direct instruction for AIG students The AIG Leadership Team annually reviews and explores a variety of research and evidenced-based resources to augment curriculum and instruction as it relates to fostering content, rigor, and 21st century skills in the classroom.
* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.	

Camden County Schools AIG program uses identified abilities, readiness, and interests to address a range of learning needs for all students. The AIG Facilitator uses each identified student's data from their comprehensive learner profile and collaborates with other stakeholders (e.g. parents/guardians, classroom teachers, support staff) to determine and match appropriate differentiated services.

Differentiation instructional practices, at all grade levels, may include (but not limited to):

- Flexible and/or cluster grouping
- Curriculum compacting
- Tiered assignments
- Problem and/or project based learning
- Technology-enhanced learning and/or digital integration
- Shared inquiry learning (e.g. Socratic seminars)
- Interest-based learning (e.g. passion projects)
- STEM activities
- Independent studies
- Subject and/or grade acceleration

The AIG Facilitator and AIG Leadership team provide support (e.g. modeling, co-teaching, resources) to classroom teachers in employing diverse and effective instructional practices for gifted students. Beyond the AIG Leadership team, school and district MTSS teams offer training on student differentiation techniques, recognizing these strategies as essential components of an effective Multi-Tiered System of Supports. In Professional Learning Communities (PLCs), teachers collaboratively discuss and reflect upon the implementation of differentiation strategies and consider the data to inform their instructional decisions.

*** Practice C**

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

Camden County Schools incorporates a variety of evidence-based resources that enhance student learning and address the range of academic, intellectual, and social-emotional needs of AIG students.

The district AIG Coordinator and AIG Leadership Team enhance the North Carolina Standard Course of Study using supplemental materials chosen for their quality and relevance to student interests, needs, and current research findings.

Evidence-based resources available for use (may be subject to change):

- Building Thinking Skills (Grades K-2)
- Junior Great Books (Grades 3-7)

- Jacob's Ladder Reading Comprehension Program - Fiction, Nonfiction, Affective (K-8)

- College of William and Mary Reading and Math Units (Grades 3-6)

- Mentoring Mathematical Minds (Grades 3-5)

- STEM Kits and Coding (e.g. Makey Makey, Spheros)

- Hands on Equations

- Math Exemplars (K-8)

- NC DPI Advanced Learning Labs

The AIG Facilitator has access to other school-specific resources available to share with all stakeholders. Our local AIG program consistently researches effective practices, updates curriculum, and acquires materials to extend and enrich the North Carolina Standard Course of Study and address the unique needs of AIG students.

*** 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.

Camden County Schools AIG program fosters the development of durable skills and mindsets that support post-secondary success. The AIG Leadership Team collaborates with all stakeholders (e.g. teachers, support staff, parents, local businesses) to create opportunities that empower students to become critical thinkers, effective communicators, skilled collaborators, innovative creators, adaptable leaders, and responsible citizens. We design rigorous and relevant learning experiences that develop these future-ready skills, integrating them into both daily core instruction and AIG service delivery.

AIG students may participate in real-world experiences through these potential opportunities:

- STEM activities
- Integrated curriculum units
- Project and/or problem-based learning
- Shared inquiry learning (e.g. student seminars, book clubs)
- Technology-enhanced learning and/or digital integration
- Community service projects
- Extracurricular activities
- Interest-based clubs and/or competitions
- Career and Technical Education courses

