

Mission/Vision Statement and Funding

Chatham County Schools (190) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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

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

* Mission and/or Vision Statement(s)

Mission Statement

The mission of Chatham County Schools' AIG Program is to challenge AIG/advanced learners to perform at their highest potential and to support the social-emotional development of the advanced learners in our school community.

Vision Statement

Through collaboration and data-informed practices, the Chatham County Schools AIG Program will partner with the school community to effectively meet the needs of AIG/advanced learners. We envision AIG/advanced learners engaging in challenging, rigorous learning experiences that foster critical and independent thinking, enabling them to apply their knowledge and skills to real-world situations to prepare for future careers.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 537,922.00	* \$ 589,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Chatham County Schools (190) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification <i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i> * Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents. Chatham County Schools Implementation Response Chatham County Schools (CCS) is committed to identifying students with advanced learning needs at all grade levels through a comprehensive screening and referral process. The district ensures that all students have opportunities to demonstrate their strengths and talents, leading to potential AIG identification. K-12 Screening Practices CCS conducts systematic screening throughout K-12 to identify students who may require instructional support beyond the regular education classroom. Screening methods include: • AIG specialists administering whole-class and small-group critical thinking skills lessons in grades K-3, using Primary Education Thinking Skills (PETS) and other critical thinking lessons. • The AIG specialist reviews multiple assessment measures, including but not limited to: ◦ Beginning-of-Grade (BOG) scores in grade 3, ◦ End-of-Grade (EOG) scores in grades 3-8, ◦ District-administered assessments, such as Star, ◦ End-of-Course (EOC) scores for tested high school courses, and ◦ Advanced Placement (AP) Exam scores. • K-12 AIG specialists collaborate with the classroom teachers to identify possible students for referral based on observational data and classroom performance. • An additional screening is needed in the sixth grade. The goal would be to discover students who develop talent later in school. We will work toward creating a plan and finding financial support for additional screening in the sixth grade. Screening data collected at all grade levels may prompt a referral for further evaluation. Universal Screening for Second Grade CCS implements a universal screening process in the spring of second grade to ensure that all students have an opportunity to demonstrate advanced cognitive abilities. The district currently uses the Naglieri General Abilities Test (NGAT), an assessment designed to reduce the influence of academic background and instead measure students' cognitive reasoning abilities (Schmidt, 2022). Students scoring at or above the 88th percentile on any NGAT subtest (verbal, nonverbal, or quantitative) automatically receive a referral for further evaluation. This process allows CCS to identify students with advanced cognitive potential who may have otherwise been overlooked, particularly from culturally, linguistically, and economically diverse backgrounds. Parents and educators may also submit referrals anytime, regardless of NGAT results. Referral Process for AIG Identification (K-12) Students may be referred for AIG identification by Teachers, AIG specialists, guidance counselors, administrators, parents/guardians, peers, the student themselves, or any individual with knowledge of their academic or intellectual abilities. The parent or guardian must give consent for evaluation. Referral Process Details: • Referral forms for grades K-12 are available throughout the school year. • Evaluation occurs during the second semester, allowing for comprehensive data collection and review. • Parent/guardian consent is required before formal evaluation begins. • Students in grades K-2 should only be referred when clear evidence exists that they require instruction consistently two or more grade levels above their current placement. ◦ Parent(s)/guardian(s) are strongly encouraged to ask for the professional observations and opinions of the student's classroom teacher and/or the AIG specialist when referring students in these early grades. • Students who score at the 88th percentile or higher on the universal screening automatically receive a referral. • K-3 AIG specialists complete critical thinking activities (e.g., PETS) to discover students for referral or talent development. • 3-8 AIG specialists review BOG, EOG, EOC, and Star assessment scores for referrals. • K-12 AIG specialists collaborate with the classroom teachers to identify possible students for referral based on observational data and classroom performance. Transfer Students • Chatham County Schools matches documented transfer students with services as quickly as possible. Students may be referred at any point in the school year, but data gathering for formal identification occurs in the second semester. • AIG specialists may support students through talent development until formal identification to provide gifted education services as quickly as possible. Goals of the Screening and Referral Process CCS's AIG identification process aims to: • Expand access and opportunity to all pool of students. • Identify advanced learners from all populations, including those who have traditionally been under-represented. • Provide parents/guardians and students with meaningful data about student strengths. • Ensure all stakeholders are aware of AIG services and opportunities. AIG specialists at each school are available to answer questions about the referral and evaluation process.	
* Practice B Establishes a process and criteria for AIG student identification at all grade levels. K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile. Chatham County Schools Implementation Response Chatham County Schools (CCS) employs a multi-criteria identification process for AIG students across grades K-12. Identification considers both qualitative and quantitative measures, ensuring that students have multiple opportunities to demonstrate aptitude, achievement, or potential. The absence of a single qualifying criterion does not exclude a student from consideration. General Identification Process for All Schools • Publicly announce the open referral period in the second half of the fall semester. • Referrals may be submitted anytime; however, students are not evaluated until the second semester. Parent/guardian consent is required. • Professional development is led by AIG specialists at faculty meetings to help teachers understand the characteristics of advanced learners and the referral process. • Any individual with academic knowledge of the student can submit a referral. • Transfer students whose parents indicate the student was identified as AIG at the child's previous school are added to the talent development roster to provide continuous services for incoming students until supporting documentation is received to support formal placement. Continuation of support through talent development is contingent upon a referral as determined by the AIG specialist based on student data and observations. Additionally, talent development services are provided as space allows. Supporting documentation must be received for formal placement. • All 2nd graders are screened using the Naglieri General Abilities Test (NGAT) in the spring. ◦ Chatham County Schools currently uses the Naglieri General Abilities Test (NGAT) for the second-grade universal screening. ◦ The universal screening occurs in the second semester. ◦ Results are sent home to parent(s)/guardian(s) within four weeks of all schools completing the universal screening.	



Assessment & Data Collection Tools

Quantitative Tools

Abilities Tests

Cognitive Abilities Test*
(CogAT)

Naglieri General Abilities Test*
(NGAT)

Achievement Tests

Iowa Assessment*

Star*
(3 Scores $\geq$ 90 %-tile)

Beginning-of-Grade (BOG)
End-of-Grade (EOG)
End-of-Course (EOC)

A qualifying score on one of these tests is required for formal identification. CCS will use the norm that benefits the student (national, district, or school). However, students who do not meet this criterion may still be eligible for talent development services at the discretion of the AIG specialist.

*Minimum 80th percentile with acute circumstances

Additional Tools & Sources of Data

Qualitative

Renzulli Scales
Math and/or Reading

Optional Renzulli Scales
(Communication, Learning,
Leadership, or Creativity)

Performance Tasks

CCS Portfolio
(Math, Reading, & Creativity)

Student Submitted Portfolio

Highest 5% in a Grade Level
(Highest 2% for K-2)

U-Stars Tops

Note: This chart outlines potential data sources that an AIG specialist might use to identify students with advanced potential. Since each student is unique, the methods of data collection may differ accordingly.

Herramientas de Evaluación y Recopilación de Datos

Herramientas Cuantitativas

Pruebas de Habilidades

Prueba de habilidades cognitivas* (CogAT)

Prueba de Habilidades Generales de Naglieri* (NGAT)

Pruebas de Rendimiento

Evaluación de Iowa*

(3 Puntuaciones $\geq 90\%$)

Inicio de Grado (BOG) Fin de Grado (EOG) Fin de Curso (EOC)

Se requiere una puntuación que califique en una de estas pruebas para la identificación formal. CCS utilizará la norma que beneficie al estudiante (nacional, distrital o escolar). Sin embargo, los estudiantes que no cumplan con este criterio podrían ser elegibles para servicios de desarrollo de talento, a discreción del especialista de AIG.

*Mínimo percentil 80 en circunstancias agudas

Herramientas adicionales y fuentes de datos

Cualitativo

Escalas Renzulli de Matemáticas y/o Lectura

Escalas Renzulli opcionales (Comunicación, Aprendizaje, Liderazgo o Creatividad)

U-Stars Tops

Tareas de desempeño

Portafolio CCS (Matemáticas, Lectura y Creatividad)

Portafolio Presentado por el Estudiante

El 5% más Alto en un Nivel de Grado (El 2% Más Alto Para K-2)

Nota: Esta tabla describe las posibles fuentes de datos que un especialista de AIG podría utilizar para identificar a los estudiantes con potencial avanzado. Dado que cada estudiante es único, los métodos de recopilación de datos pueden variar según corresponda.

A comprehensive learner profile is developed using:

- **Achievement Tests**
 - Iowa Assessment, Star Assessment, high growth on ACCESS testing for EL students, BOGs, EOGs, or EOCs if the assessment is offered in the student's grade level: Iowa & Star Assessments scores must be obtained during the current school year.
 - ACCESS, EOG, and EOC scores may be obtained from the previous school year.

- **Aptitude Tests**
 - Naglieri General Abilities Test (NGAT) or Cognitive Abilities Test (CogAT)
 - NGAT Scores from the previous school year's universal screening in second grade may be used.
 - NGAT and CogAT scores for all other instances should be from the current year.

- **Observational Tools**
 - Renzulli Scales
 - U-STARS--Tops form.
- CCS Portfolio
 - CCS created an assessment that allows students to showcase their problem-solving skills in reading, math, and creativity.
 - The CCS Portfolio has sections for math, reading, and creativity.
 - Scoring of the CCS Portfolio is completed by at least two AIG specialists.
- Student submitted portfolio in grades 3-12. This is student work accomplished entirely at school by the student with minimal assistance from teachers.
 - The student may select artifacts to include in their portfolio.
 - Scoring of the submission is done by at least two AIG specialists using a rubric.
 - Top 5% within a grade level of a school on a standardized test (Star, CogAT, Iowa, NGAT, ACT, SAT, BOG, EOG, or EOC); Top 2% if the student is in K-2.
- Outside testing submitted by parent(s)/guardian(s). Please note the following:

- o These tests and reports must be conducted and written by a private, licensed psychologist or psychiatrist with a school-related focus.
- o Outside testing must provide information regarding reading comprehension or aptitude and/or math achievement or aptitude.
- o Testing must be no more than two years old.
- o The entirety of the report must be presented to the Needs Determination Team.
- o This information, if given, must be used in conjunction with other currently gathered data during one of the three available evaluations.
- o All such reports are confidential.
- o The following standardized tests, in the newest editions, are accepted:
 - Standardized achievement test results: TEMA, Metropolitan Readiness Test, Woodcock-Johnson, TEMA and TERA together, TEWL, WIAT, ERB, and Iowa Assessments. ACT and SAT scores may be considered at the discretion of the supervising Director.
 - Standardized aptitude test results: RIAS, DAS, Stanford-Binet, Wechsler Preschool and Primary Scale of Intelligence, Kaufman Assessment Battery for Children, NNAT3, and CogAT.
- o CCS is not responsible for providing outside psychological testing.

AIG Identification Areas

- AR – Academically Gifted in Reading
- AM – Academically Gifted in Math
- AG – Academically Gifted in Reading and Math
- AI – Highly gifted in Reading and Math
- IG – Intellectually Gifted

Pathway	Eligibility Criteria
Grades K-2	Highly Gifted in Reading (AR) <i>Must have one of the following for identification:</i> • CogAT Verbal, NGAT Verbal, and/or Iowa Reading - o =98th percentile or higher on an abilities and/or achievement test ▪ CCS District or National norms may be used when available. • Star Reading - o Three scores during the current school year in the =98th percentile or higher. <i>AND one of the following or another abilities or achievement test listed above:</i> • =90% Renzulli Scales • =90% on CCS Portfolio (completed in school, demonstrating work two grade levels above, scored by AIG specialists) • =90% on Typical/Atypical inventory • Top 2% within a grade level of a school on a standardized assessment Academically Gifted in Math (AM) <i>Must have one of the following for identification:</i> • CogAT Quantitative, NGAT Quantitative, and/or Iowa Math - o =98th percentile or higher on an abilities and/or achievement test ▪ CCS District or National norms may be used when available. • Star Math - o Three scores during the current school year in the =98th percentile or higher <i>AND one of the following or another abilities or achievement test listed above:</i> • =80% Renzulli Scales • =80% on CCS Portfolio (completed in school, demonstrating work two grade levels above, scored by AIG specialists) • =90% on Typical/Atypical inventory • Top 2% within a grade level of a school on a standardized assessment Data gathering concludes: • If no score in the 80+ percentile or greater is obtained in aptitude or achievement. • If no further data is needed to support formal identification. Academically and Intellectually Gifted (AI) • Student meets the criteria to be identified as both highly gifted in reading (AR) and highly gifted in math (AM). Intellectually Gifted (IG) <i>Must have one of the following in each area (reading/math) for identification:</i> • CogAT Nonverbal or NGAT Nonverbal - o =98th percentile or higher on an abilities test ▪ CCS District or National norms may be used when available. <i>AND one of the following or another abilities or achievement test listed above:</i> • =90% Renzulli Scales • =90% on CCS Portfolio (completed in school, demonstrating work two grade levels above, scored by AIG specialists) • =90% on Typical/Atypical inventory • Top 2% within a grade level of a school on a standardized assessment Data gathering concludes: • If no further data is needed to support formal identification. • If no score in the 80+ percentile or greater is obtained in aptitude or achievement.
Grades 3-12	Academically Gifted Reading (AR) <i>Must have one of the following for identification:</i> • CogAT Verbal, NGAT Verbal, and/or Iowa Reading - o =90th percentile or higher on an abilities and/or achievement test ▪ CCS District or National norms may be used when available. • Star Reading - o Three scores during the current school year in the =90th percentile or higher <i>AND one of the following or another abilities or achievement test listed above:</i> • =80% Renzulli Scales • =80% on CCS Portfolio (completed in school, demonstrating work two grade levels above, scored by AIG specialists) • =80% on Typical/Atypical inventory • Top 2% within a grade level of a school on a standardized assessment

	Data gathering concludes: • If no score in the 80th percentile or greater is obtained in aptitude or achievement. • If no further data is needed to support formal identification. Academically Gifted Math (AM) <i>Must have one of the following for identification:</i> • CogAT Quantitative, NGAT Quantitative, and/or Iowa Math ◦ =90th percentile or higher on an abilities and/or achievement test • Star Math ◦ CCS District or National norms may be used when available. • Three scores during the current school year in the =90th percentile or higher. <i>AND one of the following or another abilities or achievement test listed above:</i> • =80% Renzulli Scales • =80% on CCS Portfolio (completed in school, demonstrating work two grade levels above, scored by AIG specialists) • =80% on Typical/Atypical inventory • Top 2% a grade level of a school on a standardized assessment Data gathering concludes: • If no score in the 80th percentile or greater is obtained in aptitude or achievement. • If no further data is needed to support formal identification. Academically and Intellectually Gifted (AI) <i>Must have one of the following for identification for reading and math:</i> • CogAT Verbal, NGAT Verbal, and/or Iowa Reading ◦ =98th percentile or higher on an abilities and/or achievement test • Star Reading ◦ CCS District or National norms may be used when available. • Star Math ◦ Three scores during the current school year in the =98th percentile. <i>AND</i> • Three scores during the current school year in the =98th percentile or higher. <i>AND one of the following or another abilities or achievement test listed above:</i> • =80% Renzulli Scales • =80% on CCS Portfolio (completed in school, demonstrating work two grade levels above, scored by AIG specialists) • =80% on Typical/Atypical inventory • Top 5% in a grade level of a school on a standardized assessment Data gathering concludes: • If no score in the 80th percentile or greater is obtained in aptitude or achievement. • If no further data is needed to support formal identification. Intellectually Gifted (IG) <i>Must have one of the following in each area (reading/math) for identification:</i> • CogAT Nonverbal or NGAT Nonverbal ◦ =96th percentile or higher on an abilities test • Star Math ◦ CCS District or National norms may be used when available. <i>AND one of the following or another abilities or achievement test listed above:</i> • =80% Renzulli Scales • =80% on CCS Portfolio (completed in school, demonstrating work two grade levels above, scored by AIG specialists) • =80% on Typical/Atypical inventory • Top 5% a grade level of a school on a standardized assessment Data gathering concludes: • If no score in the 80th percentile or greater is obtained in aptitude or achievement. • If no further data is needed to support formal identification.
Transfer Students • Students with formal AIG identification from a traditional public school may be identified upon review. • The Director of EC/AIG or the CCS Needs Determination Team may choose to accept prior formal identification at their discretion. • Should supporting documentation of previous identification not be available or not include information that allows us to match services in reading and/or math or not include the basic information demonstrating the necessity of services, transfer students must follow the same process as other students for formal identification. • Documentation is essential to serve these students appropriately. Prior formal identification must come from traditional public schools. This does not include charter schools or other specialized schools. • Military children receive immediate placement under the Interstate Compact on Educational Opportunity for Military Children § 115C-407.5. • Charter/private school students must follow CCS's formal identification process. Decision-Making Teams School-Based Needs Determination Team (NDT) • The team is organized and chaired by the AIG specialist. • The team includes the AIG specialists, the principal (or their designee), and several grade-level teachers. The team may also include ESL, EC, or other specialists, depending on the NDT's needs. • The school-based NDT reviews collected data and makes recommendations to the CCSNDT on potential identification. Chatham County Schools Needs Determination Team (CCSNDT) • Final decision-making body ensures consistency across schools. • The team includes the AIG leadership, district-level staff, school principal(s), teacher(s), and specialist(s). • Composed of district AIG leadership, district-level staff, school principal(s), teacher(s), and specialist(s). • Reviews all referrals and supporting evidence before the final determination on placement.	Transfer students must follow the same process as other students for formal identification.

