Mission/Vision Statement and Funding

**Cumberland County Schools (260) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

* LEA Superintendent's Name:
Dr. Marvin Connelly, Jr.

* LEA AIG Contact Name:
Smalls, Aritia - aritiasmalls@ccs.k12.nc.us

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

In addition to upholding the State's gifted guidelines, the Cumberland County Schools' AIG Program supports and expands on the district's mission to: "Provide a safe, positive and rigorous learning environment to prepare lifelong learners to reach their maximum potential. The core values and shared beliefs that guide our work in CCS are:

Excellence- We pursue and maintain the highest standards.
Innovation - We develop new and emerging solutions.
Collaboration - We work together to produce the best results.
Fairness - We provide every student a fair opportunity for success.
Integrity - We speak and act honestly and truthfully.
Compassion - We treat everyone with concern and understanding.

The CCS AIG Program has adopted the following vision, mission, and values concerning gifted students and programming.

Vision:
AIG All Day: Everyday. CCS AIG challenges, inspires, and motivates gifted learners to collaborate, compete and succeed in an ever changing world.

Mission:
Identify, advance, and empower gifted learners to become self starters who question and pursue curiosities through meaningful, interest-based, challenging opportunities. Through talent development, we will inspire students' continuous
exploration and discovery of potential, preparing tomorrow's leaders today.

Values:

We...
Accept and understand gifted students' special needs and desire to provide necessary support;
Inherently believe in the gifted student;
Genuinely love their unique ideas, the way they challenge us and each other, the questions they ask, and how they look at the world.

Our AIG Local Plan incorporates these goals and is dedicated to providing a quality education for all students across all cultural and economic strata. We continue to lead the charge to support our academically and intellectually gifted students.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2025)**

| State Funding | Local Funding | Grant Funding | Other Funding |
|---|---|---|---|
| * $ 4,500,771.00 | * $ 211,198.00 | * $ 0.00 | * $ 0.00 |

**Cumberland County Schools (260) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 1: Student Identification**

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

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

Cumberland County Schools (CCS) will utilize the following methods, as needed, to screen and refer students at all grade levels.

Screening

At the beginning of each school year, the AIG consultant/teacher and AIG Needs Determination Team (NDT) shares the screening and referral process with the school staff and discusses the North Carolina definition of giftedness, characteristics of gifted learners, and performance indicators available for teachers to use in recommending students for a referral. AIG teachers/consultants may include teacher recommendations when collecting available achievement data for screening. Though teachers are invited to advocate on behalf of students with recommendations to the NDT for screening, all students are screened at their respective schools, regardless of teacher recommendation.

Screening referrals may be submitted by school personnel, parents/guardians, students (self-nominations), and/or community members with academic knowledge of students. Request for Screening forms are linked, and always available via the CCS AIG Program webpage or can be provided at the school from the AIG teacher/consultant. Screening and referral are ongoing and the opportunity exists every year, for every student.

The AIG teacher/consultant maintains a Screening Pool Log which includes potential students for referral, those who may be in need of differentiated services beyond those provided in the regular classroom. This log encompasses student demographic profiles, achievement data, participation in special programs, and other qualitative information that may be considered during the process.

AIG teachers/consultants collaborate with school/district personnel across departments to build awareness to support the screening of special populations, such as multilingual learners (ML) and potentially twice-exceptional (2e) students.

Students recommended for screening who do not meet referral criteria for program assessment, remain in the screening pool and may participate in talent development, as a tier of service and support. This process ensures that a broad-based pool of students is screened for the referral process and increases opportunities for advanced services.

The screening process is addressed several times throughout the year, being sure to include students who have moved into the school since the beginning of the year. Screening Pool Logs are digital and stored electronically. These logs can be accessed by school administration and AIG personnel and referred to as needed.

The ND Team reviews the Screening Pool Log to determine which students meet the criteria to continue in the referral process. The referral criteria is as follows:

Discovery Grades K-2

Discovery is a talent development opportunity for K-2 students to participate in enrichment and gain exposure to strength-based learning experiences. The AIG Program provides Discovery services at each Cumberland County elementary school.

Screening for identification will begin in 3rd grade; however, in instances where a K-2 student shows signs of highly gifted characteristics, a body of evidence will be collected over time using multiple criteria. Once sufficient data is collected, the Discovery teacher, the ND team and the AIG Coordinator will review the body of evidence. If needed, the student can be referred for individual aptitude testing.

Grade 2 Universal Screener

The implementation of a district Universal Screener to assess aptitude will be administered at the end of 2nd grade. This screener provides students with the opportunity to show their strengths and talents in early elementary. Data obtained from this Screener will be shared with the AIG teacher/consultant and other school-based personnel to be used to inform decision-making concerning AIG referrals, further talent development, and/or cluster class placements for grades 3-5.

ACES (Accelerated Curriculum for Exceptional Students) Grades 3-5 Screening

1 year of 90th percentile or higher on most recent NC State EOG assessment or other acceptable achievement test

1 year of 87th percentile or higher on an acceptable aptitude test (not to exceed 3 years)

Understanding classroom performance/grades may not mirror potential demonstrated on achievement/aptitude assessments, the following criteria may be used to screen for academic/intellectual potential:

Scores in the TOP 10% (a minimum of Level 4) on most recent NC State EOG assessment when compared to non-identified gifted students in the grade level and/or content area class

Achievement at a substantially high level of performance in ways other than through the classroom or standardized testing (such as academic potential demonstrated through products, contests, competitions, etc.)