▪ Advanced programming (e.g. AP, Honors) ▪ Internships, apprenticeships, and mentoring programs	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. Camden County Schools uses ongoing formative and summative assessments to differentiate classroom curriculum and instruction. To gather student data and inform instruction, we use a variety of assessments, such as: ▪ Formative (e.g. pre-tests, exit tickets, teacher observations, rubrics) ▪ Summative (e.g. NC standardized tests, classroom common assessments) ▪ Benchmark (e.g. DIBELS, NC Check-Ins, i-Ready) ▪ Other (e.g. CogAT aptitude test, EVAAS) The district provides teachers with comprehensive training on student assessment methods as well as strategies for analyzing and responding to assessment data effectively. Professional Learning Communities (PLCs) serve as an essential framework where structured protocols are regularly implemented to guide thorough data analysis. Assessment results and data analysis guide our understanding of each student's academic needs, inform curriculum planning, and facilitate effective flexible grouping decisions. Through participation in PLC meetings and collaborative planning conversations with teachers, AIG Leadership Team members offer guidance on best practices for differentiating instruction for advanced learners based on ongoing assessment data. Formative and summative assessment data is also utilized to evaluate the overall effectiveness of instruction, the implications for differentiation, and its impact on student achievement and growth.
* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Camden County Schools collaborates with a variety of personnel to implement differentiated curriculum and instruction based on student needs. The AIG Coordinator works with district leadership and serves on a variety of district-level committees (e.g. MTSS, Student Support Services, Curriculum and Instruction) to ensure implementation of differentiated curriculum and instruction is supported and expected of all instructional staff. AIG Leadership team members guide the use of differentiation strategies across the school and district to support the advanced learning needs of gifted students. Through Professional Learning Communities, staff development, and subject or grade-level collaborative planning, the AIG Leadership Team collaborates with a variety of personnel (e.g. administrators, teachers, support staff) in the use of differentiated content or curriculum for advanced students. The AIG Facilitator will also support classroom teachers by providing supplemental resources to engage and challenge gifted students. To support teachers in developing and implementing differentiated lessons and experiences, the AIG program actively pursues access to diverse, research-based resources.	* Ideas for Strengthening the Standard

- Ensure AIG Facilitator or members of the AIG Leadership Team are providing consistent professional development opportunities to classroom teachers on topics related to differentiation
- Create a digital database of available resources for all personnel to support advanced learners in the classroom
- Survey teachers on content-area resources needed to effectively differentiate for gifted students
- Create comprehensive resources for K-2 talent development and establish an implementation strategy
- Develop a consistent set of social-emotional learning resources, for all grade spans, that address the unique needs of gifted students

Planned Sources of Evidence

* PLC and/or PD agendas and minutes	
* AIG Progress Reports	
* Sample Assessments	

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

Standard 4: Personnel and Professional Development

Camden County Schools (150) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Camden County Schools employs a district AIG Coordinator. Our Director of Exceptional Children and Special Programs is the lead coordinator of the AIG program and plan for our district.

The district AIG Coordinator's roles and responsibilities are as follows:

- Ensures district-wide implementation and accountability of the local AIG program and plan
- Serves as liaison between the AIG program, Central Office, and the NC Department of Public Instruction
- Oversees the AIG budget, advocate for additional program funding as necessary, and use funds to foster the continuous improvement of the AIG program
- Leads in the developing, monitoring, revising, and evaluating the local AIG Plan and program
- Serves in a leadership role on the AIG Advisory Board and district AIG Leadership team
- Represents the AIG program at local, regional, and/or state meetings
- Attends state and/or national conferences to stay abreast of best practices in gifted education
- Maintains an accurate student AIG headcount
- Oversees the administration of gifted testing and identification procedures
- Assist in coordinating staff professional development opportunities related to gifted education
- Provides professional development and resources to engage the AIG Facilitator in continued adult learning regarding gifted and advanced students
- Participates in district MTSS meetings to advocate for AIG students
- Communicates with all schools and stakeholders about the policies and procedures of the local AIG program
- Seeks to develop partnerships with and communication strategies for families, parents/guardians, and the community to support the AIG program

*** Practice B**

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

Camden County Schools has one licensed, designated AIG Facilitator to serve its K-12 population. As of the 2024 - 2025 school year, we have AIG licensed teachers that serve as general education classroom teachers at each of our school:

Grandy Primary School - 2
Camden Intermediate School - 4
Camden Middle School - 3
Camden County High School - 3
Camden Early College High School - 1

Total Teachers with AID Licensure - 13

The district AIG Facilitator's roles and responsibilities are as follows:

- Leads and assists with planning, developing, and implementing the local AIG plan
- Leads and serves on the district AIG Advisory Board and AIG Leadership Team
- Serves on the school-level MTSS team when applicable
- Participates in local, regional, state, and/or national meetings or professional learning related to gifted education
- Coordinates with the district AIG Coordinator to maintain an accurate AIG student headcount
- Serves as the testing coordinator for the CogAT at the appropriate school
- Maintains a file for each student referred and/or identified in the AIG program.
- Creates and conducts annual reviews of DEPs/IDEPs
- Annually provides local AIG plan updates to each school
- Provides gifted education professional development for classroom teachers, support staff, and administrators
- Provides and facilitates differentiated instruction through a variety of service delivery options for gifted students at each school
- Participates in system-wide AIG activities
- Orders materials, supplies, and resources to support the AIG program
- Disseminates information to all stakeholders regarding AIG program initiatives and goals