Students not meeting the criteria for formal AIG criteria will be added to a watchlist for possible support through talent development and potential identification later on.

Evaluation Limits & Opportunities

- Students can undergo up to 3 formal evaluations (K-8) + 1 additional evaluation in high school.
- A single annual testing window is provided in the second semester.
- Additional evaluations are considered only for students with documented exceptional circumstances.
- Data gathering concludes if no further data is needed to support formal identification.
- If no score in the 90th percentile or greater is obtained in aptitude or achievement (NGAT, CogAT, Iowa, Star, EOG, or EOC), the data collection process concludes.
- Other pertinent data is gathered as possible to support formal identification.
- The absence of a singular criterion does not prevent student identification.

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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.

Chatham County Schools Implementation Response

CCS Demographics (Spring 2025)

Chatham County Schools (CCS) serves a diverse student population. The district's current demographic breakdown is as follows:

- American Indian or Alaskan Native: 0.2%
- Asian: 1.8%
- Black or African American: 10.9%
- Hispanic: 32.8%
- Two or More Races: 5.5%
- Native Hawaiian or Pacific Islander: 0.14%
- White: 48.9%

Additionally, CCS supports students across a range of economic backgrounds, with the following school poverty rates:

- Bennett School (K-8) - 43.09%
- Bonelee School (K-8) - 54.64%
- Chatham Central High School (9-12) - 39.45%
- Chatham Grove Elementary School (K-5) - 16.71%
- Chatham Middle School (6-8) - 65.90%
- Chatham Early College (9-12) - 26.36%
- George Moses Horton Middle School (5-8) - 32.66%
- JS Waters School (K-8) - 51.13%
- Jordan-Matthews High School (9-12) - 60.19%
- Margaret B. Pollard Middle School (6-8) - 17.96%
- Moncure School (K-8) - 45.11%
- North Chatham Elementary School (K-5) - 27.92%
- Northwood High School (9-12) - 27.07%
- Perry W. Harrison Elementary School (K-5) - 25.10%
- Pittsboro Elementary School (K-4) - 37.52%
- Seaforth High School (9-12) - 21.27%
- Siler City Elementary School (K-5) - 67.28%
- Silk Hope School (K-8) - 45.77%
- Virginia Cross Elementary (K-5) - 73.08%

Screening for Traditionally under-represented Populations

CCS ensures that all students have access to gifted identification through screening using, but not limited to, the following data points:

- End-of-Grade (EOG) and End-of-Course (EOC) scores,
- Check-in and STAR assessments,
- ACCESS testing data for English Learners (ELs) ,
- Observational tools (e.g., U-STARs-PLUS TOPS and Renzulli Scales), and
- The second-grade universal screening using the Naglieri General Abilities Test (NGAT), a nonverbal assessment that is designed to reduce the influence of academic background and instead measure students' cognitive reasoning abilities (Schmidt, 2022).

This data-driven approach allows for proactive identification of students who may not be recognized through traditional gifted assessments.

AIG specialists also provide targeted professional development to teachers on identifying advanced learning potential in historically under-represented populations.

Referral Process for under-represented Populations

To ensure all students have pathways to gifted identification, CCS maintains a collaboration among departments:

- Collaboration with ESL and Exceptional Children (EC) teachers to identify students who may be overlooked due to language barriers or disabilities.
- ESL and AIG work together to identify students who exceed expected growth on ACCESS testing.
- Referrals from special area teachers (e.g., art, music, media specialists) who observe creative and critical thinking skills in different contexts.
- Self-referral opportunities for students, allowing students to advocate for their own identification.
- The CCS McKinney-Vento liaison reviews student data to encourage the families whose students demonstrate advanced potential to submit referrals; the liaison maintains the family's confidentiality. The McKinney-Vento liaison is aware of the impact a student's living situation may have on achievement.
- Annual district-wide referral campaigns with multilingual outreach efforts to engage families and educators in the process; for example, the partnership with EC, Communities in Schools, and AIG to meet and conduct parent information nights.

Identification Process for Under-represented Populations

- Students may qualify for identification based on their strengths in reading, math, and/or nonverbal areas as measured by the NGAT or CogAT, or through reading and math scores on the Iowa Assessments.
- District assessment data (e.g., STAR and ACCESS scores) may be considered to provide additional criteria for gifted qualification.
- Twice-exceptional (2e) students are identified for possible identification through collaboration between EC and AIG specialists, ensuring their giftedness is recognized despite learning differences.
- Needs Determination Teams (NDT) review extenuating circumstances, such as migrant or homeless status, medical conditions, family disruptions, or poverty-related challenges, ensuring these factors do not hinder identification.
- Students in grades 3-12 may submit self-selected portfolio work to demonstrate advanced thinking and problem-solving skills.

- Behavior inventories are used to identify gifted behaviors, particularly in students from diverse cultural backgrounds.

To maintain fairness and accessibility, CCS ensures that:

- Testing accommodations are provided per students' Individualized Education Plans (IEPs) or 504 Plans.
- Identification decisions are based on multiple measures, rather than a single test score.

Commitment to Continuous Improvement

Through data analysis, professional development, and talent development, CCS remains focused on equitable access to advanced learning opportunities for all students.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	19.77%	10.81%	8.44%	---	20.61%	---	27.29%
Male	33.82%	6.47%	11.92%	---	20.00%	---	28.76%
Total	25.97%	8.62%	10.23%	---	20.29%	---	28.07%

Percent of Total AIG Students Identified as Dual Exceptionality

~5%

*** Practice D**

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

Chatham County Schools Implementation Response

Monitoring Screening, Referral, and Identification for Consistent Implementation

Screening Process

The AIG Department ensures consistent screening practices by:

- Coordinating the testing window with the Accountability Department.
- Ordering materials for exceptional students as requested by school.
- Developing and overseeing procedures for test material security and administration.
- Distributing notifications related to the universal screening to parents/guardians of second-grade students.
- Providing Spanish-language audio resources for accessibility and other languages as available during testing.
- Training testing coordinators to ensure standardized administration across schools.
- Developing clear testing session procedures and packing guidelines for materials.
- Ensuring screening procedures are reviewed annually to maintain fidelity and equity across the district.

Testing Coordinators or Others as Required by CCS

- Attend training sessions.
- Review and apply any 504/IEP accommodations for EOG testing for screening.
- Train all test administrators on the screening tool.
- Set up school-based schedules for administration.

Referral Process Monitoring

The AIG Department ensures that referral processes are consistent and accessible by:

- Delivering annual professional development to all school staff on referral procedures and characteristics of both typical and atypical gifted learners.
- Accepting referrals year-round across the district.
- Publishing referral windows in open house materials and multiple formats to maximize awareness.
- Providing referral forms in English and Spanish, ensuring accessibility for all families.
- Actively engaging with teachers and specialists to seek out talent among under-represented groups.
- Using standardized criteria across all schools to ensure equitable access to gifted services.
- All referral forms are accompanied by criteria for formal identification.
- AIG specialists reach out to all teachers and specialists during this window to seek out student talent.

Identification Process

To maintain consistency in student identification, CCS:

- Convenes AIG specialists as a professional learning community (PLC) annually to review identification processes.
- Uses identical student profile criteria and data collection forms to ensure uniformity.
- Conducts school-based team reviews, led by the AIG specialist, to evaluate referred students against district criteria.
- Implements a district-based review team that ensures identification decisions remain equitable and consistent across all schools. Formal identification decisions made by this group are final unless a grievance procedure is initiated. In general, the team is convened by the AIG lead teacher, who presents each student's data to the group and facilitates the meeting. District team decisions provide greater consistency across the district.
- Monitors identification trends annually, using data to adjust and refine processes as needed to address any inequities.

Data Tracking for Continuous Improvement

The AIG Department actively monitors and utilizes student data to track trends, identify gaps, and enhance consistency by:

- Maintaining headcount data and student spreadsheets for all identified and referred students.
- Analyzing data district-wide to monitor equity in identification rates and address disparities.
- Ensuring quick transfer of AIG identification data for within-district and out-of-district students, preventing service delays.
- Adjusting identification strategies if data indicates disparities in access among student groups.

To maintain consistent implementation, the AIG lead teacher conducts periodic process reviews, site visits, and data audits to ensure schools adhere to district-wide procedures. Findings are used to refine training, outreach, and identification practices.

* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. Chatham County Schools Implementation Responses Chatham County Schools (CCS) ensures that information regarding the screening, referral, and identification processes for AIG services is disseminated effectively to school personnel, parents/guardians, students, and the broader community. - Website Accessibility: Brochures, procedures, and explicit details about the screening, referral, and identification processes are available on the CCS website, which links to the AIG Information site and AIG Plan. All web pages are translatable into multiple languages based on user settings. - Announcements & Signage: Referral window announcements are posted on the Chatham County Schools website and shared through newsletters, email, and printed flyers. All signage publicizing the referral window is created in English and Spanish. - Professional Development for School Personnel: Training on the referral and identification process is provided across the district for AIG specialists, principals, and faculty. Flowcharts outlining the referral and identification process are available to ensure consistency and clarity. Communication with Parents/Guardians: - Parents/guardians of second graders are notified in advance of the upcoming universal screening. - Second-grade screening results are shared with parents/guardians, along with recommendations for potential student referrals. Identification criteria are clearly outlined in these communications. - The referral packet, provided to parents/guardians at the start of the identification process, includes detailed information about the evaluation process, decision-making criteria, and next steps. - Parents/guardians receive a formal identification decision packet at the conclusion of the evaluation process, including all information considered by school and county teams. - Permission-to-evaluate forms and permission-to-serve forms are provided at the appropriate stages, ensuring transparency before evaluation and services begin. Student Engagement: - AIG specialists and school counselors provide age-appropriate information to students regarding the referral and identification process. - Students receive opportunities to ask questions about AIG services and the identification process in classroom settings, small group sessions, or one-on-one meetings with specialists. Community Outreach: - Information about AIG identification is shared at district and community events, such as back-to-school nights, PTA meetings, and Parent Universities. - Flyers with referral window dates and identification process details are distributed to the public through the CCS District's social media platforms and shared with parents through school-based communication. Accessibility of Materials: - All materials are available in English and Spanish online, and printed copies can be requested at school offices or from the school's AIG specialist. - Families without internet access are encouraged to visit school offices or public libraries to access online resources or request printed copies their child's school. Ongoing Support: - AIG specialists are available to answer questions and provide clarification regarding the referral and identification process. Parents, students, and community members are encouraged to reach out with any concerns. - Additionally, Parent University is held virtually or in-person at least twice per year. These sessions provide information about the Chatham County Schools AIG Program and information on gifted learners for parents.	* 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. Chatham County Schools Implementation Response Chatham County Schools ensures that all evidence supporting AIG identification decisions is documented, reviewed with parents/guardians, and maintained in student records. Second-Grade Screening & Identification Process: - Second-grade screening results are shared with parents/guardians, including areas of strength and areas for improvement, and strategies to support student development. - Recommended scores for AIG service eligibility are provided. - Screening results are available to classroom teachers and distributed to parents/guardians, principals, AIG specialists, and district leadership as appropriate. Documentation & Review with Families: - Parents/guardians receive a detailed explanation of the identification process when the program seeks permission to evaluate student data, including a timeline of key steps. - Decisions and supporting data are shared with parents/guardians, students, specialists, teachers, and administrators. - AIG specialists or administrators offer review meetings to discuss documentation with parents/guardians, ensuring transparency and addressing any questions. - All evidence, decisions, and criteria are compiled in a concise, one-page front-and-back document for easy review by all stakeholders. - Permission forms for participation in the AIG program must be returned for services to begin. Record Maintenance & Security: For Identified AIG Students: Student folders contain: - Permission forms for evaluation and participation. - All evaluation data, including dates and criteria used. - Differentiated Education Plans (DEP) or Individual Differentiated Education Plans (IDEP). - These folders are securely stored at the student's school and maintained per district policy. For Students Evaluated but Not Identified for AIG Services: - Student folders contain permission forms for evaluation and all data considered in the identification process. - These records are securely stored at the school where the referral began. Electronic Record Keeping & Accessibility: - Student identification records are securely stored in electronic folders for reference by specialists and for use if a student transfers within the district. - Records are maintained for a specified duration per district policy to ensure long-term accessibility and compliance. Ongoing Referral & Documentation Procedures:
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◦ If additional referrals for a student are made, documentation is processed and stored following the same procedures to ensure consistency and accuracy.															
* 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. Chatham County Schools Implementation Response Chatham County Schools ensures that all identified AIG students receive a documented student plan (DEP or IDEP) that aligns differentiation services with their academic and affective needs. These plans are developed collaboratively and reviewed annually with parents/guardians to ensure effective programming, a continuum of services, and smooth school transitions. Annual Differentiated Education Plans (DEP) and Individual Differentiated Education Plans (IDEP) • Each year, classroom teachers collaborate with AIG specialists to develop a DEP for identified AIG students in grades K-8. • The DEP outlines service options and differentiation strategies across the grade levels in the school. • The Needs Determination Team (NDT), which includes the principal, reviews all grade-level DEPs to ensure alignment with student needs. • Individualized Differentiated Education Plans (IDEPs) are created for students requiring specialized services, including: ◦ Twice-exceptional students. ◦ Students with 504 plans. ◦ Students needing social-emotional support. ◦ Underachieving students requiring intervention strategies. • Both DEP and IDEP documents include specific differentiation strategies and student support services based on identified needs. Parent/Guardian Review • Parents/guardians review of the DEP/IDEP annually. • After the first grading period, parents/guardians receive the plan in print or through an in-person or virtual meeting to discuss differentiation strategies, service options, and any needed modifications.															
Student Goal-Setting & End-of-Year Reports • At the beginning of each year, students set academic and affective goals with the support of AIG specialists. • Students review progress at the end of the year as part of their End-of-Year (EOY) Report. • EOY Reports include: ◦ A review of student identification information. ◦ A summary of academic growth and differentiation strategies utilized. ◦ Anticipated service options and differentiation strategies for the next school year to ensure continuity. School Transitions & High School Differentiation Plans • Elementary-to-Middle and Middle-to-High Transitions: The DEP/IDEP outlines the continuation of services to support school transitions. • High School: ◦ All high school AIG students have a DEP/IDEP transferred from middle school. ◦ A four-year plan outlines anticipated coursework, acceleration options, and enrichment opportunities. ◦ High school course selection is tailored to meet AIG students' needs through collaboration between the student, parent, school administration, and counselors. • Parents/guardians review course assignments annually to ensure alignment with student goals.															
* Ideas for Strengthening the Standard 1. Develop a database of students who are referred. 2. Create a watchlist of students who do not yet meet the criteria for formal identification for future talent development. 3. Monitor identification data and practices to ensure efficacy. 4. Continue researching identification strategies to find students with advanced potential.															
Planned Sources of Evidence <table><tr><td>* Website</td><td></td></tr><tr><td>* Materials distributed to all stakeholders</td><td></td></tr><tr><td>* Agendas for presentations</td><td></td></tr><tr><td>* Publicity notes for referral windows</td><td></td></tr><tr><td>* Sample test results</td><td></td></tr><tr><td>* Aggregate data from the CCS identification process</td><td></td></tr><tr><td>* Data from the representation index (RI) shows changes in the identified population</td><td></td></tr></table>	* Website		* Materials distributed to all stakeholders		* Agendas for presentations		* Publicity notes for referral windows		* Sample test results		* Aggregate data from the CCS identification process		* Data from the representation index (RI) shows changes in the identified population		
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Standard 2: Comprehensive Programming within a Total School Community	
Chatham County Schools (190) 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. Chatham County Schools Implementation Response CCS fosters a collaborative approach involving AIG specialists, the student, classroom teachers, counselors, and administrators to ensure that each gifted student receives targeted services. Our program includes: • Individualized academic planning: Student needs are identified through inventories, observations, area of identification, student input, and pre-testing, ensuring appropriate placement and service alignment. • Guidance and transitional support: Counselors, AIG specialists, and teachers work together to address academic and social and emotional needs, providing guidance for students at key transitions (elementary to middle, middle to high school, and high school to college). • Parent and student engagement: Families receive clear information about course pathways, identification criteria, and available resources to ensure informed decision-making. • The AIG program and other departments provide students at all grade levels with: ◦ Access to counseling for social/emotional issues. ◦ Support for the development of organizational skills. ◦ Encouragement to take advanced courses. ◦ Services in reading and/or math as match student identification. ◦ Access to competitive opportunities. ◦ Access to extracurricular activities. • Provide Kindergarten through 8th grade students: ◦ Time to allow students to set goals. ◦ Pull-out services for time with similar students. ◦ Push-in services for group interaction support. ◦ Reviews of student-developed goals. ◦ AVID program (Advancement Via Individual Determination) ◦ Advanced curriculum and resources. ▪ North Carolina Senate Bill 500 requires students scoring Level 5 on Math EOGs to be placed in an advanced math course the next academic year. CCS is currently implementing advanced coursework and developing more effective ways to deliver advanced coursework across the district. • To expand access, students may also be placed in an advanced math course, provided the following: • 6th Grade Advanced Math