Other evidences of potential and/or high performance may be evaluated when there are language patterns, experiences, or cultural differences that may not be reflected through standardized testing

**Note: When considering students for retesting using previous aptitude, new achievement data must meet screening requirement

GEMS (Gifted Education for Middle School) Grades 6 - 8 Screening

2 years of 85th percentile or higher on most recent NC State EOG assessment or other acceptable achievement test

1 year of 85th percentile or higher on an acceptable aptitude test (not to exceed 3 years)

Scores in the TOP 10% (a minimum of Level 4) on most recent NC State EOG assessment when compared to non-identified gifted students in the grade level and/or content area class

Understanding classroom performance/grades may not mirror potential demonstrated on achievement/aptitude assessments, the following criteria may be used to screen for academic/intellectual potential:

Achievement at a substantially high level of performance in ways other than through the classroom or standardized testing (such as academic potential demonstrated through products, contests, competitions, etc.)

Other evidences of potential and/or high performance may be evaluated when there are language patterns, experiences, or cultural differences that may not be reflected through standardized testing

**Note: When considering students for retesting using previous aptitude, new achievement data must meet screening requirement

SAGES (Secondary Academically Gifted Exceptional Services) Grades 9-12 Screening

92nd percentile or higher on most recent NC State EOG/EOC assessment or approved achievement/aptitude test

3 consecutive courses of an “A”  or “B” in English and/or Math

Top 5% GPA/class rank

Has scored a Level 4 or 5 on an English/Math AP Exam or identified as capable of having at least 80% probability of scoring a "3" on an AP exam as indicated by their AP Potential

Understanding classroom performance/grades may not mirror potential demonstrated on achievement/aptitude assessments, the following criteria may be used to screen for academic/intellectual potential:

Among the highest grades of non-identified gifted students in the grade level and/or content area class

Achievement at a substantially high level of performance in ways other than through the classroom or standardized testing (such as academic potential demonstrated through products, contests, competitions, etc.)

Other evidences of potential and/or high performance may be evaluated when there are language patterns, experiences, or cultural differences that may not be reflected through standardized testing

* **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.

Pathways to Identification and Placement

Grades K-2

A standardized achievement test score of 99th percentile in reading and/or math and an aptitude score of 99th percentile will be required for placement.

If testing is deemed necessary by the school, the student may be referred to the school psychologist for individual testing.

Families may provide third-party test results and/or documentation for screening consideration.

Grades 3-12

There are two pathways to identification at each grade level. Students may be identified as AR, AM, AG, and/or IG in either pathway after meeting the screening criteria.

AR is Academically Gifted Reading

AM is Academically Gifted Math

AG is Academically Gifted Reading and Math

IG is Intellectually Gifted

Pathway One

ACES (Grade 3 Reading Only)

Aptitude test score of 87th percentile of higher in Verbal or Nonverbal batteries and NC Beginning-of-Grade (BOG) Reading assessment score of 80th percentile or higher. Opportunities exist for students not new to Cumberland County Schools who may not have been present for the Grade 2 Universal Screener and/or the BOG. Students transferring in must have some form of documented achievement for screening and referral.

ACES and GEMS (Grades 3-8)

Standardized achievement test score of 98th or 99th percentile in reading and/or math and an aptitude score of 80th percentile or higher OR Aptitude test score of 98th or 99th percentile and a standardized achievement score of 80th percentile or higher

High performance in reading and/or math over past three years with Achievement test score of 85th –97th percentile in subject match AND Aptitude score of 85th - 97th percentile

GEMS (8th Grade Only)

Final mark of “A” in reading and/or math for the last consecutive 3 years AND Level 5 on the most current EOG in reading and/or math AND served in the cluster classroom

SAGES (Grades 9-12)

Final mark of an "A"  in subject area over past three content courses AND enrolled in an advanced course in subject area AND approved Achievement OR Aptitude test score of 92nd percentile or higher or level 5 on AP exam in subject match

Intellectually Gifted (IG) Grades 3-12

Has scored 98 or 99 percentile on an approved aptitude test (within 2 years)

(Grades 3-12) This pathway applies to those students in grades 3-12 whose standardized testing and/or classroom grades do not fit into any of the sets of criteria in Pathway One and who are achieving or have the potential to achieve at substantial levels of performance.

In Pathway Two, the student has appropriate indicators in combination with his/her screening data and test scores. Students must meet the criteria outlined on the Identification Matrix (ID Matrix). This Matrix was developed using local AIG testing data. Three years of test data were reviewed to establish local norms. Various LEAs and diagnostic specialists assisted with this endeavor to ensure opportunity and access to advanced programming.

Grades 3-8 Quantitative/Qualitative considerations:

Has scored within one to three points needed for identification on the standardized testing required in Pathway One

Has scored Level 5 on the EOG in reading and/or math

Has the highest test scores and/or grades in his/her class and has a history of outstanding academic performance when compared to others of his/her age, experience, or environment

Among the highest test scores and/or grades of his/her ethnic group in his/her current classroom/grade level and has a history of outstanding academic performance when compared to others of his/her age, experience, or environment

Has manifested many gifted behavioral characteristics as measured on gifted behavior checklists and performance scales

Grades 9-12 Quantitative/Qualitative considerations:

Has maintained an "A" or “B” average for three or more consecutive courses in Reading/Math and will be enrolled in Honors or AP courses in area of identification

Has scored within 1-3 percentile points of identification

Has a record of outstanding achievement through exceptional performances in academic contests, competitions, and extracurricular activities

Has manifested many gifted behavioral characteristics as measured on gifted behavior checklists and performance scales

Has scored a Level 4 or 5 on an English/Math AP Exam or identified as capable of having at least 80% probability of scoring a "3" on an AP exam as indicated by their AP Potential

Maintains a GPA which places the student in the top 5% of grade level class

Intellectually Gifted (IG) Grades 3-12

Has scored 98 or 99 percentile on an approved aptitude test (within 2 years)

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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.