Other licensed AIG teachers at each school collaborate with the AIG Coordinator and the AIG Facilitator to support the academic, intellectual, and social-emotional needs of our gifted learners by: ▪ Directly providing services and resources to students ▪ Indirectly supporting students by providing services and resources to teachers, other school instructional staff, and/or families ▪ Serving on the district AIG Advisory Board and/or AIG Leadership Team	* 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. Camden County School recognizes that professional development is a critical component to successfully implementing its AIG plan. The district AIG Coordinator, the AIG Facilitator, the Chief Academic Officer, and/or licensed AIG teachers offer ongoing professional development, throughout each school year, to all stakeholders (e.g. classroom teachers, support staff, administrators, parents/guardians) involved in gifted education. Data and feedback from surveys will be used to support the professional development needs of each stakeholder group. To ensure everyone working with AIG programs receives current research-based strategies, all staff will participate in an annual review of the local AIG plan and learn about best practices in gifted education. Professional learning will include, but not be limited to, the following topics: ▪ The legal mandate for AIG services and the NC AIG Program Standards ▪ The process for referring, identifying, and serving AIG students from all backgrounds ▪ Recognizing gifted characteristics in students ▪ Best practices for differentiating instruction for gifted students ▪ Use of specific instructional resources with gifted students ▪ Supporting the social-emotional needs of gifted students ▪ Meeting the unique needs of gifted students within specific populations (e.g. English Learners, twice-exceptional students) ▪ The role of gifted education in MTSS In addition, the district encourages teachers to obtain add-on AIG licensure through coursework and the Praxis.
* 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 district AIG Coordinator, the AIG Facilitator, and the Chief Academic Officer work collaboratively to meet with school administrators and counselors to provide a list of personnel with an AIG add-on license.

School administrators, and other personnel involved with scheduling, are strongly encouraged to place AIG students with AIG certified teachers and/or with teachers that have a proven record, through data-driven results, their effectiveness in fostering growth among gifted students. When scheduling classes, AIG students are also placed in cluster groups when appropriate.

While not all general education teachers are formally licensed in gifted education, their highly qualified status demonstrates an understanding of effective teaching practices enabling them to learn and grow in the area of gifted education. Members of the district AIG Leadership Team will work to provide professional development and support to classroom teachers who serve AIG students.

Middle school AIG students are clustered-grouped in advanced ELA and math classes based on their identification and need. Teachers of the middle school advanced classes are required to develop unit plans that account for extension, enrichment, and/or acceleration of content. Classroom teachers are encouraged to collaborate with the AIG Facilitator to utilize rigorous curriculum resources designed to encourage depth and complexity for gifted students.

Staff are selected for honors and AP courses with careful consideration of their licensing, skills, and ability to meet the needs of AIG students. High school staff conduct an Honors Course Review to ensure that coursework meets an appropriate level of rigor and is inclusive of higher level instructional practices, inquiry opportunities, and real world application. Additionally, AP teachers maintain training in accordance with the College Board.

*** Practice E**

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

Camden County Schools develops strategies for the recruitment and retention of AIG licensed professionals, including those of diverse backgrounds.

In an effort to recruit AIG-licensed professionals, members of the district AIG Leadership Team will:

- Share pathways to licensure when meeting with school staff
- Build awareness of gifted education through professional development sessions
- Include the district AIG Coordinator, or member of the district AIG Leadership Team, as part of the district recruiting team
- Partner with Institutions of Higher Education to support cohorts for AIG add-on licensure
- Advocate for financial support for teachers to earn an AIG add-on license, either through coursework or Praxis

In an effort to retain AIG-licensed professionals, the AIG Coordinator and Chief Academic Officer will:

- Recognize AIG-licensed professionals when presenting the local AIG plan at school board meetings
- Provide recognition at the local level (e.g. School Board Spotlight) for completing AIG add-on licensure