- A level 5 on the 5th grade End-of-Grade (EOG). **OR** a minimum score in the 80th percentile or higher on the 5th grade EOG **and** a minimum score in the 90th percentile or higher on a STAR assessment MOY to EOY.
- **7th Grade Advanced Math**
 - A level 5 on the 6th grade EOG. **OR** a minimum score in the 80th percentile or higher on the 6th grade EOG **and** a minimum score in the 90th percentile or higher on a STAR assessment MOY to EOY.
- **7th Grade Math I**
 - A minimum score in the 95th percentile or higher on the 6th grade EOG. **AND** a minimum score in the 95th percentile or higher on a STAR assessment MOY to EOY.
- **8th Grade Math I**
 - A level 5 on the 7th grade EOG. **OR** a minimum score in the 80th percentile or higher on the 7th grade EOG **and** a minimum score in the 80th percentile or higher on a STAR assessment MOY to EOY.
- **Opting-In**
 - Students without EOG or STAR scores may contact their school's principal to set up testing to determine if placement in advanced math is appropriate. Students currently enrolled in Chatham County Schools may also request additional testing to determine placement.
- CCS is exploring the possibility of implementing additional high school courses at the middle school level.
- Provided to high school students
 - Enrollment course credit option at Central Carolina Community Center via Career and College Promise (CCS provides all books at no charge to students).
 - Access to honors and AP coursework.
 - An opportunity to apply for enrollment at Chatham Early College.
 - Access to courses from the NC School of Science and Mathematics through Course Connect.
 - AVID program (Advancement Via Individual Determination)
- Provide programming that matches student identifications:
 - AR and AM – Services are required in each of these areas based on identification. Students identified in both areas receive service in both which includes separate settings and meeting times for each area.
 - AG – Services are provided in both areas with separate settings and meeting times for each area of math and reading. Combination projects and work can be done.
 - AI – Services are provided as AG services, but on a more challenging level.
 - IG – Services for IG focus on problem-solving, critical thinking, STEM/STEAM, independent study, project-based learning, and/or problem-based solving tasks.
- Provide classroom teachers and guidance counselors with:
 - Cooperative teaching for academic and intellectual needs.
 - Differentiated Education Plan and Individual Differentiated Education Plan information from the previous year.
 - Appropriate strategies for students who have mastered content or master content quickly.
- Suggested strategies in all classroom environments may include, but are not limited to:
 - Problem-based learning, genius hour, learning contracts with self-directed studies for long-term options.
 - Choice boards, tiered lessons, and thinking skills applications for short-term options.
 - Use of future-ready skills in designing projects and presentations.
 - Note: Best practices in gifted education point to choice and focus as keys to the success of multiple strategies. Repetition and additional mastered content detract from AIG student growth.
- Service to identified AIG students, transfer AIG students, and students as directed by the CCSNDT is an absolute priority. Students are served in their areas of identification and according to need.

CCS is committed to ensuring that services are not dependent on students' demographic background or economic means. All students identified for AIG services receive programming that aligns with their needs, and data-driven decision-making ensures continuous improvement. Accountability measures include: • Annual review of service effectiveness based on student performance, feedback, and program evaluations. • Professional development for educators to implement best practices in gifted education. • Clear district-wide expectations for addressing the social-emotional needs of AIG students, with an accountability component to be updated annually in collaboration with multiple departments. By prioritizing intentional, equitable, and comprehensive programming, Chatham County Schools ensures that all AIG students receive high-quality, challenging learning experiences that support their growth and future success.	Click here to remove the table and use only the narrative field.
* 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. Chatham County Schools Implementation Response Chatham County Schools delivers a comprehensive AIG program that supports the social and emotional needs of gifted students across all grade levels (K-12) and learning environments. Through collaboration among AIG specialists, classroom teachers, counselors, and administrators, we ensure that services are intentionally designed to address the unique challenges gifted students face. To achieve this, we: • Integrate social-emotional learning (SEL) into the curriculum for AIG students K-12 to foster resilience, self-awareness, and relationship-building. • Provide professional development and resources to educators and counselors on strategies that support the academic and emotional well-being of gifted learners. ◦ This may include professional development on the following ▪ Characteristics of gifted students ▪ Specific social-emotional needs of gifted students (e.g. heightened sensitivities, asynchronous development, perfectionism, the need for intellectual peers, etc.) • Offer individualized and group support for AIG K-12 students through structured meetings, mentoring, and needs-based interventions. Common topics include executive functioning, self-advocacy, perfectionism, and peer relationships. • Use data-driven decision-making by assessing students' social-emotional needs through observations, student feedback, and collaboration with school personnel at PLCs. • Ensure age-appropriate support at each educational transition, from elementary to middle school, middle to high school, and high school to college, equipping students with the tools to navigate these changes successfully. By embedding social-emotional learning within the total school community, Chatham County Schools ensures that all AIG students receive intentional, equitable, and developmentally appropriate support to thrive.	Click here to remove the table and use only the narrative field.

* Practice C

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

Chatham County Schools Implementation Response

The AIG Program in Chatham County Schools ensures that gifted learners receive comprehensive services that align with district priorities. Instructional Program Facilitators (IPFs) collaborate with teachers to interpret policy, implement curriculum, and instructional strategies for AIG students. IPFs engage in continuous professional development with teachers, guidance counselors, and administrators to enhance services across multiple domains, including:

- Exceptional Children
- K-5 Programs
- 6-8 Programs
- 9-12 Programs
- Instructional Coaches at Schools
- Multi-Tiered System of Support (MTSS)
- Student Support and Behavioral Services

The AIG Instructional Program Facilitator and AIG Specialists maintain a repository of enrichment resources for educators. These include:

- AIG Specialist-developed lessons and activities
- Advanced Learning Labs from the North Carolina Department of Public Instruction (NCDPI)
- Technology-based resources such as Breakout EDU and other digital platforms
- Materials to assist teachers in differentiating classroom resources for AIG students

These tools ensure that both identified and potential AIG students have access to rigorous, differentiated learning opportunities within the general education classroom.

Integration with District Leadership and Policy

Collaboration with district leadership is essential in ensuring AIG services are embedded within the district's policies and practices. Ongoing engagement with executive leadership ensures alignment with strategic initiatives and resource allocation. This includes:

- Executive Director of K-5 Education – Incorporating differentiated services for elementary AIG students that match their identified area(s).
- Executive Director of 6-8 Education – Incorporating differentiated services for elementary AIG students that match their identified area(s).
- Executive Director of 9-12 Education – Expanding opportunities for high school students, including access to advanced coursework and face time with an AIG high school specialist to support students.
- Director of Exceptional Children (EC) – Overseeing the AIG program to support diverse learners.
- Director of Testing and Accountability – Supporting AIG identification processes, including screening and data analysis.
- Executive Director of Student Services – Coordinating counseling and behavioral support for AIG students.

- Director of Digital Learning – Integrating technology to enhance access to advanced learning resources.
- Assistant Superintendent for Human Resources – Allocating and recruiting personnel to support AIG programs.
- Assistant Superintendent for Academic Services & Instructional Support – Overseeing funding, policy development, and ensuring AIG representation in district leadership discussions.

These collaborative efforts ensure that AIG policies influence daily instruction, professional learning, and leadership decision-making at both the school and district levels.

District and School Administration

- Include AIG in district initiative discussions.
- Include AIG in district curriculum development.
- Include AIG in assisting low-performing schools.
- Include AIG on School Improvement Teams and MTSS.

Professional Learning and School-Based Leadership

AIG specialists and school-based staff actively engage in professional learning to strengthen instructional practices:

- AIG PLCs – Specialists and educators discuss district priorities and explore instructional strategies to support AIG learners.
- Cross-departmental collaboration – AIG specialists work alongside general education teachers, instructional coaches, and administrators to embed differentiation strategies into all classrooms.
- Leadership Team Participation – AIG representatives serve on School Improvement Teams (SIT) and MTSS to ensure gifted services are integrated into school improvement plans and district initiatives.

Resource Allocation and Opportunity and Access in AIG Programming

Chatham County Schools remains committed to ensuring equitable access to AIG services by:

- Allocating 100% of state-designated AIG funding toward salaries and benefits for AIG-licensed personnel.
- Providing local funding to enhance AIG programming and resources.
- Aligning AIG services with the One Chatham Strategic Plan 2022-2027 to ensure systemic support for advanced learners.
- Expanding technology integration by leveraging district-wide digital resources to provide differentiated instruction.

Additionally, the AIG program will develop a more accessible online platform for teachers to access student data, curriculum materials, and professional development opportunities related to AIG instruction.

Commitment to Continuous Improvement

As Chatham County Schools continues refining its AIG services, the district remains focused on:

- Expanding student identification practices to ensure opportunity and access in the AIG program.
- Enhancing instructional resources for differentiation and advanced learning.
- Providing professional development to equip teachers with strategies to challenge and support AIG students.
- Strengthening cross-departmental collaboration to sustain alignment between AIG services and district priorities.

Through these efforts, the district ensures that all students—regardless of demographic background or economic means—have access to high-quality advanced learning opportunities that develop their academic, intellectual, social, and emotional strengths.

*** Practice D**

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

Chatham County Schools Implementation Response

Principals will:

- Monitor for flexible groups.
- Promote student-driven learning opportunities within schedules.
- Group AIG students in the regular education classroom as possible to increase growth and support social/emotional well-being.

The AIG specialist will include K-12 students in the talent development opportunities based on need, using the following:

- Professional observations.
- Knowledge of available space.
- Membership of the school.
- Prior growth of individual students in talent development.
- Data from testing at the school level.
- Special areas of expertise on the part of students.
- Interests.
- Affective needs and gifts.
- Focus of the semester academically, such as reading or math (where applicable).
- Limits on the number of students in the groups.
- Duration of the groups. (All K-3 talent development groups are flexible across the year.)

• Notes:

- Participation in the talent development program is flexible. Students may move in and out of the program. Participation is not formal identification for the AIG program.
- The CCS Needs Determination Team may direct the inclusion of students in talent development based on a student's near meeting of criteria. The goal is to continue looking for growth/maturity of the student.
- The following data can be considered when intentionally and flexibly grouping students:
 - Pre-test results.
 - Teacher and specialist recommendations.
 - Area(s) of giftedness.
 - Gifted behavior needs.

The AIG specialist for K-12 AIG students will:

- Provide opportunities for homogeneous and heterogeneous groups through push-in and pull-out services.
- Provide support to classroom teachers to aid in their understanding of the characteristics and affective needs of gifted students.
- Provide differentiation support to classroom teachers.
- Work with school administration and school PLCs to analyze achievement data of gifted students.

*** Practice E**

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

Chatham County Schools Implementation

Professional Development & Training

- The AIG program and AIG specialists will provide ongoing professional development in various formats to inform teachers, administrators, and support staff about differentiated services, regulations, and the AIG Plan.
- Short, targeted PD sessions will be integrated into faculty meetings throughout the year, ensuring accessibility and engagement.
- All professional development materials will be housed in a central digital hub, ensuring easy access for all staff.

Resource Distribution & Accessibility

- The AIG Plan will be provided in both printed and digital formats to principals, the Superintendent, and the Assistant Superintendent for Academic Services and Instructional Support.
- Principals will have access to AIG Plan Briefs that highlight key components of the plan.
- The Principal and Teacher Portals will serve as a centralized location for supporting documents, ensuring accessibility and ease of use.
- Alternative materials, such as brief summaries of identification criteria and a user-friendly overview of AIG standards, will be created to support understanding.
- Key updates and policy changes will be included in Principals' Brief and BOE Brief publications for district-wide communication.

Collaboration & Stakeholder Engagement

- When the AIG Plan is updated, principals will be invited to review changes with the supervising Director and lead teacher to ensure alignment and understanding.
- New principals will receive individual onboarding sessions to familiarize them with AIG programming, policies, and expectations.
- Counselors and support staff will receive targeted professional development on the social-emotional needs of AIG students to ensure holistic support.
- Collaborative sessions with general education teachers will be conducted to develop Differentiated Education Plans (DEPs) that integrate effective instructional strategies for gifted students.
- When appropriate, Individual Differentiated Education Plans (IDEPs) will be developed with input from teachers, parents/guardians, and students to ensure personalized learning experiences.
- The acceleration and early entrance policy will be shared with all educators to support appropriate placement decisions.

Ongoing Evaluation & Improvement

- The specialist handbook, created by the lead teacher, will be reviewed and updated each plan cycle to align with best practices.
- Annual feedback surveys and focus groups will be conducted to assess how well teachers, administrators, and support staff understand and apply AIG policies.
- The AIG Department will regularly review and refine training, resources, and outreach efforts to ensure continuous improvement in service delivery.

Regulations

Academically or Intellectually Gifted Students

Article 9B.

§ 115C-150.5. Academically or intellectually gifted students.

The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

Statute Related to Military Families – Abridged

Article 29B.

Interstate Compact on Educational Opportunity for Military Children.

§ 115C-407.5. Interstate Compact on Educational Opportunity for Military Children.

The Interstate Compact on Educational Opportunity for Military Children is hereby enacted into law and entered into with all jurisdictions legally joining therein in the form substantially as follows:

ARTICLE I.

PURPOSE.

It is the purpose of this compact to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by:

- A. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school district(s) or variations in entrance/age requirements.
- B. Facilitating the student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content or assessment.
- C. Facilitating the qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities.
- D. Facilitating the on-time graduation of children of military families.
- E. Providing for the promulgation and enforcement of administrative rules implementing the provisions of this compact.
- F. Providing for the uniform collection and sharing of information between and among member states, schools and military families under this compact.
- G. Promoting coordination between this compact and other compacts affecting military children.
- H. Promoting flexibility and cooperation between the educational system, parents and the student in order to achieve educational success for the student.

ARTICLE V.

PLACEMENT & ATTENDANCE.

- A. Course placement - When the student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school and/or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).
- B. Educational program placement - The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.
- C. Placement flexibility - Local education agency administrative officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered under the jurisdiction of the local education agency.

*** Practice F**

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

Chatham County Schools Implementation

All School Personnel: Chatham County Schools maintains consistent electronic records through Infinite Campus to facilitate the exchange of critical AIG student information. Rosters, including areas of identification and service, are regularly updated and shared proactively with receiving schools, counselors, and MTSS leaders during transition periods to ensure continuous and aligned services.

Elementary to Middle School Transition:

- Rising middle school students participate in an organized visit to their new school in the spring. During this visit, the middle school AIG specialist introduces students to programming and enrichment opportunities offered.
- The elementary AIG specialist proactively meets with all rising middle school students to communicate anticipated changes, frequency, and modes of AIG service delivery. Specialists also explicitly teach transition-related skills, including teacher interaction, study strategies, and effective time management.
- Structured transition discussions between elementary and middle school AIG specialists occur regularly and are formally documented to ensure continuity, address potential gaps, and provide targeted support based on student needs.

Middle to High School Transition:

- Identification details and advanced course opportunities are systematically provided to parents/guardians during high school registration, alongside clear guidance on curriculum pathways and information about college admissions expectations.
- Counselors responsible for high school registration receive comprehensive lists of identified gifted students, including areas of identification, to effectively guide students towards appropriately challenging coursework aligned with their academic strengths and interests.
- Middle school AIG specialists conduct formal transition meetings with high school MTSS committees and counselors. These meetings include detailed discussions about each identified student's academic and socio-emotional profile to ensure proactive, personalized support from the beginning of the freshman year.

Enhancements to Strengthen Practice:

- Regular family engagement opportunities, such as informational sessions and workshops, are provided to ensure that families are well-informed and equipped to support their students through key transition periods.
- District-wide professional development focused explicitly on gifted student transition practices and equity ensures consistency in implementation across schools.
- A district-level protocol is in place to monitor and evaluate the effectiveness of transition practices through student performance data and feedback collected after transition points, promoting continuous improvement and equitable support regardless of student demographics or economic means.

* 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.

Chatham County Schools Implementation

AIG Program

- Provides guidance counselors of all AIG students with information regarding students' academic profiles, including dual exceptionalities (2e), learning concerns, and social/emotional needs to ensure appropriate support.
- Offers and conducts schoolwide professional development on the social/emotional needs of gifted students, including strategies for supporting students in acceleration pathways.
- Adds a social/emotional component to the Differentiated Education Plan (DEP) and Individual Differentiated Education Plan (IDEP) to support students engaged in advanced coursework or acceleration.