Recognizing the total student population of Cumberland County Schools, which includes over 47,000 from diverse backgrounds and a significant military-connected student body, the district is committed to fair access to Academically or Intellectually Gifted (AIG) programming for all students.

To achieve this, CCS will employ a range of indicators to ensure screening, referral, and identification procedures are responsive to underrepresented populations, specifically focusing on culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional students.

Gifted behavioral characteristics documented on acceptable checklists and scales, completed by reliable sources

Classroom performance recorded on progress reports, grade cards, and other official school documents

Classroom observations completed by trained school personnel

Documented recommendations from appropriate sources verifying exemplary achievement within and/or outside of school

Demonstrated performance through academic products, contests/competitions, and other opportunities for exemplary achievement

Standardized test scores: aptitude, achievement, and other approved tests

Anecdotal information appropriately documented and verified

Collection Of Information

Yearly data is disaggregated by subgroups of AIG students.

Multiple screening criteria on referred students is collected from all appropriate sources. If the screening pool does not reflect the demographic make up of the school, then alternate screening criteria are considered to assist in finding students from under-represented subgroups. The screening process and periodic audits by the Oversight Review Committee (ORC) ensure that fairness and reliability exist system-wide.

The AIG Testing Program

The North Carolina End-of-Grade (grades 3-8) testing results are used in the screening portion of the identification process and are considered a part of the student's total profile. In grades 9-12, most recent state assessment, to include eighth grade End-of-Grade and/or secondary End-of-Course testing may be used in the identification of students.

Assessment instruments reflect sensitivity to economic conditions, learning differences, and diversity of students so that equal opportunity is provided to all students. When testing is complete, results are returned to the school for consideration by the AIG Needs Determination Team. There are times when testing is required beyond that completed by the AIG diagnostician. For second language or ELL students, testing in their native language may be necessary, and school psychologists or ELL staff may assist with this testing. Students with disabilities may require testing to be completed by school psychologists. Still, other students may be referred to the school psychologist for testing because of inconsistencies in student test scores.

Documentation Collection

Although there is no set number of indicators needed to identify a student as gifted, the AIG teacher and ND Team should build a strong placement case with as many indicators as may apply.

Pathway One Indicators (See full description in Standard 1, b)

Test Data and other acceptable achievement data

Pathway Two Indicators (See full description in Standard 1, b)

**Percent Ethnicity Identified as AIG**

| | Asian % | Black % | Hisp % | Native Amer % | Multi % | Pac Islander % | White % |
|---|---|---|---|---|---|---|---|
| **Female** | 34.28% | 6.98% | 10.47% | 9.00% | 12.55% | 11.86% | 22.45% |
| **Male** | 28.97% | 5.19% | 10.58% | 6.54% | 12.26% | 15.60% | 20.02% |
| **Total** | 31.59% | 6.06% | 10.53% | 7.73% | 12.40% | 13.66% | 21.21% |

**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.

Cumberland County Schools AIG Program implements the following to ensure consistency in screening, referral, and identification:

The AIG Program Guidebook details procedures for all AIG teacher/consultants and diagnosticians.

Diagnostic personnel reviews cases with AIG teacher/consultant before referral to the AIG ND Team.

AIG ND Teams at every school reviews data collected and completed casework.

Oversight Review Committee (ORC) is a district level team that audits casework to ensure integrity and consistency.

ORC maintains a database of all students referred for possible AIG placement, reviews IEP, 504, and EL plans for potential referral, and reviews out of district transfer requests.

Utilization of an Identification Matrix addresses consistency of identification processes across schools. It also creates an opportunity to view all criteria considered for placement.

AIG Leadership team conducts yearly casework audits to monitor and maintain processes across the LEA.

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

Cumberland County Schools AIG Program effectively communicates the screening, referral, and identification processes to all stakeholders through the following:

K-12 AIG School Wellness Reports (Individualized School-Data plans)

AIG Program Guide for School Leaders

AIG Program Guide for Families linked to every school homepage

AIG Program Brochure linked to CCS webpage

Articles/Related information for district-wide newsletter

Staff Development training for all ND Team members

Multimedia presentations for each grade level program pertaining to screening and identification (updated annually)

Distribute informational pamphlets or brochures county-wide

Provide translated documents based on student and/or family needs.

AIG teachers/consultants are able to secure an interpreter through the CCS Communications office when needed to meet the needs of families.

Link the CCS Local Plan to the CCS AIG website

Link the CCS Local Plan to each school's website under Student Resources

Host Parent Meetings to share information about AIG processes

Share FAQs via CCS website to explain referral, screening, and identification processes to stakeholders

Share AIG Summer Enrichment re-cap photos and videos as a follow-up to the learning experience.

Utilize social media to share positive, in-school program experiences with families and the community.

AIG program teachers/consultants are available at school curriculum nights and other district events to provide information and to answer questions.

Communicate with teachers, administrators, parents, and students through various means, i.e., newsletters, secure online communication platforms, program update emails, etc.

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

The Cumberland County AIG Program implements and maintains documentation that fully explains the identification process.