▪ Allocate a budget for professional development opportunities * Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Camden County Schools will provide professional learning opportunities in order to obtain equity and excellence in our gifted education program. As a result of stakeholder surveys, data analysis, and feedback from our AIG Advisory Board, we recognize there is a need to shift our mindset in regards to our district-wide personnel's definition of giftedness and what that means for our local policies and practices. It will be the goal of our district AIG Leadership Team to embed professional learning opportunities and have ongoing conversations throughout the school year to ensure we are recognizing exceptional potential, understanding the misperceptions of gifted education, identifying students equitably, and providing an array of differentiated services to meet the unique needs of our gifted population. Although professional learning opportunities on equity and excellence in gifted education are critical at all schools, the AIG Leadership Team will also ensure that professional learning opportunities are tailored to meet the needs of each school. In addition, our district supports the AIG Facilitator's attendance at regional and/or state meetings and professional learning offerings related to gifted education by providing registration fees and travel expenses.	* 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 AIG program within Camden County Schools strives to align its professional development opportunities with its local AIG program goals, best practices in gifted education, as well as other district initiatives. The district AIG Coordinator also serves as our district director of Exceptional Children and Special Programs. The district AIG Coordinator serves on the district MTSS and Strategic Planning Committee. This provides opportunities to align the goals of the AIG program with other district and school improvement initiatives. Camden County Schools seeks to provide professional development opportunities, to all stakeholders, that directly addresses the four overarching goals of our AIG program. These opportunities are provided at the beginning of the school year, during district-wide professional development days, at staff meetings, as well as embedded in PLCs throughout the school year. Professional development opportunities regarding gifted education include topics such as recognizing gifted characteristics in students, instructional practices that support gifted learners, and meeting the social-emotional needs of gifted learners. Information and resources provided by DPI's Office of Advanced Learning and Gifted Education (e.g. Call to Action, Booster Shots) will be utilized as a foundation for professional development opportunities.
* Ideas for Strengthening the Standard ▪ Explore professional development options focused on Gifted Praxis ▪ Collaborate with Human Resources to strengthen the recruitment plan	Planned Sources of Evidence

Standard 5: Partnerships	
Camden County Schools (150) 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.	
Camden County Schools develops intentional, two-way partnerships with parents/guardians to support the academic, intellectual, social and emotional needs of our AIG students. We seek partnerships in the following ways: ▪ Meeting with parents/guardians upon initial AIG placement to discuss AIG identification, program services, and to develop a Differentiated Education Plan (DEP). ▪ Parent/guardian meetings are offered annually for review of student progress and DEP development. ▪ The AIG Facilitator, or another member of the AIG Leaderships team, will be available to meet with or present AIG information at school Open House events. ▪ Posting program updates and upcoming events on our AIG website. ▪ Monthly and/or quarterly newsletters with upcoming special events, informational topics related to gifted education, scholarship opportunities, and other items to support the AIG student will be shared digitally. ▪ In grades 3-5, digital weekly newsletters will be shared with parents/guardians in regards to curriculum and instruction happenings in the AIG classroom. ▪ Surveying parents/guardians for how they can be involved with and supportive of the AIG program ▪ Invite parents/guardians to student showcases, when available, at each school site. ▪ Our district AIG website will house digital AIG resources for parents/guardians, including a list of tangible resources that can be checked out through the AIG Facilitator.	
* 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.	