AIG Specialists

- **Facilitate Acceleration Pathways:**
 - Work with school leadership and instructional teams to identify, assess, and support students for acceleration options such as content compacting, Credit by Demonstrated Mastery (CDM), dual enrollment, single-subject acceleration, and whole-grade acceleration.
- **Develop & Implement Individualized Support:**
 - Involve all appropriate staff (EC, ESL, OT, guidance counselors, etc.) in creating and implementing student Differentiated Education Plans (DEPs) and Individual Differentiated Education Plans (IDEPs) tailored to advanced learning needs.
 - Recruit appropriate staff for NDT or other committees as students' needs demand.
 - Conduct relationship-building groups for highly gifted (HG) students K-12 to address academic and social/emotional concerns early, based on referrals and observations.
 - Develop a data evaluation tool with the district MTSS implementation team to include a framework for extension and curriculum for AIG and advanced learners.
- **Monitor & Advocate for Gifted Learners:**
 - Follow HG, AI, and IG students throughout their academic journey to ensure continued academic growth and well-being.
 - AIG Specialists monitor students in grades K-12.
 - Implement early interventions when academic or social/emotional challenges arise, engaging teachers, specialists, and parents in solution-based strategies.
- **Family & Student Engagement in Acceleration:**
 - Host informational sessions for parents and students on acceleration pathways, eligibility criteria, and academic planning.
 - Provide personalized academic counseling to students considering dual enrollment, CDM, and subject/grade acceleration.
 - Distribute clear, accessible information regarding credit by demonstrated mastery (CDM), dual enrollment, and subject/grade acceleration opportunities.

Guidance Counselors

- **Advocate & Support Student Acceleration:**
 - Disseminate information about AIG students, including dual exceptionalities (2e), learning concerns, and social/emotional needs, to appropriate teachers.
 - Advocate for the use and adherence of the Differentiated Education Plan (DEP) and Individual Differentiated Education Plan (IDEP) at the high school level.
 - Participate in professional development on acceleration and AIG student needs.
- **Partner with AIG Specialists to Support High School Students:**
 - Assist students in setting goals and planning high school coursework, ensuring they are aware of acceleration opportunities such as dual enrollment, CDM, and content compacting.
 - Monitor HG, AI, and IG students for emerging academic, social, or emotional concerns.

Principals

- **Ensure Access & Flexibility for Acceleration:**
 - Allow for flexible scheduling throughout the year to ensure specialists can attend PLC meetings and collaborate across multiple school teams.
 - Require guidance counselors to participate in professional development on acceleration pathways and AIG student needs.
- **Support Implementation & Accountability:**
 - Advocate for AIG students with special needs.
 - Require teachers to implement DEP/IDEP accommodations and ensure they adhere to the Differentiated Education Plan specifications.
- **Monitor Acceleration Effectiveness:**

◦ Schools will collect and review longitudinal data on students participating in acceleration programs to assess academic growth, engagement, and success. ◦ Principals and AIG leadership will conduct annual reviews of acceleration participation data to ensure equitable access and effectiveness of services.	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. Chatham County Schools Implementation Responses Identification of K-3 Students K-3 students may be identified formally. A second-grade screening is administered unless a current NGAT, CogAT, or IQ test or similar test results are on file. There is a list of accepted abilities and IQ tests. Identified Students K-3 classroom teachers differentiate instruction for identified AIG students. Assistance from the AIG specialist is given upon request. AIG specialists monitor identified students' needs and progress. Talent Development K-3 Students in the talent development program are not identified as AIG. The goal of nurturing is to find <i>potentially</i> gifted students. The talent development program is not intended to serve identified AIG students. talent development status is flexible. Students may move in and out of the talent development program. Blended groups of AIG identified students and talent development students in K-3 are not used. • Talent development group in K-3: • Refers to a group with no identified AIG students. These groups without any AIG students use this structure: • May be as large as the average class size in K-3 in the school. • May be multiple grade levels. • Meet one time per week to allow the AIG specialist to serve identified students more frequently. • Meet no more than 45 minutes per session and meet one time per week or less to allow the AIG specialist to serve identified students more frequently. • Are limited to 1 group per grade level in schools under 400 ADM K-5 or K-8. • Are limited to 2-3 groups per grade level in schools over 400 ADM K-5 or K-8. • Student selection for talent development is done by the AIG specialist based on: • Students receive whole class thinking skills instruction at the beginning of each semester. Outstanding performance in these sessions helps inform student selection for small group instruction. • Professional observations. • Knowledge of available space. • In K-3, student selections must reflect the school makeup. • Prior growth of individual students in talent development.
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- Focus of the semester academically, reading or math (where applicable).
- Students may be grouped flexibly with similar learners in reading and/or mathematics.

Classroom Differentiation and Instruction

- A variety of strategies are used. For example, questioning, choice-based learning and tiered assignments.
- The AIG specialist is available to assist in development of strategies or design of curriculum for K-3 teachers as allowed by schedules.

*** 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.

Chatham County Schools Implementation Response

Grades K-3 Talent Development

- Designed to proportionally reflect the student body, ensuring that traditionally under-represented populations, including English Learners (ELs) and economically disadvantaged students, have access to advanced learning opportunities.
- Utilizes flexible grouping for talent development to maximize student engagement and potential.
 - Flexible groups for talent development are created using student data, classroom observations, and in collaboration with the classroom teacher.
 - Talent development is provided based on need, available space, and at the discretion of the AIG specialist.
- Implements early exposure strategies such as project-based learning, inquiry-driven instruction, and enrichment clusters to develop higher-order thinking skills.
- Uses universal screening measures and teacher nominations to identify students for talent development services.
 - 2nd-grade students take part in universal screening using the NGAT in the spring. The student scores on the NGAT are used to support AIG specialists in creating talent development groups the next academic year. This provides third-grade teachers and AIG specialists with data to support instruction and support the formation of talent development groups early in the third-grade year.

Grades 3-8 Talent Development

- Support for students on the cusp of AIG qualification to ensure equitable access to high-expectation learning environments.
- Highly gifted students are served differently from gifted students.
 - Service may be concurrent with other gifted students.
 - Expectations for these students are different.
 - More content for these students is enrichment and extension rather than directly reflecting classroom content.
 - More independence is encouraged.
 - Schools may be able to have these students meet face-to-face with the AIG specialist more often than other students. An emphasis on personal choice exists for these students.
- Twice-exceptional students are served in conjunction with the Exceptional Children's staff. Regular meetings are held between the two specialists to cover best strategies and areas that need targeted support or are showing advancement. Autistic students with social/emotional demands are grouped with other AIG students so that both groups learn how to interact.
- Culturally/ethnically diverse students have their culture or ethnicity addressed through literature from the group or area. The literature is analyzed for distinctive characteristics.
- Tutoring, writing exercises and multiple strategies are employed for filling the potential gaps in learning for many students in under-represented populations.
- Further supports for these services are:

- Behavioral plans, 504 plans, Exceptional Children's status, physical limitations, ESL data or other documented acute circumstances inform the AIG specialists as to the needed accommodations for these students.
- The CCSNDT monitors for the initial inclusion of students in under-represented populations. The team recommends appropriate matching of services to the needs of students in under-represented populations as the evaluation process culminates.
- AIG specialists work with the EC and ESL programs and instructors to match programming with student needs.
- Community members are involved in the development of services when possible. This may include specific materials and advice.
- All AIG Learning Program printed materials are available in English and Spanish.
- Interpreters are employed as needed for meetings and Parent University events.

AIG Learning Specialists

- Create Individual Differentiated Education Plans/Differentiated Education Plans with classroom teachers. These documents are distributed to appropriate faculty to outline supports for students.
- Begin the year meeting classroom teachers, EC teachers and ESL teachers for information about the specific situations of students from under-represented populations. Behavioral plans, 504 plans, Exceptional Children's status, physical limitations, EL status or other documented accommodations add to the ability of the specialist to differentiate with student need in mind.
- Check-in quarterly with the classroom teachers to keep this information up to date.
- Work with teachers to adapt services and expectations to provide the best differentiation possible for all groups or individuals.
- May work with individual students to address academic deficiencies, learning behaviors detrimental to student success and other impediments to classroom success.
- Cooperate with all other specialists.
- Develop new and/or different services as the needs of these populations change.

CCS Board Policy Related to Acceleration 3420-R Student Promotion and Accountability

1. Grade Acceleration

To determine the eligibility of a student to move to a higher grade level than the current enrollment, the principal shall confer with a committee of professional educators to consider the following factors:

- a. Student Aptitude. The child shall be highly advanced in academic and social development and shall score at the 98th percentile on specified standard individual test(s) of intelligence administered by a licensed psychologist or psychiatrist. The most recent edition of the specified test(s) shall be used. Testing must have occurred less than one calendar year prior to proposed advancement.
- b. Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on both reading and mathematics on specified standard individual test(s) of achievement. Results must be less than one calendar year old.
- c. Performance. The child shall be able to perform tasks well above age peers as evidenced by behaviors in all areas such as independent reading, problem-solving skills, advanced vocabulary, and writing fluency.
- d. Observable Student Behavior/Student Interest and Motivation. The principal or principal's designee shall conduct an interview with the child and a more structured interview with the parent to determine if the child is able to successfully move to the new grade level.
- e. Completion of the Iowa Acceleration Scale, the most current edition, shall be accomplished to assist the principal in making an informed decision regarding the promotion. An AIG specialist will manage the completion process.
- f. After considering all factors, including input from the committee, the principal shall decide whether to grant the request for enrollment within four weeks after receiving all information. If the principal determines that the child has not adjusted to the grade level setting, the principal shall retain the right to reverse enrollment from the current grade level to the original grade level.
- g. Parents may be required to supply information in addition to that required by this policy.
- h. Decisions related to early admission to kindergarten shall be made pursuant to applicable state board policy.

Chatham County Schools will not conduct testing for grade acceleration. Accepted tests include: CogAT, ERB, and Iowa Assessments. ACT and SAT scores may be considered at the discretion of the district administrator who oversees the AIG Department. The administered level of the CogAT shall be two grade levels above the student's current grade. Chatham County Schools may require parents to supply information in addition to that required by this policy and may also require specific tests or other measures to provide information relating to the factors listed in this policy.

The North Carolina Policy Related to Early Admission

North Carolina State Board of Education

Policy ID Number: KNEC-001

Policy Title: Standard for Early Admission to Kindergarten

Current Policy Date: 1989-09-07

Administrative Procedures Act (APA): 16 NCAC 6E.0105.0105 **EARLY ADMISSION TO KINDERGARTEN**

a. To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:

1. **Student Aptitude.** The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.
2. **Achievement.** The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.
3. **Performance.** The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete an informal reading assessment of the child.
4. **Observable Student Behavior/Student Interest.** The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.
5. **Motivation/Student Interest.** The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.
- b. The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days notice before exiting the child from school so the parent may arrange child care, if needed.
- c. LEAs may require parents to supply information in addition to that required by this Rule. LEAs may also require specific tests or other measures to provide information relating to the factors listed in Paragraph (a) of this Rule.
- d. Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team

determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated education plan for the child.

PLEASE NOTE THE FOLLOWING NCDPI STATE BOARD POLICY INTERPRETATION:

<https://stateboard.ncpublicschools.gov/legal-affairs/resources-1/school-entry-age>

School Entry Age, Legal Requirements, Interpretive Analysis

If the child reaches the age of five years on or before August 31st of the year he is presented for enrollment, the child is eligible to enroll. If his fifth birth date falls on or after September 1st, the child is not eligible to enroll. Proof of age can be required.

The statute contemplates that the vast majority of children presented for enrollment belong in kindergarten and will be automatically assigned there. However, the statute recognizes that some students will be presented for enrollment who can be more appropriately served at a higher grade level, and it authorizes the school principal to make such assignment when he decides that it is in the child's best interest. The key point to remember here is that this is an educational rather than a chronological decision and that it takes place after it has been determined that the child meets the statutory age requirement for school entry. In reaching such a decision, the principal may use both objective and subjective criteria, keeping in mind only that the decision must be reasonably and rationally related to the facts of the specific situation.

Accelerative Options provided by the Program, Other Departments, and Schools

- Curriculum compacting.
- Early Admission to a grade level and Early Admission to Kindergarten (while neither of these guarantees AIG services, students are accelerated beyond the anticipated grade level).
- Chatham Early College— joint venture with Chatham Central Community College to provide advanced coursework followed by early college for students. (High School)
- Career and College Promise - dual enrollment at community colleges, universities and innovative high schools as defined by the NC Department of Public Instruction. Chatham Center for Innovation is one such school. (High school.)
- Support for applications to NC Governor's School, NC Summer Ventures, and other opportunities. (High school.)
- Advanced Placement and Honors classes. (High school.)
- Credit by Demonstrated Mastery. (Middle school and high school.)
 - Available on the CCS website are these documents about the process: FAQs, Student-Parent Guide, Spanish Agreement for the process and a Student Application.
- Sample timeline for obtaining credit:
 - January Start of HS 2nd semester: CDM applications due
 - February - Phase 1 "Testing" concludes, Phase 1 "Testing" results shared
 - March - Phase 2 "Portfolio" assignments shared, Phase 2 "Portfolio" assignments due
 - April - CDM portfolio results shared. If necessary, appeals process may be used. If PASS credit is earned, next year's course selections are updated.
- Early entry to math courses – Math 1, Math 2, Math 3. (Middle school.) Guidance for entry into these advanced courses is provided through the Elementary Education Department and the High School Education Department. The most up-to-date process is located in the Middle School Handbook available online at chatham.k12.nc.us. Currently, criteria must be met to enroll in one of these courses in middle school.
- Online courses from North Carolina Virtual Public Schools (middle school and high school) and the North Carolina School of Science and Math.

North Carolina Senate Bill 500 legislation moves students scoring Level 5 on Math EOGs to an advanced math offering in the next academic year. CCS is currently implementing advanced coursework and developing more effective ways to deliver advanced coursework across the district.

Identification and Services for under-represented Populations

CCS is committed to expanding identification pathways to ensure that all students with high potential are recognized and served appropriately.

- Universal screening in 2nd grade ensures that students from all backgrounds are considered for AIG services.
- Multiple criteria for identification, including teacher nominations, student portfolios, performance-based assessments, and NGAT, increase access for historically marginalized groups.
- Twice-exceptional students (2e) receive services through collaborative efforts between AIG and Exceptional Children's (EC) staff, with ongoing meetings to align strategies.
- Culturally and linguistically diverse students benefit from targeted instructional strategies, including bilingual support and culturally relevant literature studies.
- Academic support programs such as tutoring, writing workshops, and mentorship help bridge learning gaps for students from under-represented populations.

Acceleration and Advanced Learning Pathways

To ensure that all students have access to advanced coursework and acceleration opportunities, CCS provides:

- Curriculum compacting for advanced math courses in middle school (Advanced Math 6 and Advanced Math 7) and early entry to advanced math courses (Math 1 and Math 2) at the middle school level.
- Dual enrollment through Career and College Promise, enabling students identified in reading and math to take college-level coursework while in high school.
- Support for applications to NC Governor's School, NC Summer Ventures, and other state/national enrichment opportunities.
- Advanced Placement (AP) and honors courses, with outreach efforts to encourage diverse student enrollment.
- Credit by Demonstrated Mastery (CDM), offering students a non-traditional pathway to accelerate their learning based on demonstrated competency.
- Targeted support for students moving into advanced coursework, including academic mentorship, study skills workshops, and guided study sessions

*** Practice J**

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

Chatham County Schools Implementation

Enhancing and Developing the Talents and Interests of AIG Students through Extra-Curricular Programming

Chatham County Schools offers a variety of extra-curricular opportunities to support the academic, intellectual, social, and emotional development of AIG students. These opportunities are designed to challenge students, align with their areas of giftedness, and provide equitable access to enrichment experiences.

Current Extra-Curricular Options Include:

- Academic Competitions: Battle of the Books, Spelling Bee, Bee, Quiz Bowl, Young Authors, Science Fair, etc.
- STEM and Problem-Solving Competitions: MATHCOUNTS, Odyssey of the Mind, Science Olympiad, Stock Market Game (online).
- Creative & Leadership Opportunities: Yearbook, Newspaper, Clubs (academic, arts, service).
- School-Based & District-Wide Events: Opportunities vary by school based on sponsor availability.

Expanding and Strengthening District-Wide Advanced Learning Experiences

To ensure all AIG students have access to rigorous and challenging enrichment, Chatham County Schools will implement:

- District-Wide Events for Advanced Learners, including:
 - Day-long advanced learning experiences during the school day
 - Field trips aligned with students' identified strengths

- Clubs and mentorship programs
- Summer camps or specialized learning opportunities
- Parent & Community Engagement: Parents, guardians, and teachers are encouraged to initiate and sponsor additional advanced learning opportunities. Parent University will continue offering enrichment programs for both students and families.

Tracking Student Engagement and Impact

To measure the effectiveness of these initiatives and ensure talent development, the district will:

- Develop a system to track student participation in extracurricular activities.
- Utilize student portfolios and goal setting to connect enrichment activities with individual strengths.
- Collect student feedback through surveys to refine advanced learning opportunities.
- Improve transition planning for AIG students from elementary to middle and high school, ensuring continuous engagement in enrichment activities.