An individual AIG case folder is created for each student and contains the following:

Summary of Indicators which includes student demographics, achievement, and aptitude test scores, historical grades, parent approval for placement, approval decision of ND Team and ORC committee signatures

A Consent for Evaluation

Test protocols

Differentiated Education Plan (DEP)

Screening Criteria Form with appropriate documentation (if applicable)

Once casework is approved by the ND team and/or ORC committee, parents are invited to discuss AIG identification, review individual test results and provide consent for placement and services. Service for the student will not begin until an initial parent meeting is held, in-person or

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

The Discovery (K- 2), ACES (3-5), GEMS (6-8), and SAGES (9-12) AIG Programs have clearly articulated plans of differentiated instruction that match the needs of all identified students, K- 12. The curriculum and strategies are reviewed annually to ensure effective programming, a continuum of services, and appropriate school transitions. The Differentiated Education Plans and IDEP, when needed, serve as documentation of compliance in service delivery.

The Discovery Program (K-2) employs researched-based curriculum, as well as AIG teacher-made curriculum, that reflects best practices for nurturing young students with potential. Each Discovery teacher utilizes a myriad of materials during instruction. An IDEP is developed when needed.

The ACES Program (Accelerated Curriculum for Exceptional Students) grades 3-5, utilizes curriculum units and teacher-made resources specifically designed for AIG students at each grade level. These units address the Gifted Curriculum Standards adopted by the AIG Program for direct services' curriculum. Supplemental resources can me made available for the cluster class extension and enrichment. Information regarding content modification and possible instructional strategies for grades 3-5 are provided in the DEP.

Similar to the The GEMS Program (Gifted Education in Middle School), grades 6-8, utilizes curriculum units and teacher-made resources specifically designed for AIG students at each grade level. These units address the Gifted Curriculum Standards adopted by the AIG Program for direct services' curriculum. Supplemental resources can be made available for the cluster class extension and enrichment. Information regarding content modification and possible instructional strategies for grades 6-8 are provided in the DEP.

The SAGES Program (Secondary Academically Gifted Exceptional Services), grades 9-12, consists of Honors and Advanced Placement course offerings, in addition to enrichment activities, college planning/campus tours and academic advisement conferences. Information regarding extension options for grades 9-12 are provided in the DEP.

Differentiated Education Plan:

The Differentiated Education Plan (DEP) is developed to describe the service(s) in which the student will be involved, the learning environment where the service(s) will be offered, the content modifications that will occur for the student, and the array of special programs available to enhance the student's learning.

By the end of the first nine weeks annually the DEP is reviewed with parents. If it is not an initial placement a group invitation is sent. However, parents may ask for an individual meeting if that is needed. If a DEP is changed or if the DEP is being shared at initial placement parents are invited in individually. A copy of the DEP is maintained in the student AIG record and a copy is given to parents.

At the DEP Annual Review, AIG teachers/consultants meet with parents to discuss program updates, possible units of study, enrichment opportunities, and extra-curriculars.

An Individual Differentiated Education Plan (IDEP) may be designed if the DEP does not adequately reflect the student's service needs. IDEPs are also reviewed annually or if there is a program change for the student.

In addition to the DEP/IDEP, gifted progress reports are sent home at the end of each grading period in grades 3-5. In grades 3-12 newsletters are sent periodically to parents outlining various aspects of the gifted program.

Advisement Procedures

In order to ensure that AIG students are working to their fullest potential, it is important for the AIG teacher to carefully monitor student progress. All AIG teachers check students' academic performance at the completion of each grading period. Students who are not maintaining requirements receive academic support through advisement sessions. It is necessary to evaluate how well the student is performing within the AIG Program and if those services are meeting the needs of the student.

The student's progress reports, report cards, standardized testing results, and portfolio of collected AIG products document the student's progress.
After reviewing the progress indicators and available achievement data, the AIG teacher/consultant determines if the student has satisfactorily completed AIG and regular education assignments, has participated in class, and continues to demonstrate a need for challenging, differentiated studies. Students who are not showing adequate progress receive support through academic advisement sessions for a minimum of two grading periods. The AIG teacher serves as the advisor, working with the student and parents to formulate and implement the advisement plan.

Students not showing improvement will be referred to the Needs Determination Team who then reviews this information and makes a determination for appropriate services. In addition to active status, the student may continue on advisement or be placed on monitored status. Placement on monitored status does not mean the student is no longer gifted. However, by definition, a gifted student performs or has the potential to perform at substantially high levels of achievement and requires differentiated services. When the student does not achieve and/or does not participate in a challenging academic course of study, the student's needs can be met in the regular classroom and monitored status is indicated. An Individualized Differentiated Education Plan (IDEP) is developed for all students on monitored status.

*** Ideas for Strengthening the Standard**

Implement an opportunity for universal screening at the transition to middle school to identify a broader range of potential AIG students.

Consider utilizing district provided achievement data in the identification process.