Camden County Schools actively seeks community partnerships that will enhance and support our AIG program and services (e.g. mentorships, community grants, governor's school, etc). We currently collaborate with local institutions, such as Elizabeth City State University (ECSU) and the College of the Albemarle (COA). Students at Camden County High School and Camden Early College have the opportunity to dual-enroll with the College of the Albemarle. We also partner with the North Carolina Virtual Public School and the North Carolina School of Science and Math to offer additional course opportunities for our students. The Director of Exceptional Children and Special Programs and/or the AIG Facilitator collaborate with the Career and Technical Education (CTE) director and school counselors to provide career and college readiness and awareness through college and career fairs, programming, and community involvement. The local public library and 4-H program are partners with Camden County Schools. They are very active and provide support and enrichment opportunities throughout the year. Our AIG program continually seeks new community partnerships that enhance and contribute to authentic, rigorous, and engaging learning experiences beyond the classroom.	* 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. Camden County Schools utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. Our district AIG Advisory Board is a diverse group consisting of the AIG Facilitator, the Director of Exceptional Children and Special Programs, the Chief Academic Officer, a certified teacher from each school, in addition to AIG parent/guardian representatives from each school. In seeking teachers and parent/guardian representatives, the AIG Coordinator and Facilitator aim to represent various demographics (e.g. cultural, ethnic, community partnerships, twice-exceptional). The AIG Advisory Board convenes at least twice annually. Administrators and Board of Education members are always welcome to attend any AIG Board meeting. AIG Advisory Board Goals: ▪ Provide input: The board provides input to the AIG program by collaborating with the community, schools, families, and other departments. ▪ Review the AIG plan: The board reviews the local AIG plan annually to monitor progress and recommend changes. ▪ Communicate with the public: The board serves as a liaison to the public, communicating progress toward meeting the AIG plan standards. ▪ Promote partnerships: The board builds partnerships between the Board of Education, teachers, parents, and administration. ▪ Provide feedback: The board provides ongoing feedback about current AIG programming.
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Improve services: The board works to improve services provided to gifted learners. Focus on equity and excellence: The board strives to provide equity and excellence for all students.					
* 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. Camden County Schools actively ensures that all stakeholders are informed of the local AIG plan, its program and services, as well as policies and/or procedures relating to advanced learning and gifted education. The local AIG plan and supplementary documents are posted on the district website and print copies are available upon request. District and school websites provide detailed information about the AIG program, its related services, gifted education resources and opportunities, as well as contact information for each school. The district AIG Coordinator and AIG Facilitator communicate to stakeholders any changes to the AIG plan or related policies through various means such as district and school websites, newsletters, parent nights, phone calls, conferences in addition to staff, AIG Leadership Team, and AIG Board meetings. AIG program materials are provided primarily in English; however, information and/or documents can be translated when necessary. Whenever and to the fullest extent possible, Camden County Schools will assist students, parents/guardians, and the community with understanding any facets of the AIG program or plan.					
* Ideas for Strengthening the Standard - Consider AIG expo nights; open to families and the community - Look into adding AIG students to the Advisory Board - Explore opportunities to increase parent involvement within the AIG program - Complete a list-serve of AIG parents/guardians and community members across the district					
Planned Sources of Evidence <table><tr><td>* AIG Brief Program Guide</td><td></td></tr><tr><td>* District AIG webpage</td><td></td></tr></table>	* AIG Brief Program Guide		* District AIG webpage		
* AIG Brief Program Guide					
* District AIG webpage					

* AIG Advisory Board agenda and minutes		
* Stakeholder surveys and responses		
* Program newsletters		
Type	Documents	Document/Link
AIG Standard 5 Additional Resources	Document Template	
	N/A	

Standard 6: Program Accountability	
Camden County Schools (150) 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. Camden County Schools develops and implements a written AIG local plan in accordance with state legislation and State Board of Education (SBE) policy. The AIG plan has been reviewed and approved by the Camden County Board of Education and sent to the State Board of Education (SBE) and the Department of Public Instruction (DPI) for review and comment. In accordance with DPI requirements, our local AIG plan is revised and resubmitted every three years. The plan is aligned to the North Carolina Academically or Intellectually Gifted Program Standards and accompanying practices have been intentionally updated to reflect a comprehensive, equitable, and quality AIG program. As part of this revision cycle, Camden County Schools seeks input annually from all stakeholders. This input is gathered through self-assessment by the AIG leadership team, surveys completed by AIG students, parents/guardians, staff members, and administrators, in addition to discussions and feedback from meetings with our AIG Advisory Board. The district AIG coordinator stays abreast of any changes in state gifted education policy and information gathered from regional and state groups, conferences, and other LEAs to inform and support decision making in regards to the local AIG plan. During the revision cycle, all stakeholders, with an array of data points, are used to assist in developing, implementing, and monitoring the local AIG program and plan.	
* 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 implementation of the written plan is monitored annually by the district AIG Coordinator in collaboration with the district AIG leadership team and school-level administrators. Each year a progress monitoring document is developed which includes action steps, timelines, and responsibilities. This document helps to ensure that necessary steps towards program implementation are completed. All current legislation and state policies will be followed in every decision and action step. Questions, concerns, and issues that may arise will be addressed on an on-going basis with continual formative and summative assessment reviews in place to assess program strengths and opportunities for growth. In monitoring the local AIG plan, the district AIG Coordinator will: ▪ Attend regional meetings, state meetings, and conferences to receive updates on policies and practices in gifted education ▪ Facilitate quarterly meetings with the AIG Leadership team and AIG Advisory Board	