Next Steps for Strengthening the Standard:

- Incorporate more self-directed, student-driven learning opportunities.
- Ensure equitable service in identified areas of giftedness for AIG students.
- Include AIG specialists in school and district leadership.
- Expand counselor involvement in supporting AIG students.

* Ideas for Strengthening the Standard

1. Utilize more self-directed studies thus incorporating more student-driven learning opportunities.
2. Ensure that students are receiving equitable service in their area(s) of identification.
3. Include AIG specialists at leadership levels (SIT, MTSS, etc.) within the school and county.
4. Develop a method to track student progress to ensure talent development and AIG students are benefiting from instruction. Student portfolios and goal setting may be used.
5. Improve transition information at transition points: elementary school to middle school and middle school to high school.
6. Develop more effective methods of utilizing Differentiated Education Plans/Individual Differentiated Education Plans at the high school level.

Planned Sources of Evidence

* Lesson repository in Google Drive

* Materials developed from transition meetings

* Student feedback from surveys for transition meetings and additional advanced learning opportunities.

Type

Documents
Document Template

Document/Link

Standard 3: Differentiated Curriculum and Instruction

Chatham County Schools (190) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Chatham County Schools Implementation Responses

AIG Department and Schools

General Service Options

- Differentiation means tailoring instruction to meet individual needs. Teachers may differentiate content, process, products, or the learning environment. Differentiation is developed based on ongoing assessment. Differentiation, by its nature, is different for different students and different for individual students at different points in the curriculum.
- Flexible grouping - Groups that change for a variety of learning experiences. Some students may be in a group that needs to learn a specific concept. Those same students may be in another group needing more challenging material for another concept.
- Grouping - Placement of at least five AIG students within a class. This allows the teacher to focus on the needs of AIG students more easily. Principals make class roster decisions.
- Content acceleration - Material ahead of the student's current curriculum grade level is taught. The materials follow the lines of the NC Standard Course of Study.
- Curriculum compacting - This option allows students to demonstrate mastery of upcoming content in order to focus on topics relevant to their interests. Clear structures must be agreed upon and utilized within the school.
- Interest groups - These may take the form of literature circles in which students choose books, self-selected extra-curricular activities, clubs, problem-based learning opportunities, science fair experiments, and other optional teacher or student-created investigations.
- Specialized projects - Here students may work on specific problems or research. A huge variety of possibilities exist for this.
- Specialized materials - Teachers and specialists have access to many types of advanced and creative materials. Depending on the area(s) of identification, more challenging reading selections, spatial math investigations, or problem-solving materials are available.
- Consultation - Students remain in the regular classroom but are monitored by the AIG specialist. Teachers may, of course, request curriculum or other resources for these students. In general, this option is used when students have gaps in learning or are experiencing significant difficulty in grade level concepts.
- Templates - Students and teachers will have access to templates for Advanced Learning within the 2019-2020 academic year. The AIG Department will create templates for literature and math units that can be used as menus or frameworks by students.

Serving a Range of Advanced Learners

Within students identified as AIG, a wide range of abilities and needs exist. Both AIG specialists and classroom teachers must begin with the NCSCOS (NC Standard Course of Study), K-12, as a point from which enrichment, extension and acceleration expand.

- Range of learners includes identified and advanced learners not identified as AIG and transfer students not yet formally identified.
- Talent development group in grades 4-12 refers to a group with no identified AIG students. These groups without any AIG students use this structure:
 - May be as large as the average size of a class within the group's grade level.
 - May be multiple grade levels.
 - Meet one time per week to allow the AIG specialist to serve identified students more frequently.
 - Should meet between 45 and 60 minutes per session.
 - Are limited to 1 group per grade level in schools under 400 ADM K-5 or K-8.
 - Are limited to 2-3 groups per grade level in schools over 400 ADM K-5 or K-8.
- In grades 4-12 specifically, "Blended groups" of AIG identified students and talent development students in grades 4-12 use this structure:
 - AIG blended groups are limited to the average class size in the school at that grade level.
 - AIG blended classes must be made up of a majority of identified AIG students.
 - Selection of students added to AIG blended groups follows the CCS Local AIG Plan guidelines. The AIG specialist selects students for the talent development program.
 - Talent development status is flexible. Students may move in and out of talent development status and participation.
- Service to identified AIG students, transfer AIG students and students as directed by the CCSNDT is an absolute priority.
- Service to identified AIG students, transfer AIG students and students as directed by the CCSNDT must be provided in the area(s) of identification and in equal amounts of time for the area(s) of identification.
 - A minimum of 45 – 60 minutes per week of "face time" with the AIG specialist in each area of identification is essential unless the NDT has designated Consultation as the planned service option for a student.
 - Identified students must be served as a priority over non-identified students.
 - The majority of a specialist's time is engaged in serving identified students.

Implementing Enrichment, Extension, Acceleration

- Acceleration options are utilized on a case-by-case basis as students present needs.
- Advanced coursework in middle school (including high school credit coursework at the middle school level) is implemented and directed by the K-8 Department.
- Honors and AP coursework in high school (including the Credit by Demonstrated Mastery Program) is implemented and directed by the High School Department.
- Groups composed entirely of AIG students are limited to the average class size in the school at that grade level.
- The AIG program investigates continually the use of specific units across the district to provide consistency. Currently such units are available but not required.

AIG Specialists

- Assist in creating curriculum to serve students.
- Co-teach, model teach, pull-out, and push-in as best suits student and school needs.
- Serve Highly Gifted (AI and IG) students differently than AG, AR and AM students.
- Provide resources and opportunities for enrichment and extension to AIG students and talent development students.
- Facilitate students of similar needs and interests working together.

Classroom Teachers

- Use flexible grouping.
- Use flexible scheduling.
- Use purposeful differentiation.

- Work cooperatively with AIG specialists to create appropriate opportunities for gifted students and advanced learners.

Principals

- Monitor and observe classroom differentiation implementation.
- Monitor growth of AIG students on EOGs and EOCs as outcomes of differentiation employed in classroom settings.
- Be open to school-wide opportunities supported by AIG.
- Effectively group AIG students to best utilize classroom teachers and AIG specialists.
- Schedule AIG sessions for reading identified students and for math identified students separately and in equal amounts of time.
- Schedule specialist's time so as to serve identified students more than talent development students.

Enrichment

CCS defines enrichment as adding to the NCSCOS (NC Standard Course of Study). AIG specialists and classroom teachers develop and implement programming that is related to the SCOS. This programming must be rigorous and impact skills specified under the SCOS. Enrichment opportunities relate to affective needs as well.

- Currently, students are offered enrichment opportunities in both the classroom and through AIG specialists.
- Instructional strategies may include:
 - Intervention blocks when students leave the classroom to have face-to-face time with specialists.
 - Problem-based curriculum.
 - Project-based curriculum.
 - Research projects.
 - Use of technology and applications.

Extension

CCS defines extension as exploring the SCOS with opportunities beyond the SCOS. AIG specialists and classroom teachers take a SCOS focus and allow students to follow interests that begin with that SCOS focus but may take the student beyond that standard. This is student-driven learning. Extension modalities may be designed to support affective needs in addition to intellectual needs.

- Currently, students are offered extension opportunities in both the classroom and through AIG specialists.
- Instructional strategies may include:
 - Intervention blocks when students leave the classroom to have face-to-face time with specialists.
 - Problem-based curriculum.
 - Project-based curriculum.
 - Research projects.
 - "Genius Hour".
 - Choice.
 - Use of complex technology applications.
 - Partnering with experts in a chosen field.
 - Investigations into societal issues such as mental health, physical health, disasters, change, power, wealth, arts, etc.

Acceleration

CCS defines acceleration as moving ahead in grade-level content or advancing a grade level beyond current or anticipated enrollment. This is often called "grade skipping". AIG specialists, in cooperation with classroom teachers and principals, create opportunities for students to move through content quickly by:

- Compacting curriculum – allowing students to pre-test out of the curriculum to "buy" time to work on their specific interests.
- Allowing students to attend other grade levels for specific content areas.
- Moving to a higher grade level is often called "grade skipping" or "grade acceleration."

Note: The Chatham County Board of Education has enacted a policy covering grade acceleration and early admittance to Kindergarten. Affective needs are always considered in acceleration options.

*** Practice B**

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

Chatham County Schools Implementation Responses

AIG Department

- Collaborates with the Curriculum and Instruction Department, the Assistant Superintendent for Academic Services and Instructional Support and principals to plan and provide professional development regarding instruction for gifted students.
- Provides on-site assistance as requested by school administrators.
- Will investigate creating longer learning opportunities for students, such as full days and field trips.

AIG Specialists

- Collaborate with teachers and students in grouped classrooms to provide assistance.
- Design curriculum for teachers/students as schedules allow.
- Provide resources for teachers and students both as source material and instructional strategy information.
- Recommend implementation methods for various differentiation strategies.
- Set goals (student-selected goals: affective, academic, others) with students at the beginning of each school year and review progress.
- Co-teach, model teach, pull-out, and push-in as best suits student and school needs.
- Serve Highly Gifted (AI and IG) students differently than AG, AR, and AM students.
- Provide individual or group services to 2e students as needed.
- Provide support for affective needs.
- Utilize student learning style information and structures such as interest inventories, 7 Habits for Highly Effective Students, learning profiles, multiple intelligences and other appropriate learning style information.

Classroom Teachers

- Use appropriate differentiation strategies.
- Work with AIG specialists to develop curriculum and strategies when appropriate and is allowed by scheduling.
- Understand co-teaching, model teaching, pull-out, and push-in methods to best utilize these.
- Incorporate Differentiated Education Plans/Individual Differentiated Education Plans into classroom instruction/expectations at the high school level. More training is needed.

Guidance Counselors

- Follow the Governor's School application process.
- Provide guidance for college application process that includes multiple and diverse colleges appropriate to the student's goals and means.
- Revisit "myths" regarding gifted students and their education to assist teachers and students.
- Support students lobbying for scheduling and coursework most effective for themselves.
- Support students by advocating for the use of Differentiated Education Plans/Individual Differentiated Education Plans.

- Provide affective support to AIG students in conjunction with AIG specialists and teachers.

Principals

- Provide time in faculty sessions for AIG specialists to review student needs, AIG services and differentiation strategies.
- Promote use of differentiation for AIG students.
- Provide flexible scheduling to meet AIG specialists' duties required by this plan.
- Group students to provide maximum efficiency in the use of personnel.
- Provide assistance in curriculum compacting.

Recommended Strategies for Serving Learning Needs and Identifications

(This list is not exhaustive.)

- Curriculum compacting.
- Genius hour.
- Independent learning contracts.
- STEM and STEAM.
- Computer programming related to NCSCOS.
- Choice boards using multiple learning modalities and expectations.
- Production with technology.
- Tiered lessons.

High Schools

- Four-year planning is done in eighth grade with the support of the high school AIG specialist and middle school guidance counselors.
- Revisions and additions are made to the four-year plan yearly.
- Extra-curricular activities and Career Technical Education coursework are recorded.
- Students have access to this information for college application purposes.

*** Practice C**

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

Chatham County Schools Implementation

Identifying Supplemental Resources

- Lead teacher investigates resources for curriculum needs identified by specialists and teachers.
- AIG specialists bring to the AIG PLC resources that have been successful in targeting needs.
- AIG specialists are encouraged to ask for resources that best support students.
- AIG specialists in our district are encouraged to attend the NCAGT conference to find new resources and strategies for our students. The district supports attendance financially as funding allows.

Creating/Obtaining Supplemental Resources

- AIG specialists share links to online resources via our Google folder.
- AIG specialists use planning time to create resources and district assessments used within the program.
- Lead teacher and the supervising Executive Director seek funding for purchases.
- Lead teacher assists in creating resources as needed.
- Lead teacher pursues professional development in the use of new resources as needed.

Integrating Supplemental Resources

- When limited quantities of a resource are available, the lead teacher coordinates both sign up, sign out and re-supply thereof.
- AIG specialists offer and explain supplemental resources to classroom teachers.
- All teachers may request assistance from AIG program and specialists to plan the use of resources or to seek out resources.
- AIG specialists coordinate with classroom teachers on topics, goals, and skills to utilize the supplemental resources from the district and the specialists' resources.

Supplemental Resources Available (These are examples.)

- Junior Great Books K-8.
- Primary Education Thinking Skills.
- William & Mary curriculum units such as Jacob's Ladder.
- STEM kits.
- M2 and M3 units.
- VersaTiles.

*** 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.

Chatham County Schools Implementation

AIG Specialists and Teachers

- Teachers of all students incorporate future-ready skills and content.
- AIG specialists help classroom teachers and other specialists create integrated units incorporating support for future-ready skills and content.
- AIG specialists create and/or utilize problem-based learning units that include real-world applications.

21st Century Four C's (Future Ready skills) are addressed within multiple settings as follows:

Critical Thinking and Problem Solving

- Problem-based learning.
- Socratic seminars.
- Debates.
- Problems of the Week/Month in mathematics.
- Science Olympiad.
- Math clubs.
- Lego Robotics.
- Odyssey of the Mind.
- Watch Integrating Math Units in the Real World.

Communication • Book clubs – writing and discussions. • Drama clubs. • Odyssey of the Mind. • Writing competitions. • Poetry focus. Collaboration • Flexible groups. • Collaborative learning groups. • Technology applications allow whole-class and cross-class collaborations. • Development of rubrics with students. • Partnering with experts in various fields. Creativity and Innovation • Use of various learning styles based on inventories. • Technology applications allow students to create presentations with illustrations, video, or other content styles. • Poetry writing – Poetry Slam. • Problem-based learning. • Student choice in materials incorporated into classes. • Drama clubs and chorus. (Extra-curricular activities vary by school and availability of adult coordinators.) Leadership • High schools and middle schools are competitive members of the NC Association for Scholastic Activities, which includes Forensics, Quiz Bowl, Debate, and writing. • Career and Technical Student Organizations (CTSOs) include opportunities for state and national leadership roles. Chatham County Schools provides financial support in certain instances for groups to participate. • Academic leadership opportunities are available in activities such as National Junior Honor Society, Beta Club, Science Olympiad, and literature circles. • Student government is open to students from at least fourth grade. • Competitions are available in writing, Battle of the Books, Odyssey of the Mind, Science Olympiad and more. • Innovation in leadership is fostered in Leader in Me programming, AVID, PBL, and community service participation. • Students are challenged to own and help direct their learning.	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. Chatham County Schools Implementation <i>Classroom Teachers and AIG Specialists</i> • Classroom teachers and AIG specialists use formative assessments to monitor early student mastery of content. If mastery is reached on a formative assessment, alternative plans are made for students. Content mastered is replaced with new content taking the form of projects, investigations, self-directed learning or advanced content. • Classroom teachers and AIG specialists develop a responsive plan for students scoring at the 95th percentile or above on EOGs or EOCs from third through eighth grades.
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- District assessments often allow for observation of a range of achievements. This creates opportunities to monitor identified students as well as discover new high-achieving students. <i>AIG Specialists and Classroom Teachers</i> - Employ multiple and appropriate assessments to discover potential talent development students. - Monitor the academic progress of AIG and talent development students to ensure that students grasp skills. - Use data to assist classroom teachers with and/or design differentiated curricula with enrichment, extension, and acceleration. - Cooperate in developing pre-tests as possible. - Use differentiation strategies to best match the needs of gifted learners and students who have already mastered content to be taught. - Understand that perfect scores are not required to participate in AIG opportunities. <i>Principals</i> - Create flexible grouping opportunities. - Monitor for differentiation and adapted curriculum. - Foster and support cooperative planning for differentiation. Employ responses to students scoring level five on EOGs and EOCs according to the district's framework for North Carolina Senate Bill 500.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Chatham County Schools Implementation <i>AIG Department</i> - Develops and supports differentiated curriculum and instruction that addresses both the academic and affective needs of gifted students, ensuring rigor, challenge, and relevance at all grade levels. - Collaborates with content-area specialists and classroom teachers to integrate differentiation strategies such as curriculum compacting, tiered instruction, project-based learning, and acceleration options. - Provides professional development for educators on best practices in gifted education, including higher-order questioning, complex problem-solving, and interdisciplinary learning experiences. - Supports teachers in developing flexible grouping structures that allow gifted students to engage in peer collaboration, ability-based learning groups, and cross-grade opportunities. - Assists in offering opportunities for students to develop socially and emotionally through various programs such as mindfulness, literary analysis of relevant themes, and student leadership development. - Monitors implementation of both academic and affective differentiation strategies, including advanced coursework, independent study opportunities, and social-emotional supports. - Advocates for equitable access to rigorous coursework through the implementation of Individual Differentiated Education Plans (IDEPs/DEPs) that outline both academic modifications and affective support strategies. - Facilitates Parent University sessions to educate families on both academic and social-emotional needs, as well as pathways for advanced learning opportunities.
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AIG Specialists

- Conduct yearly professional development on both academic and affective differentiation strategies for faculty, guidance counselors, and administrators.
- Assist teachers in curriculum planning by modeling and co-teaching differentiated instruction strategies, including higher-order thinking tasks, compacted curricula, and authentic problem-solving experiences.
- Provide guidance on instructional strategies that challenge gifted learners, including differentiated questioning, Socratic seminars, and interdisciplinary project design.
- Support flexible pacing and acceleration opportunities by coordinating with teachers on subject-based acceleration, and enrichment.
- Work with guidance counselors, teachers, and administrators to align course offerings with gifted students' needs, including access to honors, AP, and dual enrollment courses.