**Planned Sources of Evidence**

| | |
|---|---|
| * | AIG Program Guide for Families |
| * | AIG Program Guide for School Administrators |

| | |
|---|---|
| * | K-12 AIG School Wellness Reports |
| * | K-12 AIG Log Books |
| * | Accessible links |
| * | Transfer form and process for identifying out-of-county students |
| * | Documentation of parent meetings |
| * | Summary of Indicators form |
| * | Pathway II - Identification matrix |
| * | Digital Screening Pool Log and Request for Evaluations |
| * | Approved Tests and Checklists |
| * | "The Gifted Education Planner: Inventories and Data Collection Forms" by Karen B. Rogers, Ph.D. |
| * | Oversight Review Committee checks and balances/audit |
| * | Multimedia presentation to explain screening, referral, and identification process for all staff |

**Documents**

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

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**Standard 2: Comprehensive Programming within a Total School Community**

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

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

CCS AIG Program provides comprehensive services that address the academic and intellectual needs of gifted learners across all grade levels, K-12. These services are aligned to a student's gifted identification. The CCS AIG Program identifies students as either:

AG - Academically Gifted in Reading and Math
AR - Academically Gifted in Reading only
AM - Academically Gifted Math only
IG - Intellectually Gifted

Grades K-2
In this service option, CCS K-2 identified students (AG, AR, AM, and IG) will be served through year-long participation in the Discovery Program. In addition, independent enrichment opportunities will be provided to the classroom teacher based on student interest and area of identification.

Grades 3-5

ACES (Accelerated Curriculum for Exceptional Students) Program
In this service option, AIG students, identified AG, AR, or AM are appropriately clustered for instruction with other academically capable students. The AIG teacher may serve AIG students by going into the classroom to work with the cluster teacher with differentiation/planning of instructional units and by consulting with the teacher to prepare differentiated units. The cluster teachers, who have successfully completed the local requirement, plan and teach challenging enrichment and accelerated instructional activities. These teachers will receive guidance from the AIG licensed teacher.

AIG students will receive direct services a minimum of 1 hour and up to 3 hours per week by the licensed AIG teacher. Direct services provide AIG identified students with an opportunity to participate in AIG Enrichment units of study, which extend the NC Standard Course of Study and meet CCS gifted curriculum standards.

IG students
IG students may be served through regular classroom consultation, cluster class placement, and/or direct services depending upon strengths and interests as outlined in their Individualized Differentiated Education Plan (IDEP/DEP). This can be done on an individual basis or with other identified students.

Grades 6-8 GEMS (Gifted Education for Middle School)

The following models are for students identified as AR, AM, and AG.

Sixth Grade: Cluster Reading and Compacted Math Class
Seventh Grade: Cluster Reading and Compacted Math Class
Eighth Grade:  Cluster Reading and Math I

In this service option, the identified students are clustered for instruction in math and/or reading with other academically capable students. The cluster classes are enhanced by more rigorous reading and math activities that extend beyond the NC Standard Course of Study. Cluster classes are taught by teachers who have successfully completed the local requirement, with guidance from the AIG licensed teacher.  If the school's AIG teacher is assigned full-time, he/she may teach one reading or math cluster class as teacher of record. The AIG teacher works with cluster teachers at each grade level to co-plan differentiated lessons and activities that will enhance classroom units.

Students participate in direct services with the AIG teacher in the areas of reading, math, critical and creative thinking, advanced communication and research, digital competencies, and developing personal and interpersonal relationships.

The AIG teacher serves as an expert in the field, infusing rigorous differentiated curriculum and implementing best practices in gifted education.

IG students

IG students may be served through regular classroom consultation, cluster class placement, and/or direct services depending upon strengths and interests as outlined in their IDEP. This can be done on an individual basis or with other identified students.

Grades 9-12 SAGES (Secondary Academically Gifted Exceptional Services)

Enrichment Sessions
All identified students participate in enrichment sessions designed and conducted by the AIG Consultant to enhance their high school academic experience. These sessions include, but are not limited to, guest lecturers, college tours, college planning programs, and presentations in the academic and arts areas. Student interaction is encouraged and feedback is expected following each session.

SAGES Academic Counseling and Advisement
All identified students participate in group and/or individual advisement, as needed, with the AIG Consultant. Course selection, registration, SAT/ACT, college and career advisement, and scholarship searches are some of the counseling opportunities provided to AIG students. Opportunities with admissions officials to discuss the college application process and campus life are provided.

Advanced Curriculum Opportunities
The AIG Program expects all identified AIG students to participate in the College Pathway Curriculum, taking as many advanced/challenging courses as possible. These include:
Honors Courses
Advanced Placement Courses
AP Teleconferencing Courses
College Connections (CCP) Courses
NCVPS/Online courses

Cumberland County Schools Curriculum and Instruction department provides support for the implementation of honors curriculum standards. The AIG Program may provide ideas and strategies for appropriate differentiation for AIG students in reading and math.

Additionally, AIG students may participate in Schools of Choice opportunities, to include:

International Baccalaureate

Classical Studies

Global Studies

Early College High Schools

Other individual schools' Academies

Review of Student Progress (K-12)

Monitoring the student's progress in the AIG Program occurs on an ongoing basis. It is necessary to evaluate how well the student is performing within the AIG Program and if those services are meeting the student's needs. Student progress in the AIG Program is reviewed quarterly in order to determine if additional support is needed. The student's progress reports, report cards, standardized testing results, and portfolio of collected AIG products document the student's progress.

After reviewing the progress indicators, the AIG ND Team determines if the student continues to demonstrate a need for challenging, differentiated studies. Students who are not showing adequate progress receive academic advisement for a minimum of two grading periods. The AIG teacher serves as the advisor and works with the student and parents to formulate and carry out the advisement plan. The AIG ND Team then reviews this information and recommends continued services, continued advisement, or a return to regular education on a monitored status. Placement on monitored status does not mean that the student is "de-gifted" or no longer identified as gifted. When the student does not achieve and/or does not participate in a challenging academic course of study, the student's needs can be met in the regular classroom, and monitored status is indicated. An IDEP is developed for all students on monitored status

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

Our school system and AIG Program staff fully recognize and appreciate the special social and emotional needs of gifted learners. In order for students to achieve academic success, while also addressing the social and emotional needs of gifted learners, we collaborate with all stakeholders in the following ways:

Provide units/lessons focused on the Social and Emotional Learning (SEL) needs of gifted students

Integrating SEL best practices into existing enrichment and extension instruction

Collaborating with the across departments to discuss the characteristics and the social and emotional needs of gifted learners

Utilize in-school Professional Learning Communities (PLC) to share and create resources that support the social/emotional development of AIG students

Collaboratively work with counselors, social workers, and other support staff to organize small group sessions focused on the social and emotional needs of gifted students.