- Meet with administrators regularly to address issues related to the AIG program and plan implementation at the school level
- Deliver annual updates on the local AIG program to all stakeholders, including data on academic proficiency and growth
- In conjunction with the AIG facilitator, conduct an annual audit of internal AIG records

In monitoring the local AIG plan, the AIG Leadership Team will:

- This team will include the Director of Exceptional Children and Special Programs, the Chief Academic Officer, the district AIG Facilitator, and one licensed AIG teacher from each school
- Meet quarterly to review the progress monitoring document
- Facilitate the development, collection, and analysis of AIG feedback surveys

In monitoring the local AIG plan, the AIG Facilitator will:

- Attend regional meetings, state meetings, and conferences to receive updates on policies and practices in gifted education
- Regularly meet with general education teachers to provide AIG program updates and support them with program implementation

In monitoring the local AIG plan, the AIG Advisory Board will:

- Meet quarterly to evaluate the implementation and effectiveness of the local AIG program

* 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.

Camden County Schools uses all state funds allotted for the AIG program to support the local AIG program according to state policy. A yearly budget is planned and prepared by the Director of Exceptional Children and Special Programs in conjunction with the Chief Academic Officer and the Chief Finance Officer and is approved by the Superintendent. At this time, there are no local funds for the AIG program.

The budget aligns with the local AIG plan monitored regularly for accuracy and accountability. All allocated funds are used to accomplish the program's goals and objectives. A copy of the AIG budget will be shared, reviewed, and regularly discussed with the district AIG Leadership team, school administrators, and the local AIG Advisory Board. The district AIG Coordinator is responsible for approving AIG expenses.

Allocated funds are used for:

1. AIG Personnel

*Largest annual expenditure *Salary and benefits for licensed AIG Facilitator (K-12) 2. Differentiated Curriculum *Resources and supplies for service delivery *Universal screening 3. Professional Development 4. Student Competitions and Field Trips	* Practice D Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence. The district Testing and Accountability Coordinator, Chief Academic Officer, AIG Coordinator, and AIG Leadership Team analyze performance data for identified gifted students on an annual basis. This analysis includes achievement on end-of-grade (EOG) and end-of-course (EOC) tests, Advanced Placement (AP) tests, the ACT and/or SAT, as well as student growth data reported by the Education Value-Added Assessment System (EVAAS). Other data may include district academic screeners such as mClass, i-Ready, Lexia, the number of students participating in dual enrollment, college acceptance and scholarship figures, AP completion rates, drop-out data for AIG students, and behavior data found in Infinite Campus and Educator's Handbook. This data is disaggregated by school, grade, teacher, and student, as well as by various subgroup classifications. The AIG Leadership Team will review all district and state data to determine effectiveness of the program. This analysis allows the team to consider whether the academic needs of all students are being equitably met and respond accordingly to adjust or adapt AIG programming or services. Annual AIG data updates are shared with groups such as the local Board of Education, AIG Advisory Board, district Curriculum and Instruction team, and district MTSS Team. The AIG Coordinator, AIG Facilitator, or another member of the AIG Leadership team will also provide data updates to appropriate school-level groups, such as the School Improvement team, School MTSS team, or grade-level Professional Learning Communities. When sharing AIG data, student confidentiality is always protected and Camden County Schools will adhere to the rules of Family Educational Rights and Privacy Act (FERPA).	* Practice E Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education. The AIG Coordinator and AIG Leadership Team maintains, monitors, and analyzes data in the referral and identification of all underrepresented populations.
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AIG state headcount, conducted in November and April of each year, provides a breakdown of the demographics of identified students in Camden County Schools. This information is used to determine if trends exist in determining whether students are equitably identified and retained in the AIG program and adjust practices accordingly. The use of a universal screener ensures that all populations of students have equitable access to an AIG referral. Camden County Schools also implements an AIG portfolio process to include qualitative and quantitative data such as work samples, state assessments, and gifted characteristics. The AIG Coordinator and AIG Facilitator maintains a spreadsheet for data collection on AIG student referrals, their identification, and their service delivery.	* 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 Camden County Schools Human Resources Department maintains up-to-date licensure information of personnel serving identified AIG students. An AIG Facilitator must possess a current North Carolina AIG licensure. Licensure credentials and renewal activities are documented through our district management system. The AIG Coordinator maintains and monitors current data regarding the credentials of all AIG personnel. Collaboration between Camden County Schools Human Resources Department, the AIG Coordinator, and school administrators ensures fidelity in maintaining and monitoring the credentials of teachers instructing AIG students. The number of AIG licensed personnel is updated annually. This information is transparent and will be shared among the AIG Leadership Team, AIG Advisory Board, and local Board of Education. Camden County Schools will encourage add-on AIG licensure and share options for how to achieve that goal with all teachers from each school.	* 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. Camden County Schools continually elicits and responds to feedback from students, parents/guardians, teachers, and other stakeholders regarding the quality and effectiveness of the local AIG program. Formal and informal methods, such as surveys, parent conferences, online tools, and various team meetings, are established and disseminated annually. The data collected from these evaluative measures are utilized in informational meetings as well as in making changes to strengthen components of the AIG plan. Survey results are reviewed and analyzed by the AIG Leadership Team and AIG Advisory Board to identify common concerns and to make recommendations for program improvement. The AIG Facilitator meets with grade-level Professional Learning Communities to elicit feedback on all components of the AIG program (such as identification, service delivery, differentiated instruction). The AIG Facilitator also maintains open parent communication (weekly newsletters, phone, conferencing, or email) throughout each school year and meets regularly with classroom teachers to seek their feedback and design instruction for students.
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* Practice H