Classroom Teachers

- Implement differentiated curriculum and instruction by using strategies such as tiered assignments, flexible grouping, curriculum compacting, inquiry-based learning, etc.
- Use Individual Differentiated Education Plans (IDEPS/DEPs) to guide both academic and affective differentiation at all grade levels.
- Attend professional development on the academic, intellectual, and social-emotional needs of gifted students.
- Collaborate with AIG specialists and guidance counselors to provide appropriate instructional and affective supports.
- Encourage gifted students to engage in research, mentorships, and independent studies based on their unique interests and readiness levels.

Guidance Counselors

- Provide academic and social-emotional support for AIG students at all levels.
- Support students in academic planning, including dual enrollment, AP course selection, and career pathway alignment.
- Assist students with executive functioning and organization strategies to support success in challenging coursework.
- Advocate for equitable placement of gifted students in advanced learning opportunities and ensure alignment with their academic goals and interests.

Principals

- Support flexible scheduling and strategic interventions to accommodate both academic acceleration and enrichment needs.
- Encourage schoolwide implementation of differentiation strategies to ensure gifted students receive appropriate academic challenges.
- Require faculty to attend professional development on the academic and affective differentiation of gifted learners.
- Ensure equitable access to advanced coursework and pathways that align with gifted students' strengths and interests.
- Collaborate with teachers and AIG specialists to ensure students have access to appropriate coursework, enrichment opportunities, and scheduling flexibility.

District Administration

- Implement and fund systemic gifted education initiatives that include both academic and affective differentiation.
- Ensure schools offer a continuum of services such as advanced coursework, enrichment programs, and acceleration opportunities.
- Monitor and support initiatives like 2nd Step (K-2 SEL program) and Restorative Justice to foster emotional well-being alongside academic growth.
- Advocate for policies that promote differentiated instruction and equitable access to rigorous learning experiences for all gifted students.

* Ideas for Strengthening the Standard

1. Sources of Evidence for the Standard:
2. AIG student schedules.
3. AIG Specialists' teaching schedules.
4. Shared lesson plans in our Google Drive.
5. Principal observations.
6. Walk-through observations.

Planned Sources of Evidence

* AIG/Advanced Learning student schedules.	
* AIG Specialists' teaching schedules.	
* Shared lesson plans in our Google Drive.	
* Principal observations	
* Walk-through observations.	

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

Standard 4: Personnel and Professional Development

Chatham County Schools (190) 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.

Chatham County Schools Implementation

Roles and Responsibilities of the AIG-licensed Educator as Lead Teacher (Lead Specialist or Coordinator)

- Plan and develop:
 - Leads revision of plan every three years.
 - Assists in setting goals for the AIG program and plan.
 - Move toward a flexible role within the county to create more differentiation in classrooms.
 - Advocate for a more consistent method of direct service delivery for AIG students.
 - Move toward a facilitating role within the county (for Gifted students) that allows teachers and Highly Gifted students more access to an AIG.
 - Advocate for students, resources and additional opportunities.
 - Continues development of policies advocating increased inclusion of culturally, linguistically and economically diverse students.
- Implement:
 - Facilitates the AIG Advisory Board.
 - Analyzes program data and develops programming accordingly. This may include obtaining resources and securing or creating professional development.
 - Advocates for increased opportunities in high schools.
 - Creates all forms.
 - Ensures the components of the AIG Plan are implemented.
 - Creates handbooks for specialists, parents and administration.
 - Coordinates among and interprets gifted education program goals to:
 - Specialists.
 - Directors.
 - Building administrators.
 - Senior Leadership Team members.
 - Public affairs office.
 - Parents.
 - Students.
 - Teachers.

• Other stakeholders. • Coordinate professional development activities: • For classroom teachers of gifted learners and AIG specialists. • With the district directors, the superintendent and assistant superintendent in alignment with district goals. • Develops or locates professional development regarding: • 2e students. • Culturally, linguistically and economically diverse students. • Typical gifted students. • Affective needs. • Advocating for all gifted students. • Meets regularly with AIG specialists and conducts PLC meetings with specialists. • Serves as system liaison to NC Department of Public Instruction, including monitoring of state requirements, headcount data, and reporting procedures. • Assists with the financial management of the program. • Assists in multiple capacities on-site for principals, teachers and/or AIG specialists. • Develops and facilitates Parent University sessions. • Monitors diversity of program, identification process and compliance with the plan. • Develops presentation of student referrals for the CCSNDT. • Distributes materials. • Coordinates all other programming pieces as needed. • Revise • Creates CCS BOE briefing on potential plan changes. • Uses data to revise instruction, service delivery or resources. • Enlists multiple stakeholders to achieve a relevant revision of the plan. • Monitor • Evaluates the effectiveness and appropriateness of services to gifted learners. • Facilitates principal reviews and plans for the school 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. Chatham County Schools Implementation <i>Roles and Duties of Licensed AIG Specialists - Academic and Intellectual Needs of Learners</i> • Help plan and develop the school and county program for gifted education. • Collaboration: • Collaborate with and support regular education teachers and other school personnel in the implementation of the components of the AIG Plan in the school. These may include team teaching, complementary teaching, and/or supportive learning activities. • Collaborate with teachers to develop Differentiated Education Plans/Individual Differentiated Education Plans for identified students.
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- Meet periodically with teachers to plan and modify instruction for gifted students.
- Provide higher-level resource materials to teachers.
- Develop an appropriate curriculum.
- Ensure additional components of the AIG Plan are implemented.
- Provide direct services to students when appropriate.
- Chair the school Needs Determination Team.
- Maintain records related to the school gifted education program and students as directed.
- Disseminate information about the gifted education program to school personnel, parents/guardians, and community members.
- Communicate and provide follow-up to professional development opportunities.
- Participate in district PLC meetings and other meetings as scheduled.
- Meet with groups of students, as scheduled, to enrich and/or extend classroom lessons.
- Submit updated student headcounts as requested.
- Provide services to identified AIG students in the students' area(s) of giftedness.
- Provide more service time to identified AIG students and selected talent development students than non-identified students or groups.
- Focus on gifted students.

Roles and Duties of Licensed AIG Specialists - Social and Emotional Needs of Learners

- Work with all school community members to advocate for and to inform about AIG students and the program.
- Train all faculty in use of observational inventories for student referrals.
- Monitor school and AIG headcount demographic information.
- Share successful strategies for teaching diverse under-represented populations.
- Complete or support completion of the Iowa Acceleration Scale as requested by the principal.
- Provide PD as needed and requested.
- Interface with classroom teachers, guidance counselors and appropriate specialists to support acute or chronic needs of some gifted learners.
- Develop relationships with students that incorporate strategies for well-being such as mindfulness.

Classroom Teachers

- Use AIG specialists as curriculum differentiation experts, co-teachers, model teachers, program facilitators, and curriculum developers for gifted students.
- Ensure that AIG students are served.
- Use flexible grouping within the classroom.

Principals

- Use AIG specialists as curriculum differentiation experts, co-teachers, model teachers, program facilitators, and curriculum developers for gifted.
- Ensure that identified AIG students are served as first priority over other AIG specialist's assignments.
- Ensure that identified AIG students are served equally in reading and/or math according to their area(s) of giftedness.
- Ensure that specialists can focus on gifted students.
- Provide planning time on a regular basis (at least quarterly) for cooperative planning between specialists and classroom teachers.

District Administration, AIG Program and Principals

- Create consistent patterns for use of AIG specialists in K-8 schools, K-4/5 schools, 5/6 schools, and high schools.

*** Practice C**

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

Chatham County Schools Implementation

AIG Department Responsibilities

- Develops and delivers professional development at the district level and for school leadership on the following key topics:
 - Differentiated instruction for gifted learners.
 - Clustering and flexible grouping strategies for effective and equitable service delivery.
 - Identification and support of under-represented gifted populations, including CLED (Culturally, Linguistically, and Economically Diverse) students.
 - Understanding and serving twice-exceptional (2e) students who have both a disability and advanced learning needs.
 - The social-emotional (affective) needs of gifted students, including perfectionism, anxiety, and peer relationships.
 - Supporting and advocating for all gifted students across school contexts.
 - Characteristics of "typical" versus "atypical" gifted learners.
- Professional development will be offered through multiple formats, including in-person workshops, virtual modules to ensure accessibility and depth of training for AIG specialists and .
- Sends AIG specialists to the North Carolina Association for the Gifted and Talented (NCAGT) Conference and other training as funding allows, with the expectation that they share key learnings with school-based personnel.
- Develops additional professional development for teachers in collaboration with groups of AIG students, ensuring that student voice informs educator training.

AIG Specialists

Present at least three professional development sessions per year at their schools, covering:

- Identification and referral processes for AIG students.
- Characteristics and learning needs of gifted students.
- Effective instructional strategies and differentiation in the regular classroom.
- Social-emotional support strategies for gifted learners.
- Additional topics as identified by school leadership and teacher needs.
- Provide follow-up coaching and consultation to teachers to support the implementation of gifted strategies in their classrooms.
- Maintain their own ongoing professional learning by attending district-sponsored training and participating in statewide or national gifted education professional development opportunities.

Principals & School Administrators' Responsibilities

- Ensure all faculty and staff engage in AIG professional development by allocating time in faculty meetings, PLCs (Professional Learning Communities), or staff development days.
- Monitor and document teacher participation in AIG professional development annually to ensure compliance with district expectations.

Classroom Teacher Responsibilities

- Participate in at least one AIG-focused professional development session per year, provided through faculty meetings, PLCs, or district offerings.
- Implement differentiation strategies and flexible grouping practices as outlined in training sessions.
- Collaborate with AIG specialists for instructional coaching, consultation, and additional support as needed.

Monitoring & Evaluation of Professional Development Effectiveness

- The AIG program will collect feedback on PD effectiveness through surveys and focus groups with teachers and specialists, using this data to refine future training.
- Classroom implementation of gifted education strategies may be monitored through administrator walkthroughs and/or teacher reflection logs to assess real-world impact.
- The district will explore opportunities for peer observations and coaching cycles to support teachers in applying gifted instructional strategies.

*** 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.

Chatham County Schools Implementation

AIG Department and AIG Specialists

- Provide collaborative and co-teaching sessions to model strategies for effectively working with gifted students.
- Ensure that general education teachers working with AIG students have district-required professional development related to instructional strategies and characteristics of gifted learners that meets LEA expectations.
- Offer differentiated curriculum and alternative methods of content delivery to support gifted learners.

Principals

- Strategically group AIG students to maximize instructional impact and ensure effective use of specialists and teachers.
- Provide dedicated planning time for teachers working with AIG groups to collaborate regularly with AIG specialists.
- Promote and support various methods of cooperative teaching to enhance differentiation.

District Administration & AIG Department

- Maintain a district-wide emphasis on differentiation, ensuring all educators are equipped to meet the needs of advanced learners.
- Develop and implement ongoing professional development for all teachers, with a focus on:
 - Twice-exceptional (2e) students, including those with learning disabilities, autism, or emotional disabilities.
 - The characteristics and behaviors of advanced learners to enhance teacher understanding and responsiveness.
 - The integration of advanced learners into the MTSS process to support their academic and social-emotional growth.
- Ensure that curriculum coaches receive targeted professional development in gifted education, differentiation strategies, and best practices for working with advanced learners, aligning with AIG licensure requirements or equivalent district standards.

By implementing these strategies, Chatham County Schools ensures that all personnel serving gifted learners are either licensed in AIG or have met rigorous district training requirements, fostering a highly qualified workforce equipped to meet the diverse needs of advanced learners.

*** Practice E**

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

Chatham County Schools Implementation

Recruitment Strategies

- Partner with institutions of higher learning to create pathways for educators to obtain AIG licensure.
- Engage in targeted outreach to recruit AIG-licensed professionals, including those from diverse backgrounds.
- CCS will explore the possibility of creating a local certificate to encourage faculty to pursue AIG licensure from the State.

Retention Strategies

- Offer specialized professional development opportunities through partnerships with organizations such as:
 - North Carolina Association for the Gifted and Talented (NCAGT)
 - Piedmont Triad Education Consortium (PTEC)
 - North Carolina Center for the Advancement of Teaching (NCCAT)
- Supports the recruitment and retention of highly qualified AIG professionals by advocating for mentorship programs, leadership development opportunities, and career pathways that encourage long-term engagement in gifted education.
- Develop ongoing support structures, including professional learning communities (PLCs) and coaching, to ensure educators feel equipped to meet the needs of gifted learners.

*** Practice F**

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

Chatham County Schools Implementation

AIG Department

- Facilitates regular meetings of AIG specialists in a PLC group to refine skills, share successes, address concerns, and problem-solve issues. These meetings are led by the AIG instructional program facilitator and include discussions on equitable identification, service models, and instructional strategies.
- Provides professional development that explicitly addresses educator mindsets, including implicit bias in gifted identification, asset-based thinking, and strategies to recognize potential in diverse learners.
- Facilitates planning through providing resources such as books, hands-on materials, and funding for substitute teachers to ensure access to professional learning.
- Encourages schedules that best utilize specialists and best serve students by ensuring equitable access to services.
- Uses district professional development days to reflect on current plans, analyze data trends in gifted identification and participation, and develop strategies to involve more classroom teachers in recognizing, supporting, and advocating for under-represented gifted learners.
- Provides professional development to address equity and review policies and practices that impact gifted identification and services. Training topics may include:
 - How to use whole-class and individual observation forms like USTARS~TOPS and Renzulli to recognize potential in historically under-represented students.
 - Planning culturally responsive lesson plans that integrate diverse perspectives and experiences.
 - Reviewing school-based gifted data to identify trends and gaps in representation, followed by action planning to address disparities.

AIG Specialists & Classroom Teachers

- Meet in school-based PLCs to review data and plan with teachers at least quarterly, using an equity lens to ensure diverse learners are identified and appropriately supported.
- Review collaborative strategies and curriculum with co-teachers or teachers utilizing AIG resources, focusing on differentiation strategies that promote both rigor and inclusion.
- Develop materials and instructional strategies that support both talent development and equitable access to advanced learning opportunities.
- Evaluate the impact of professional development on student learning and affective growth, using both qualitative and quantitative data to refine future PD offerings.

• Utilize co-teaching and model teaching offered by AIG specialists to ensure best practices are implemented across classrooms. • Use the NCDPI Booster Shot series to provide school-based professional development, with an emphasis on expanding access and equity in gifted services. <i>Principals</i> • Ensure professional learning by creating structured opportunities for specialists to collaborate with classroom teachers, including specialist participation in at least a quarterly PLC for each grade level. • Review the implementation of professional development. • Evaluate professional development impact on student learning through disaggregated data analysis, teacher feedback, and student reflections with the AIG instructional program facilitator and/or the AIG specialist to ensure ongoing improvement.	* 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. Chatham County Schools Implementation <i>AIG Department</i> <i>The AIG Instructional Program Facilitator (IPF)</i> • Plans and facilitates district professional development aligned to the mission statement, vision statement, CCS strategic plan, and AIG program goals, ensuring coherence with district initiatives and best practices in gifted education. • Collaborates with district administration (EC/AIG Department, Academic Services & Instructional Support Division, and Equity & Excellence Department) and school leadership to set yearly professional development goals that address the diverse needs of gifted learners. • Utilizes multiple data sources—including demographic, performance (student observations, EOG/EOC, STAR), qualitative (USTARS, Renzulli), and focus group data—to guide the development, implementation, and refinement of professional learning. • Engages community partners (e.g., universities, experts in gifted education) to provide ongoing professional learning opportunities that align with current research and best practices in talent development, identification, and instructional strategies. • Ensures professional learning is iterative and impactful by incorporating follow-up coaching, peer collaboration, feedback cycles, and professional learning communities (PLCs) to refine instructional applications and improve student outcomes.	* Ideas for Strengthening the Standard 1. Keep in mind that funding for the AIG program is program-specific. AIG specialists should be utilized in accordance with the expectations of funding from NCDPI and the local Board of Education. 2. Ensure ongoing brief AIG professional development is completed. Add this as a part of the yearly evaluation consultation with principals. 3. Create professional development for teachers working with AIG students. A focus of professional development should be on scouting for talent and how to develop the abilities of students. 4. Create a method to track progress for students in talent development and plan professional development to improve instructional strategies. 5. Create consistent patterns for use of AIG specialists in K-8 schools, K-8 schools, 5/6-8 schools, and high schools.	Planned Sources of Evidence
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* * * *	AIG Professional Development Agenda		
	Faculty meeting agendas		
	Annual meeting agenda and documents with principals		
	Documentation about how AIG Specialists are utilized		
Type		Documents	Document/Link
AIG Standard 4 Additional Resources		Document Template	
		N/A	

Standard 5: Partnerships	
Chatham County Schools (190) 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.	
Chatham County Schools Implementation AIG Department and Parents/Families <i>Plan and cultivate community support for special opportunities:</i> • Seek ongoing parental and student input on special opportunities through surveys, forums, and feedback sessions during Parent University or AIG Advisory Board. Ensure parents/guardians see how their input shapes program decisions. • Create a communication loop to share updates on implemented ideas and maintain engagement through Parent University, AIG Advisory Board, or through electronic resources like Smores. • Address accessibility barriers by ensuring participation in opportunities through hosting in different schools throughout the district, flexible scheduling, virtual options, and multilingual communication. <i>Expand partnerships and engagement opportunities:</i> • Develop a database of partners with expertise who can mentor and support AIG students academically, intellectually, and socially. • Schedule presentations by AIG students for the Board of Education, District Senior Leadership Team, and summer administrator retreats to increase advocacy and visibility. • Strengthen community college partnerships to support special opportunities for gifted and advanced learners. • Foster collaboration between AIG specialists and Career & Technical Education (CTE) to enhance career readiness opportunities. <i>Strengthen social-emotional support for AIG students:</i> • Expand Parent University to include topics on social-emotional learning (SEL), perfectionism, anxiety, and gifted students' unique challenges. • Offer workshops with school counselors, psychologists, and mentors to address social and emotional needs. • Develop mentorship programs connecting AIG students with older peers, professionals, or community leaders. • Invite local and national speakers in the field of gifted education and from universities to speak on high priority topics. <i>Increase parental engagement through two-way communication and volunteering:</i>	

- Create a Google Form for parents to volunteer their skills and expertise, directly connecting them with AIG specialists and teachers in classrooms.
- Establish regular parent advisory meetings to maintain two-way communication and collaborative decision-making.
- Provide interpreters and translated materials at events to ensure equitable access for all families.
- Publicize opportunities through multiple platforms (email, social media, school websites, and print materials).