Utilize the NCDPI developed SEL Advanced Learning Labs with students

Conduct DEP meetings and/or parent nights at the school and county level, inviting key stakeholders to discuss the affective needs of gifted learners.

Advocate for social and emotional needs of gifted students at various departmental meetings such as the MTSS committee and the Student Services Team

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.

The AIG Program in Cumberland County Schools is an active partner in initiatives, policies, and procedures in order to support AIG students' needs. The AIG Program is committed to adhering to the comprehensive goals of our LEA. AIG teachers and district leaders also serve on school and system-wide committees to provide a gifted education perspective. The CCS AIG Program strives to:

Collaborate with all stakeholders to offer differentiated services that meet the social, emotional, and intellectual needs of AIG students

Work with the Professional Development department to provide coursework in gifted education

Meet with the administration teams to discuss goals of the AIG Program, best practices, and annual updates

Serve as AIG representatives on various district committees and teams, to include, but not limited to: school improvement teams, AP dialogue sessions, curriculum and instruction writing teams, textbook and resource selection committees, mentorship programs, correlate teams, MTSS teams, and Academic Services Instructional Programming

AIG Program Goals:

Employ an identification system that is fair and flexible to ensure representation that reflects the enrollment of CCS.

Provide an array of service options and educational experiences that support individual growth at varying levels of ability, need, and interest.

Prepare teachers to implement differentiation, rigor, and advanced/high-yield learning strategies in order to meet the needs of gifted students and their unique learning styles.

Employ the district and schools' strategic improvement plans and goals.

Incorporate resources from our LEA to fulfill the academic and social/emotional needs of gifted students.

Coordinate the education of gifted students with other system-wide initiatives in an effort to ensure that rigorous differentiated curricula and research-based instructional practices are implemented in each school

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

AIG teachers and administrators collaborate to ensure all AIG students are placed in appropriate classes to meet their specific academic needs.

The AIG teacher along with the regular classroom teacher assess and review student data to assist in flexible grouping practices. As a result, students who have mastered the content in the regular setting have the opportunity to participate in curriculum compacting, tiered assignments, and/or other best practices. These groups are generally temporary and change based on students’ needs and curriculum mastery.

CCS elementary and middle schools have designated I.E time built in to daily master schedules. AIG Teachers/consultants utilize this time block to serve gifted identified students and students who have been grouped using data made available by school instructional teams.

AIG Cluster Class Guidelines

AIG Cluster teachers (grades 3-8), High School Honors teachers and Advanced Placement teachers work collaboratively with the AIG teacher to ensure best practices are implemented for gifted students.

AIG students are scheduled in classes with like-ability learners and with teachers who have completed the local professional development requirement. Clustering is mandated for reading and math based on student area(s) of identification. Other subject areas may also be clustered at the discretion of the school administrator.

School personnel follows these guidelines when developing AIG cluster classes:

All AIG identified students shall be clustered. If the AIG population exceeds state guidelines for class size and/or ratio, then a second or third cluster class can be formed to accommodate the need. AIG students are dispersed equally among the cluster classes with like-ability students and a trained classroom teacher. Cluster class size should be able to accommodate newly identified students. This includes students who have scored a level 5 (or highest achievement level) on the most current reading and/or math EOG, as mandated by Senate Bill 500. In accordance with the legislation, CCS has determined that students in grades 4-12, scoring within the highest achievement level on standardized state assessments, will be placed with AIG identified students in cluster/advanced classes unless a parent/guardian of the student provides written consent for the student to be excluded or removed from that class.

School administrators are provided an AIG Program Guide that outlines best practices for clustering advanced learners.

“Research indicates that clustering gifted students together, with a trained teacher, increases teacher morale, student achievement, and innovative teaching throughout the school.” (Gentry)

* **Practice E**

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

The AIG Program strives to keep all stakeholders informed of differentiated services and AIG instruction by using various forms of communication.

The Cumberland County AIG Local Plan is available on the CCS website and each school’s individual website

AIG teacher/consultants collaborate with AIG cluster teachers on lesson planning, strategies, and differentiation for AIG students

AIG staff meets with stakeholders to disseminate information regarding the AIG Local Plan

Needs Determination Team members are trained in screening and identification by the AIG teacher/consultant

Multimedia presentations related to AIG programs and services are available through various online platforms

Principals are provided an AIG Program Guide for School Leaders that highlights procedures and policies

An AIG Program Guide for Families is available via the CCS AIG webpage that includes details about the gifted program and services.

All AIG teachers are given an AIG Program Handbook, which is updated annually to include improvements in practices.

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

AIG staff establish a vertical line of communication between teachers and schools through the following means:

Communicate with teachers, counseling staff, and administrators about the academic progress of AIG students

AIG Specialists conduct site visits to monitor and collaborate with school leadership teams on gifted program implementation.