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

Every three years, Camden County Schools conducts a comprehensive evaluation of the AIG program. When reviewing and revising the local AIG plan, informed decisions are made based on qualitative and quantitative data from a variety of sources.

These sources of data may include (but not limited to):

- Student academic performance and growth data
- State headcount data
- Annual feedback data from AIG students, their parents/guardians, and classroom teachers
- Discussions and feedback during stakeholder meetings (such as AIG Leadership Team, AIG Advisory Board, grade-level Professional Learning Communities)
- Information received during regional, state, or national meetings and/or conferences in regards to gifted education

Evaluation data of the local AIG program is shared with all stakeholder groups through a variety of ways (meetings, parent nights, district website, etc.) The AIG Coordinator presents AIG evaluation data and progress towards program goals to the AIG Leadership Team, school staff, district leadership, the AIG Advisory Board, and the local Board of Education.

The following information will be shared with stakeholder groups:

School and District Personnel

- AIG Local Plan
- AIG Quick Reference Guide
- AIG State Headcount
- AIG Performance and Growth Data
- AIG Survey Data
- AIG Newsletters

Students and Families

- AIG Local Plan

▪ AIG Parent/Guardian Resource Guide

- AIG Frequently Asked Questions
- AIG Survey Data
- AIG Newsletters

Community Stakeholders

- AIG Local Plan
- AIG Overall District Profile

* 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.

Camden County Schools protects the rights of all students, and their parents/guardians, through the establishment and dissemination of policies, procedures, and practices related to its AIG program. These policies and procedures are developed in accordance with applicable local, state, and federal laws. Parents/guardians are informed of these policies and procedures through the public posting of the AIG plan and the Parents' Rights Handbook on the district website, in addition to communication with the district AIG Facilitator.

Informed Consent

The Camden County Schools AIG program requires informed consent for screening, identification, and services. Prior to screening or testing, a signed consent form by the parent/guardian is required. After a placement decision is made among the AIG Leadership team, a parent/guardian must sign an agreement for services in addition to the Differentiated Education Plan (DEP). Parents/guardians may opt out of receiving AIG services if desired, and the AIG Facilitator would document this decision.