Enhance community partnerships for program support:

- Identify businesses and community agencies that can:
 - Support special events and programs for AIG students.
 - Promote awareness of gifted services within the broader community.
 - Develop summer and weekend enrichment experiences tailored for AIG.
- Pursue additional funding through established partnerships such as PTA Thrift Shop and civic organizations.

Parent University Enhancements:

- Offer live and recorded sessions to ensure flexibility for families.
- Include interactive discussions, expert panels, and hands-on workshops beyond traditional speaker presentations.
- Expand speaker recruitment beyond local and state sources to include national experts in the field of gifted education.
- Ensure publicity is multilingual (English, Spanish, and other languages as needed) and accessible across multiple platforms.

*** Practice B**

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

Chatham County Schools Implementation

Family and Community Engagement

- Each year, the AIG specialist at each school hosts a parent/guardian information session to ensure families understand available services and opportunities.
- A district AIG newsletter is distributed regularly, highlighting student achievements, program updates, and opportunities for involvement.
- Open House materials for grades K-12 are provided across the district to explain AIG programming components and upcoming opportunities for referrals and enrichment. These materials include contact information for specialists.
- The AIG and Exceptional Children department partner Community in Schools (CIS) to host family nights for Hispanic families, fostering awareness and encouraging engagement. Currently, two sessions per year are planned.
- The AIG Advisory Board, composed of parents/guardians, teachers, administrators, curriculum coaches, community representatives, and specialists, collaborates to guide program implementation.

Community and External Partnerships

CCS actively seeks partnerships with local institutions of higher education, businesses, and community organizations to enhance learning opportunities and support for AIG students.

- Higher Education Partnerships
 - High school AIG students have opportunities to participate in dual enrollment.
- Local Business & Industry Engagement

• CCS partners with local businesses and industry leaders to connect AIG students with career-focused learning experiences, including guest speakers and hands-on workshops. • STEM-focused companies provide opportunities for students to engage in real-world problem-solving, internships, and mentorship programs. • Community Organization Collaborations • CCS works with public libraries, museums, and STEM organizations to offer additional enrichment activities, competitions, and cultural experiences for AIG students. Additionally, AIG student achievements and program activities are regularly promoted through press releases on the CCS website and social media (Twitter, etc.), ensuring ongoing visibility and community engagement.	* 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.
Chatham County Schools Implementation • The AIG Advisory Board is intentionally recruited from multiple stakeholder groups, such as parents, EC, ESL, counseling, teachers, administrators and district leadership, with attention given to including diverse ethnicities and geographic areas. • The AIG Advisory Board meets to monitor the local program as follows: • Review the plan implementation. i. Suggest changes in the current plan. ii. Suggest plan implementation changes. iii. Review the fidelity of implementation. • Suggest future changes or emphases in new plans. • Any concerns from the Advisory Board are moved to a problem-solving mode through these persons: • The lead teacher & the supervising Executive Director. • The Assistant Superintendent for Academic Support & Instructional Support and/or principals. • The Superintendent. • The CCS Board of Education. • The AIG Advisory Board meetings are currently convened by the AIG IPF with an agenda set by the supervising Executive Director and the lead teacher. • One goal of the program is to establish a presence in the schools for members of the Advisory Board.	* 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.

Chatham County Schools Implementation

Chatham County Schools (CCS) is dedicated to fostering strong partnerships with students, parents/guardians, and the broader community by providing ongoing, accessible, and meaningful communication regarding our AIG program. Our efforts ensure that all stakeholders are informed about the Local AIG Plan, program services, policies and procedures, and ways to access advanced learning opportunities.

Providing Clear and Accessible Information

- Press releases on the CCS website and district communication platforms highlight upcoming events, program updates, and achievements of AIG students to enhance visibility and awareness.
- AIG program policies, procedures, and access to services are outlined on school-based AIG webpages, providing a user-friendly resource for parents and community members to learn about gifted education.
- AIG services, policies, and enrichment opportunities are regularly discussed at Professional Learning Community (PLC) meetings and then shared with school administrators, teachers, parents, and students at the school level.

Ensuring Equitable Access and Community Engagement

- Families receive clear guidance on how to access advanced learning opportunities, referral processes, program eligibility, and available services through direct communication at school events, newsletters, and AIG informational meetings, like Parent University.
- AIG Specialists and school counselors provide individualized assistance to families to ensure they understand the pathways available for advanced learning.
- Parent education workshops, including those developed in partnership with ESL programs, will be implemented to support non-English-speaking families in understanding gifted education and advanced learning pathways.
- Parent University events are actively promoted in both Spanish and English, ensuring all families have the opportunity to engage in learning sessions about advanced education and support services.

Commitment to Inclusive and Culturally Responsive Communication

- The district translator supports the translation of press releases, newsletters, program documents, and event materials to ensure equitable access to information.
- Interpreters are provided at parent meetings, conferences, and information sessions as needed to facilitate full participation.
- A range of communication methods (email, social media, school newsletters, printed flyers) will be used to consistently inform families about new and ongoing opportunities for advanced learning, including summer and Saturday programs.

Encouraging Two-Way Communication and Stakeholder Input

- AIG parent and community advisory groups will be formed to gather stakeholder input on program effectiveness, policies, and potential areas for growth to ensure ongoing collaboration.
- Surveys and feedback forms will be distributed to parents and community members to assess the effectiveness of communication efforts and identify ways to improve outreach.
- Public forums, open houses, and informational meetings will be scheduled to encourage dialogue between district leaders, educators, and families about AIG services, policies, and student needs.

*** Ideas for Strengthening the Standard**

1. Ask stakeholders, especially parents/guardians and students, for input regarding special opportunities we can collaboratively offer.
2. Recruit support for summer camps (for instance, leadership for older students and creative opportunities for younger students) and Saturday opportunities.

3. Expand distribution of AIG information to businesses that work with newcomers.

Planned Sources of Evidence

* Start-up of new ventures for AIG students.	
* Database of partners.	
* Schedule of presentations.	

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

Standard 6: Program Accountability	
Chatham County Schools (190) 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.	
Chatham County Schools Implementation	• The AIG Advisory Board, principals, district administrators, specialists, and the lead teacher collaborate to develop and refine the district plan. • Student and parent/guardian feedback are reviewed, and changes based on this information are incorporated as possible. • Local concerns such as student demographics, geography, grade level configurations and personnel allotments are considered in developing the plan. • The CCS Local AIG Plan addresses the Standards and Practices in the 2024 NC AIG Program Standards as required by the SBOE. • DPI documents and supports were utilized in developing this plan. • The plan is submitted to the Chatham County Schools Board of Education for review and approval and will be submitted to the NC State Board of Education/Department of Public Instruction (SBE/DPI), no later than July 15, 2025.
* 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.	
Chatham County Schools Implementation	• The AIG instructional program facilitator assists with the monthly AIG Professional Learning Community meetings during which implementation is discussed. • The AIG instructional program facilitator and the supervising director of EC/AIG review all program documentation for accuracy, completeness, and consistency. • The AIG instructional program facilitator and the supervising director of EC/AIG coordinate with other departments to monitor the implementation of areas of the plan under those departments. • The AIG Advisory Board meets as scheduled by the director of EC/AIG or the AIG instructional program facilitator to discuss feedback and implementation of the local plan. • The AIG Plan is formally reviewed and revised at least every three years.
Principals and AIG Instruction Program Facilitator Evaluations and Planning	
<i>Data-Driven Monitoring and Plan Fidelity</i>	
• In the spring semester, the AIG instructional program facilitator meets with each principal to conduct an evaluation of the current year's AIG program. • This evaluation includes: ◦ Targeted reflections on the implementation of program components, ensuring adherence to the plan's stated priorities. ◦ Analysis of student data, participation trends, and stakeholder feedback to assess program impact and identify areas for refinement.	

• Review of plan fidelity, including how well services align with state policies and district expectations. • Identification of needed improvements, including enhancements to curriculum, personnel utilization, and student support structures. • Planning assistance for the coming year is offered, including: ◦ Needed improvements as seen by the principal and lead teacher. ◦ Use of personnel. ◦ Curriculum enhancements. ◦ Any changes to the plan.	* 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.
Chatham County Schools Implementation • Budget Approval & Alignment ◦ The AIG budget is approved by the Local Board of Education. ◦ Budget allocations align with the goals outlined in the AIG Plan, in accordance with state policy. ◦ The AIG budget is prepared to provide essential services to students served by the AIG program. • Use of Funds ◦ State-allocated funds are entirely used for the salaries of AIG specialists. ◦ Local funds supplement the program, supporting additional salaries and expenses beyond state funding. • Budget Monitoring & Oversight ◦ The supervising director of EC/AIG oversees all budget expenditures. ◦ Funds are categorized into salaries, supplies, professional development, and travel. ◦ Regular budget reviews are conducted to ensure compliance with state and local policy and alignment with program goals. • Evaluation & Continuous Improvement ◦ Finance officers and AIG program leaders collaborate to assess the effectiveness of budget expenditures. ◦ Adjustments are made based on program evaluations to optimize resources and enhance services for gifted learners' academic, intellectual, social, and emotional needs	* 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.
Chatham County Schools Implementation <i>Data Collection & Analysis:</i> • Multiple sources of student achievement and growth data to inform the AIG programs. • Data is disaggregated by race, gender, socio-economic status, and program participation to identify patterns, trends, and potential equity gaps over time.	

- The AIG IPF collects uses the representation index (RI) to identify trends and to align practices and polices to meet the needs of gifted and advanced learners.

Academic Growth Measurement:

- EOG and EOC test data are analyzed to track AIG performance and progress by the AIG Department and the AIG specialists.
- EVAAS data is reviewed to assess individual and group growth, with AIG specialists receiving training as needed for data interpretation.
- Additional data sources, including student goal-setting progress, are considered to measure growth beyond standardized tests.

Collaboration & Data Utilization:

- The Director of Testing and Accountability and the Director of EC/AIG or designee meet to discuss data needs.
- AIG specialists are involved in analyzing and applying EVAAS and other student performance data.
- High school guidance counselors track and report on scholarship awards and college admissions data.
- The Career Technical Education (CTE) Department reviews Career Promise participation and success rates for AIG students.

Social-Emotional Growth:

- In addition to academic performance, student well-being and engagement data are collected through:
 - Student surveys on motivation, challenges, and engagement in advanced learning.
 - AIG specialist observations of student participation and classroom experiences.
- Findings from these data sources help identify and address gaps in access, participation, and success within AIG programs.

Impact on Policy & Practice:

- Data insights directly inform policies, instructional strategies, and professional development initiatives to ensure equitable and effective AIG services.
- The AIG program continuously refines services to better meet the academic, intellectual, social, and emotional needs of gifted learners.

*** Practice E**

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

Chatham County Schools Implementation

AIG Department

• **Data Collection & Analysis by the AIG Department:**

- Collects and analyzes data from screenings, referrals, and identification trends to monitor access and equity.
 - The AIG IPF uses the representation index (RI) to track trends screening and identification demographics to inform policy and practices.
 - Referral forms are analyzed by the AIG Department to determine trends about who submits referrals, student demographics, and grades in which referrals are submitted.
- Reviews EOCs/EOGs, EVAAS data, and student group growth data to assess academic progress and program effectiveness.
 - Data is shared with specialists.
- Analyzes headcount data to determine proportionality among school identification rates, demographic trends, and rates of identification among all demographic groups within the program.
- Analyzes retention data, tracking factors that influence participation over time by the AIG specialist and AIG IPF.\

• **Referral & Identification Monitoring:**

- Analyzes referral rates across all demographic groups, schools, and staff sources to detect and address disparities in access.
- Identifies trends in who refers students (staff, parents, self-referrals) and provides outreach to under-represented groups to improve equity in identification.
- Uses multiple pathways for identification, ensuring that language differences, economic status, or other exceptionalities do not hinder access.

• **Addressing Equity & Access:**

- When disparities in identification, the department implements targeted outreach strategies, such as:
 - Providing professional development for educators on recognizing giftedness in diverse populations.
 - Offering parent education on the referral and identification process.
 - Adjusting screening procedures to be more inclusive of under-represented student groups.

AIG Specialists

• **Data Access & Review:**

- Have access to student membership and referral data through the state/local data system.
- Regularly review referral and identification data for trends related to equity and program accessibility.
- Review referral data:
 - Review referrals for appropriate referrals, referring parties, and diversity.
 - May refer students from any group of students regardless of recommendations from other staff.
 - Explain to referring parties the rationale for referring students.
 - Explain the criteria that support identification.
- Review subgroup growth data:
 - Devise curriculum and/or strategies to increase student growth.
 - Assist principals in planning to reach student growth goals.
 - Utilize EVAAS data to target areas and students needing attention

*** 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.

Chatham County Schools Implementation

- Licensure Data Maintenance:
 - The Human Resources Department maintains licensure data for all teachers, serving as the repository for credentialing information.
 - The supervising Director receives regular reports on the licensure status of AIG specialists and cluster teachers.
- AIG Specialist Requirements:
 - Specialists must hold AIG licensure or be actively pursuing it to ensure expertise in gifted education.
- Cluster Teacher Expectations:
 - Teachers assigned to AIG clusters are encouraged to pursue AIG licensure or participate in targeted professional development to strengthen their ability to support gifted learners.
- Utilization of Credentialing Data:
 - Credentialing data is regularly reviewed and analyzed to ensure alignment with the goals and strategies outlined in the Local AIG Plan.
 - Data insights inform professional learning opportunities, staffing decisions, and program effectiveness.
- Commitment to Program Accountability:

By maintaining and leveraging credentialing data, Chatham County Schools ensures that students receive instruction from highly qualified educators equipped to meet their diverse academic, intellectual, social, and emotional needs.	
* 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. Chatham County Schools Implementation - Create surveys for students and parents reflecting the Standards and Practices in the NC AIG. - Use phone call system to inform parents/guardians of survey opportunities. - Survey students regarding their perceptions about the AIG program. - The supervising Executive Director and all specialists are available via phone, email, and/or conference to parents/guardians and school personnel to discuss the AIG program. - Each AIG specialist has a web page at his/her school that includes contact information. - The AIG Advisory Board meets two-three times per school year. - Each school addresses the AIG Plan implementation in the School Improvement Plan. - Parents/guardians, via the parent representative(s) to the school leadership team, the AIG Advisory Board, and specialists, have the opportunity to respond to the plan implementation strategies as presented in the School Improvement Plan. - Newsletters and web pages contain contact information as well.	
* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. Chatham County Schools Implementation - Post AIG Plan on CCS website. - Post evaluation data on the AIG page of the CCS website. - Post plan changes on the AIG page of the CCS website. - Share all information with principals, district administrators, PTA groups, and others. - Include success data such as college awards and others.	
* 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. Chatham County Schools Implementation Student Information Availability and Confidentiality Chatham County Schools ensures transparency and accessibility of AIG services by making information readily available to all stakeholders through:	

- Parent Handbooks, brochures, and other materials (translated into Spanish and additional languages upon request).
- The CCS Local AIG Plan, accessible on the district website.
- Direct parent/guardian communication for permission regarding evaluations and services.