Serve on his/her respective schools' SIT Teams as needed

Discuss AIG expectations, requirements, content modifications, clustering, and program initiatives with all stakeholders at all grade levels

Host and/or participate in meetings for AIG staff, cluster teachers, district vertical teams, and/or administrators to ensure a continuum of AIG services, especially at key transition points

Provide options for gifted students to participate in summer learning opportunities

CCS encourages all schools to organize transition visits for incoming students. AIG teacher/consultants collaborate with other grade-level band teachers to organinze school visits and to share new school information.

Share students' special needs for future accommodations, such as placement in cluster classes, dual identification, ESL needs, previous interventions, advisements, etc. between AIG staff and administration at key transition points:

K-2 Discovery teachers communicate the progress of 2nd-grade students to the 3-5 ACES elementary teachers.

ACES elementary teachers share digital portfolios for rising 6th graders as well a list of students previously served in talent development to GEMS middle teachers to assist with the creation of cluster classes

GEMS middle teachers share portfolios and educational progress about rising 9th grade AIG students to the SAGES high school team.

* **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.

Some students achieve remarkably well and may need subject or grade advancement, in addition to other differentiated services. For these students, a case study is prepared, using specific criteria for subject and grade advancement. This service option may be used at any grade level; however, students contemplating early high school graduation must meet the North Carolina graduation requirements. This option requires careful consideration and an Individual Differentiated Education Plan (IDEP) may be needed.

Procedures for Early Admission into Kindergarten:

In determining eligibility for early admission to kindergarten, the principal shall convene a committee of educational professionals who will assist him/her in making decisions about each individual child. Criteria that shall be considered include aptitude, achievement, performance, observable student behavior, motivation to learn, and student interest. Specific details regarding this process may be accessed via the Cumberland County Schools' webpage.

Curriculum compacting as a practice and as a method of differentiation are both utilized in the district. Students may receive advanced services via enrollment into a “compacted math” course in which multiple levels of content standards have been combined and pace of the course has been adjusted to meet the needs of learners. Compacting as a method of differentiation, allows AIG teachers/consultants to acknowledge skills and content students have already mastered and move to move forward with the learning from there.

Procedures for Requesting Grade/Subject Advancement

If an AIG student requires subject or grade acceleration or parents of an AIG student request acceleration, the AIG teacher and school must follow the procedure outlined in the Local Plan. If, however, the request is for a student not identified as AIG, the school may use the AIG procedure, but is not required to do so. Principals or school-based committees may have other procedures in place for such a request, but generally, they seek advice from the AIG Program. Principals make the final decision regarding all subject/grade advancements. Transportation will not be provided by the school or the AIG Program to accommodate a grade or subject advancement.

CRITERIA CHART

Subject Advancement

Consistent outstanding class performance in subject for more than one year

Written parent statement of interest Subject Advancement

Written statement of interest from student

Written principal recommendation

Written teacher recommendation

Written AIG Teacher recommendation

Approved Intellectual Assessment 97th percentile Full Scale Score (minimum)

Achievement Test Score indicating 2 or more years above grade level in reading and/or math

School psychologist statement concerning social/emotional development

Grade Advancement

Consistent Outstanding class performance in all subjects for more than one year

Written parent statement of interest for Subject/Grade Advancement

Written student statement of interest from student

Written principal recommendation

Written teacher recommendation

Written AIG teacher recommendation

Approved Intellectual Assessment 97th percentile Full Scale Score (minimum)

Achievement Test Score indicating 2 or more years above grade level in Reading and Math

School psychologist statement concerning social/emotional development

Credit by Demonstrated Mastery

Credit by Demonstrated Mastery (CDM) is an option which allows students to demonstrate mastery of a course's content, receiving credit and a pass/fail grade for the course to include an assessment and an artifact. In 2013 the NC Dept. of Public Instruction instituted State Board Policy GCS-M-001-13: Transitioning away from seat time, in favor of a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning.

Students in grades 9-12, who are able to show a deep understanding of the content without seat-time and classroom learning experience are eligible. It is also open to students in grades 6-8, but only for certain high school courses offered at the school. Earning Credit by Demonstrated Mastery requires students to complete a multi-phase assessment process that includes an examination and an artifact. The Phase I assessment process focuses on the examination which establishes that a student has a strong foundational understanding of the course material. The Phase II process focuses on the artifact and establishes a student's ability to apply knowledge to show deep understanding.

A testing window is offered each fall and spring for high school students to provide an opportunity for students to use EOC tests or CTE Post- Assessments to earn credit by demonstrated mastery. For middle school students, a testing window is offered each spring. The applications for high school students are due in August and January with testing windows in September and February. The applications for middle school students are due in January with a testing window in February.

Dual Enrollment

North Carolina's Career and College Promise (CCP) program allows eligible high school students to take tuition-free college courses at NC community colleges and universities while still in high school. Students interested in this dual enrollment opportunity work with their assigned high school AIG Consultant and their school counselor on the details on eligibility, application processes, and available pathways in their local area.

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

The Cumberland County Discovery Program serves students in grades K-2, cultivating and developing academic potential.

Discovery Program/ K-2 Talent Development Delivery:
Young children grow and develop at different rates cognitively, physically, and socially. Children enter school at various levels of readiness. It is sometimes difficult to determine in the early years of school, those students who are truly gifted. However, it is possible to recognize at a young age, those children who consistently reach the academic benchmarks sooner than their peers, and who, at this time in their cognitive and academic development, need educational experiences which go beyond those normally offered in primary classrooms. The Discovery Program recognizes and develops young children who demonstrate the potential for exceptional academic performance in kindergarten, first and second grades.