Reassessment Procedures

A parent/guardian may submit, in writing, a request for reassessment to the AIG Facilitator. This written request must explicitly state the concern and provide an explanation as to why reassessment may be needed. All requests will be sent to the AIG Leadership team, along with all student documentation collected (screening results, portfolio data, placement decision, etc.) The AIG Leadership team will review all available documentation and once a decision has been made, the parent/guardian will be informed by the AIG Facilitator, via phone and in writing. For cases in which reassessment is deemed necessary, standard protocol to request testing consent will be followed.

Transfer Procedures

Students entering Camden County Schools who have been previously identified as gifted by a North Carolina public school, as evidenced by our state management system (PowerSchool, Infinite Campus), will automatically be eligible to receive services within the local AIG program. The AIG Facilitator may seek eligibility documentation from the previous LEA and meet with the AIG Leadership Team to help determine the most appropriate service delivery options. Students entering Camden County Schools who have been previously identified as gifted outside of a North Carolina public school, must meet the criteria in our local AIG plan for formal identification. When all required documentation has been received, the AIG Leadership Team will meet to review and make a decision regarding identification and services.

Procedures to Resolve Disagreements

Camden County Schools will follow a step-by-step process to resolve any disputes between parents/guardians and the school district concerning whether a student qualifies as Academically and Intellectually Gifted or whether the educational services provided are appropriate.

Step 1 - AIG Leadership Team

1. Parent/Guardian may make a request, preferably in writing, for a conference with the AIG Leadership Team to discuss concerns regarding identification placement and/or services.
2. The AIG Leadership Team will conduct a conference within ten school days of the request and subsequently respond to the parent/guardian in writing within ten school days following the conference. Any decision, whether it constitutes a change or not, will be documented in the student's folder.

Step 2 - Appeal District AIG Coordinator

1. Parent/Guardian may appeal the AIG Leadership Team's decision in writing to the district AIG Coordinator within ten school days of receiving the response.
2. The district AIG Coordinator reviews the grievance and conducts a meeting within ten school days of receipt of the appeal with the parent/guardian.
3. The district AIG Coordinator responds in writing to the parent/guardian concerning the outcome of the review and meeting within ten school days. All documentation will be kept in the student's folder.

Step 3 - Appeal to Superintendent

1. Parent/Guardian may appeal the decision of the district AIG Coordinator to the Superintendent within ten school days of receiving the response.
2. Superintendent reviews the grievance and conducts a meeting within ten school days of receipt of the appeal.

3. Superintendent responds in writing concerning the outcome within ten school days to the parent/guardian and district AIG Coordinator.

Step 4 - Appeal to Local School Board

1. Parent/Guardian may appeal the decision of the Superintendent to the local School Board within ten days of receiving the response.
2. Face-to-face appeal hearing.
3. The School Board shall offer a final written decision within 30 days.

In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance would be implemented.

Step 5: North Carolina State Level Grievance Procedure

1. Parent/Guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the NC General Statutes. The scope of the review shall be limited to: (a) whether the local school administrative unit improperly failed to identify the child as an Academically and Intellectually Gifted student, or (b) whether the local plan has been implemented appropriately with regard to the child.
2. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of NC General Statutes, the decision of the administrative law judge becomes final, is binding on the parties and is not subject to further review under Article 4 Chapter 150B of NC General Statutes.

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* Ideas for Strengthening the Standard

- Consider how to improve data collection and sharing information with the public
- Discuss options for student AIG meetings at the secondary level; focused on implementation and effectiveness of the AIG program
- Create a plan of action to acquire other funding sources to meet the needs of our AIG program
- Update the district webpage with AIG presentation slides and evaluation data
- Possible supplement for an AIG licensed personnel at the secondary level or hire a part-time AIG Facilitator for the secondary level

Planned Sources of Evidence		
*	AIG Surveys	
*	AIG Leadership Team agendas and minutes	
*	AIG Advisory Board agendas and minutes	
*	Approved AIG budget	
*	Procedures to resolve disagreements	
Type	Documents	Document/Link
AIG Standard 6 Additional Resources	Document Template	N/A

Camden County Schools (150) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/12/2025 

AIG Related Documents

Camden County Schools (150) 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)]	 <u>Local Board of Education Approval Template</u>	 <u>Local AIG Plan Board Approval</u>
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 <u>Appendix A</u>
AIG Standard 2 Additional Resources	N/A	 <u>Appendix B</u>
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

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Phrase		Definition	