Student-specific information is shared through:

- Differentiated Education Plans (DEP) and Individual Differentiated Education Plans (IDEP), developed in consultation with classroom teachers, specialists, and parents.
- Student goal-setting at the beginning of each academic year.
- Conferences
- End-of-year summaries outlining planned services.

Student information may be shared with:

- Parents/guardians
- Classroom teachers and AIG specialists
- School counselors and principals (as needed)
- Multi-Tiered System of Support (MTSS) committees and Needs Determination Teams for service planning
- Needs Determination Teams (NDT)

Development & Dissemination of DEPs/IDEPS, Local AIG Plan, & Other Department Materials

- DEP/IDEP Development: Collaboratively created with classroom teachers, school personnel, and parents to ensure alignment with student needs.
- Plan Dissemination: Provided through letters, parent meetings, and direct communication with families. Parents may request additional consultations with AIG specialists at any time. DEPs/IDEPS are added to student folders.
- Multilingual Access: Materials are translated into Spanish, with additional translations available upon request for families who speak other languages. Translators are available for meetings as needed.
- Information specific to the AIG Plan:
 - Development of most of these materials is directed by the lead teacher. Necessary translations are submitted to persons qualified to translate educational materials. This occurs during the period between the local Board of Education approval and the beginning of the academic year or as revisions are necessary.
 - Dissemination occurs through a detailed website or printed materials; all are available in English and Spanish. Parents and others may request printed materials. Principals take part in review sessions to call attention to the existence of the plan and its requirements. When changes occur, information is pointed out in open house documents, websites, notices sent home with students and principal phone call systems.
- Information regarding evaluations:
 - Development of letters explaining information considered for identification, requesting permission to evaluate and permission to serve, upcoming screening test dates, explanations of the results of screening tests and the summaries of evaluated data are developed by the lead teacher, other AIG specialists and test scoring services. Letters and forms are translated to Spanish by persons qualified to translate educational materials. Spanish screening information is made available by the scoring services.
 - Dissemination of these materials is most often accomplished by written documents. Generally, parents have expressed the desire to have this information in writing. Should a parent need verbal explanations, conferences are arranged. Translators are hired as requested by the parent or teacher.

Safeguarding Transfer Students' Services

Inclusion of transfer students is clearly outlined and is designed to provide the best educational support for students quickly.

Safeguarding Student Records

All AIG records are secured as they contain confidential information. This requires a locking file cabinet at each school. A copy of the key is with the school specialist and with the AIG Department.

Other Safeguards include:

- Board policy for acceleration.
- Adherence to state regulations about gifted education.
- Translation of materials into English/Spanish or other languages as needed.
- Procedure for disagreements regarding formal identification or service follows

Procedure to Resolve Disagreement:

Should a disagreement occur, CCS provides this process to resolve disagreements related to improper placement of the child in the AIG Learning Program or improper implementation of the CCS / Plan as relates to the child.

1. School Level

The parent/guardian may appeal by submitting a written grievance stating reasons for the disagreement with the placement or service option presented. Written information must be submitted to the school principal within 30 calendar days. The principal or his/her designee will investigate and reply in writing generally within 10 business days.

1. Administrative Levels

- a. If no resolution is reached at the school level, the parent/guardian may appeal in writing to the Chatham County Schools Exceptional Children's & AIG Programs Department within five business days of the receipt of the principal's decision. Written information must be sent to the Executive Director of Exceptional Children's and AIG Programs, P.O. Box 128, Pittsboro, NC 23712. Generally, responses can be expected within 10 business days.
 - b. If no resolution is reached at the departmental level, the parent/guardian may appeal in writing to the Chatham County Schools Assistant Superintendent for Academic Services and Instructional Support within five business days of the receipt of the department's decision. Written information must be sent to the Chatham County Schools Assistant Superintendent for Academic Services and Instructional Support, P.O. Box 128, Pittsboro, NC 23712. Generally, responses can be expected within 10 business days.
 - c. If no resolution is reached at the Assistant Superintendent's level, the parent/guardian may appeal in writing to the Chatham County Schools Superintendent within five business days of the receipt of the Assistant Superintendent's decision. Written information must be sent to the Chatham County Schools Superintendent, P.O. Box 128, Pittsboro, NC 23712. Generally, responses can be expected within 10 business days.
- #### 1. Board of Education
- If no resolution is reached at the administrative level, further written appeal may be submitted to the Chatham County Board of Education following Board procedures. These procedures are outlined in CCS Policy 1740-4010.
1. If no resolution is reached at this level, the parent/guardian may seek mediation or file a petition for a hearing under Article 3 of Chapter 150B of the NC General Statutes. The decision of the administrative law judge is final.

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* Ideas for Strengthening the Standard 1. In the spring semester, the AIG lead teacher or a designee of the AIG Department schedules a meeting with each principal to discuss the current year's AIG program and fidelity with the plan and next year's plans. 2. Provide clear and concise program goals to school administration. 3. Assist principals with planning to reach student growth goals. 4. AIG specialists are included in the use of data training as needed. 5. Each school addresses at least one standard of the AIG Plan implementation yearly in the School Improvement Plan.		
Planned Sources of Evidence		
*	Notes from principal meetings.	
*	School Improvement Plans.	
*	EVAAS training.	
*	Meeting agendas.	
*	Materials used for EC/AIG parent nights.	
*	District and school web pages.	
Type Documents Document Template Document/Link		
AIG Standard 6 Additional Resources N/A		

Chatham County Schools (190) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/02/2025 

AIG Related Documents

Chatham County Schools (190) 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>AIG Plan Board Approval 2025-2028</u>
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 <u>AIG Standard 1B - Assessments and Identification Information</u>
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Chatham County Schools (190) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
21st Century Skills	A set of knowledge, abilities, and attributes considered essential for success in today's world, especially in careers and civic life shaped by globalization, technological advancement, and rapid change. These skills go beyond core academic subjects and focus on how students think, work, and interact.
Twice Exceptional (2e)	Individuals who possess both giftedness and one or more learning disabilities.
Ability Grouping	"When students of a similar ability or achievement level are placed in a class or group based on observed behavior or performance. Ability grouping is not the same as tracking" (NAGC: Glossary of Terms, 2025).
Academically and Intellectually Gifted (AI)	Students who score in the =98th percentile on an accepted test in reading and math, with one additional criterion met for reading and math.
Academically Gifted - Math (AM)	Students who are identified as gifted in math.
Academically Gifted - Reading (AR)	Students who are identified as gifted in reading.
Academically Gifted - Reading and Math (AG)	Students who are identified in both math and reading.
Abilities Test	An abilities test is a standardized assessment designed to measure an individual's reasoning and problem-solving abilities rather than acquired knowledge.
Acceleration	An educational strategy that enables a student to progress through the traditional curriculum faster than their peers
Achievement Test	An achievement test is a standardized assessment designed to measure a student's knowledge and skills in a specific academic subject. An achievement test evaluates what a student has already learned, rather than their potential to learn. The EOG, EOC, and Iowa Test of Basic Skills are examples of achievement tests.
Acute Circumstance	Circumstances that may affect the demonstration of student abilities. Examples include, but are not limited to, ongoing poverty, poor home situation, or illness.
Advanced Learner	A student who learns content quickly or exhibits knowledge ahead of peers, but is not identified as AIG
Advisory Board	A group of persons interested in and impacted by the AIG Program. The group assists in evaluating, implementing, and updating the AIG Plan.
Affective	The emotional, social, and psychological aspects of learning and development, which include self-concept and self-esteem, emotional regulation and sensitivity, motivation and perseverance, interpersonal relationships and empathy, social skills and peer interactions, and coping strategies for stress, perfectionism, or underachievement.
Affective Curriculum	"Curriculum that focuses on person/social awareness and adjustment, and includes the study of values, attitudes, and self. Sometimes referred to as "social-emotional curriculum" (NAGC: Glossary of Terms, 2025).

Atypical Gifted Behaviors	Students demonstrate abilities through less academic means such as humor, leadership, game-making, conversational skills, underachievement, or behavior problems.
Average Daily Membership (ADM)	The average number of students enrolled and in attendance in a school or district on a daily basis over a given reporting period.
Battery Scores	The results from a set (or "battery") of related tests that are administered together to evaluate a range of abilities, skills, or knowledge areas. For example, the Cognitive Abilities Test (CogAT) has the verbal battery, quantitative battery, and nonverbal battery.
Beginning-of-Grade (BOG) Test	The grade 3 reading test is administered to assess reading proficiency and is linked to the Read to Achieve law and aligned to the North Carolina Standard Course of Study.
Chatham County Schools Needs Determination Test	The CCS NDT reviews the school-based NDT recommendation and makes the final determination for placement.
CLED	Culturally, Linguistically, Economically Diverse.
Cluster Grouping	An educational strategy used to meet the academic and social-emotional needs of gifted students within the general education classroom. Cluster grouping involves placing a small group of identified gifted students--typically five to eight--together in a mixed-ability classroom, under the instruction of a teacher trained in differentiating curriculum for advanced learners.
Co-teach	An instructional approach in which two or more educators collaborate to plan, deliver, and address instruction for a shared group of students within the same classroom setting.
Cognitive Abilities Test (CogAT)	The CogAT is a standardized assessment designed to measure students' reasoning and problem-solving abilities in three areas: verbal, quantitative, and nonverbal reasoning. The CogAT is an abilities test, not an achievement test.
Criteria	Assessments and artifacts that may be considered when making an identification decision.
Career and Technical Education (CTE)	Educational programs that combine academic knowledge with technical and occupational skills to prepare students for college, careers, and life in high-demand fields.
Curriculum Compacting	"An instructional technique that allows teachers to adjust curriculum for students by determining which students already have mastered most or all of the learning outcomes and providing replacement instruction or activities that enable a more challenging and productive use of the student's time" (NAGC: Glossary of Terms, 2025).
Differentiated Education Plan (DEP)	A differentiated education plan (DEP) for gifted students detailing the instructional strategies used in a regular education classroom to meet the needs of gifted and advanced learners.
Differentiation	An instructional approach involves tailoring teaching methods, materials, and learning activities to meet the diverse needs, readiness levels, interests, and learning profiles of all students in a classroom.
Early-Entry to Kindergarten	Starting kindergarten earlier than usual
English Learner (EL)	A student who is in the EL program.
Enrichment	"Activities that add or go beyond the existing curriculum. They may occur in the classroom or in a separate setting such as a pull-out program" (NAGC: Glossary of Terms, 2025).

EOC	End-of-Course Test
EOG	End-of-Grade Test
English as a Second Language	A program designed to help students whose first language is not English develop proficiency in speaking, listening, reading, and writing in English.
Education Value-Added Assessment System (EVA)	A statistical tool used to analyze standardized test scores to determine the progress students make from one year to the next.
Exceptional Children (EC)	EC refers to students who require specially designed instruction and related services to meet their unique learning needs due to learning disabilities.
Extension	Activities that go deeper into the content, extending the curriculum beyond what is typical or expected in a class or a grade level, acquiring new ideas, skills or concepts aligned to the content area.
Face Time	Direct service time with the AIG specialist.
Flexible Groups	"An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest" (NAGC: Glossary of Terms, 2025)
Formative Assessment	An assessment given before content is covered to determine the current level of mastery.
Genius Hour	An instructional strategy that gives students dedicated time during the school day to explore their own passions, interests, or questions through self-directed learning projects, developed in cooperation with a teacher.
Governor's School	A four-week summer residential program for gifted and advanced high school students in the 11th grade. Only a few performing arts areas are open to 10th-grade students.
Headcount	The total number of individual students enrolled in a program. The official headcount is completed twice per year--once in the fall and once in the spring.
Highly Gifted (HG)	Students who score in the =98th percentile on an accepted test in reading or math, with one additional criterion met. HG-Reading - =98th percentile on an accepted test in reading and one additional criterion. HG-Math- =98th percentile on an accepted test in math and one additional criterion. AI (Academically and Intellectually Gifted) - The student is HG in both reading and math.
Identification	The process of determining which students qualify for the AIG program based on the identification pathways.
Individualized Education Plan (IEP)	An IEP is a legal document developed by the school team for students who qualify for special education (EC) services under the Individuals with Disabilities Education Act (IDEA).
Individual Differentiated Education Plan (IDEP)	Individual Differentiated Education Plan for gifted students with a unique educational need.
Instructional Program Facilitator (IPF)	A district-level employee who assists the supervising director with the implementation of the AIG Plan and supports AIG specialists and schools.
Intellectually Gifted (IG)	A student identified as intellectually gifted.

Inventory	A list of student behaviors that may indicate giftedness.
Iowa Test of Basic Skills	The Iowa, or ITBS, is an achievement test.
Local Education Agency (LEA)	The local governing body that runs a public school in a community.
Multi-Tiered System of Support (MTSS)	A framework used in schools to provide targeted academic, behavioral, and social-emotional support to students based on their individual needs.
National Association for Children (NAGC)	A nonprofit organization dedicated to supporting and advocating for the needs of gifted and talented children through research, policy, and professional development, and resources.
Naglieri General Abilities Test (NGAT)	The NGAT is an abilities test designed to measure a student's reasoning and problem-solving abilities without relying heavily on language or academic knowledge.
The North Carolina Association for the Gifted and	The NCAGT is a 501(c)(3) nonprofit organization committed to supporting the educational and social-emotional needs of academically and/or intellectually gifted students in North Carolina.
NCSCOS	North Carolina Standard Course of Study
School-Based Needs Determination Team (NDT)	The school team that makes the recommendation regarding the identification of students.
Pacing Guide	A curriculum planning tool that outlines the order, timing, and duration for teaching specific content and skills throughout the school year.
Parent University	After-school sessions for families focused on topics that impact gifted and advanced learners.
Pathways	The various ways a student qualifies for formal identification.
Percentile	A percentile is a measure used in statistics to indicate the relative standing of a score within a group. It tells you what percentage of scores fall below a particular value. For example, if a student scores in the 85th percentile, it means the student scored higher than 85% of the other test takers.
Professional Learning Community (PLC)	A group of educators who collaborate to make data-informed decisions to improve teaching and student achievement.
Portfolio	1. A student chosen example of their work completed within the school environment, or 2. A series of tasks that Chatham County school uses to evaluate a student.
Problem-Based Learning (PBL)	An instructional approach in which students learn by actively engaging with complex, real-world problems that do not have a single correct answer.
Professional Development (PD)	The ongoing learning opportunities and training provided to educators to enhance their skills, knowledge, and effectiveness in their roles.
Pull-Out	Working with students in a separate location for instruction.
Push-In	Working with students in their classroom.
Referral	Submission of a student's name for evaluation for formal identification for the AIG program.

Renzulli Scales	The Renzulli Scales (or Scales for Rating the Behavioral Characteristics of Superior Students) are supported by 40 years of research and a common qualitative tool across the country to identify students with characteristics of advanced learners.
Rigor	The depth, complexity, and challenge of learning experiences designed to encourage students to think critically, solve complex problems, and develop a deep understanding of the content.
School-Based Needs Determination Team (NDT)	The school-based NDT makes recommendations regarding the identification of students.
Screening	A systematic process used to identify students who may demonstrate characteristics or potential that warrant further assessment for the AIG program.
Service Options	Service options for gifted and advanced learners encompass the range of purposefully designed educational programs and provisions (e.g., setting modifications, in-class differentiation, advanced courses, acceleration, etc.) implemented to support their unique learning needs and maximize their academic growth.
Single-Subject Acceleration	Advancing in a single subject, like math or reading.
Specialist	An educator who works with particular subjects or student groups.
Stakeholders	Any person, group, or organization that has an interest or concern in the program.
Star Assessments	A computer-adaptive test that measures students' achievement and growth in reading, math, and early literacy.
STEAM	Science, Technology, Engineering, Arts, and Math
STEM	Science, Technology, Engineering, and Math
Strategies	Specific methods or techniques used in education.
Student-Driven Learning	An instructional approach in which students take an active role in directing their own learning. The student makes choices about what, how, and at times when they learn.
Student Group (Subgroup)	A specific population of students within a larger group that shares common characteristics.
Subtest	A smaller, specific section of a larger test.
Summative assessment	An assessment given after content is covered to determine the new level of mastery.
Talent Development	A program designed for non-identified students and focuses on developing potential in students.
Transfer Student	A student who enrolls in CCS from another school or district.
Typical Gifted Behaviors	Students demonstrate abilities through such means as high performance, curiosity, pleasing behaviors, self-motivation, and perfectionism.
under-represented population	A group of students whose participation in a program, course, or academic opportunity is disproportionately low compared to their presence in the general student population.
Universal Screening	The practice of assessing all students within a specific grade level or population using a common, standardized tool to identify those who may need additional support, services, or opportunities.

Whole-Subject Acceleration	Moving ahead a grade level.
WIDA	The organization that designs the assessment for ELL. The test is called the ACCESS for ELLs.
Window	Time frame.