Discovery Goal:
Discovery teachers provide challenging instructional activities and nurture students in K-2 grades who demonstrate gifted potential.

Discovery Activities:

The Discovery teacher works to foster creativity, curiosity, and critical thinking through talent development in the following ways-

Collaboration with the classroom teacher to provide extension and acceleration

Creative problem-solving exercises

Critical/creative thinking skill-building activities

Deductive logic and analytical thinking activities

Evaluative and reasoning challenges

Visual-spatial exercises

Discovery Methods:
In searching for potentially gifted students, the AIG Discovery teacher observes and co-teaches within the primary classrooms to collect data through formal and informal achievement assessment levels, discussions with the teachers, and instructional activities with the students.

The classroom teacher shares, with the AIG Discovery teacher, the students' progress in the general curriculum and performance on various K-2 assessments. After reviewing assessment information, the AIG Discovery teacher, in conjunction with the classroom teacher, selects students with whom to work in a small group for enrichment activities. At other times, the AIG Discovery Teacher provides materials to assist classroom teachers in differentiating for these students. The AIG Discovery teacher observes students for the manifestation of gifted behaviors and the need for differentiated instruction.

* **Practice I**
Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

The Cumberland County AIG Program recognizes that all students deserve fair access to advanced learning opportunities. The LEA is committed to identifying the academic needs of students from all populations. The AIG Program seeks ways to identify and implement programming and specific nurturing initiatives to improve the representation, participation, and performance of underrepresented populations. Aiming to address mindsets and to ensure fair access to advanced learning opportunities the CCS AIG Program:

Offers a K-2 talent development program that provides challenging instructional activities and nurture students in K-2 grades who demonstrate gifted potential.

Implements Explorer (3rd grade), Venture (4th and 5th grade), and Enrichment (6-8) groups consisting of non-identified students with AIG potential in order to cultivate and develop their abilities

Collects data on screening and placement of students subgroups in order to support specific student and school needs.

Investigates potential curriculum extensions to support student interest and and contribute to academic growth.

Promotes cultural awareness through intentional selection of classroom resources and materials.

Affords all AIG identified students access to an AIG licensed teacher and locally trained classroom teacher

Ensures access to higher-level math for every student who scores a level 5 the content-area state assessment in grades 3-12.

Ensures access to higher-level English/Language Arts for every student who scores a level 5 the content-area state assessment in grades 3-12.

Assists students in selecting Honors and AP teleconferencing, dual-enrollment, or NCVPS courses.

Acknowledging the opportunity gap, the CCS AIG program may implement additional talent development programming models in schools designated as PASE, tier 1, schools by the LEA.This ensures resource opportunities in the schools of greatest need.

The CCS AIG Program also addresses mindsets and broadens access by communicating and collaborating with other programs of service, like EC, ESL, and CTE. These collaborations create opportunities to share data and and to create plans that best meets the diverse needs of the students.

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

Cumberland County Schools understands that the services of the AIG Program are a part of a gifted student's total education. The AIG Program, regular education program, and numerous extracurricular programs work collaboratively to recognize and celebrate the students' special gifts for learning and achievement by providing students with challenges and opportunities for academic growth. In Cumberland County, these programs converge and blend to teach students to be lifelong learners who are capable of thinking critically, working creatively, and achieving excellence.

At each level of service, grades K-12, AIG teachers provide students and parents with information and assistance pertaining to extracurricular interests and activities that will enrich students' academic strengths. In many cases, the AIG teacher serves as the advisor or sponsor of the academic activity. These may include, but are not limited to:

Discovery (grades K-2)

Home enrichment resources
Monthly Choice Boards

ACES (grades 3- 5)

Starward STEM
Science/Math Fairs
Spelling Bee
Battle of the Books
Summer Enrichment Camp
Science Olympiad
Academic Clubs and Organizations

GEMS (grades 6-8)
Forensics Program
Science Olympiad
Math competitions
Quiz Bowl
Battle of the Books

Spelling Bee
Academic Clubs and Organizations

SAGES (grades 9- 12)

Forensics Program
Math Competitions
NC Governor's School
NC School of Math and Science (Online)
Volunteer organizations
Performing Arts areas of study
Science Olympiad
Student Government Association
Academic Clubs and Organizations
Summer Ventures in Science and Math
Mock Trials
Princeton Model Congress
Academy of Scholars

*** Ideas for Strengthening the Standard**

Foster a school-wide culture where meeting the needs of gifted learners is seen as a shared responsibility of all educators and staff.

Establish clear roles and responsibilities for AIG teachers, general education teachers, counselors, and administrators in providing comprehensive programming.

Create structures for regular collaboration between AIG teachers and general education teachers to plan and implement differentiated instruction and ensure alignment of services.

**Planned Sources of Evidence**

| | |
|---|---|
| * | Advisement documents |
| * | Differentiated Education Plan |
| * | Archived confidential test and placement data |
| * | Database of teachers who have completed the local professional development requirement |
| * | AIG Local Plan Link |

| | |
|---|---|
| * | AIG Webpage |
| * | AIG Program Guides |
| * | County-wide transfer of records- Receipt of Transfer |
| * | Documentation of communication (memorandums, letters, emails, presentations, etc.) |
| * | K-2 Discovery lists |
| * | Grade/Subject Acceleration protocol |
| * | CDM brochure, flyer, FAQ document, application |
| * | Summer Enrichment Brochure |

**Documents**

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

**Cumberland County Schools (260) 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.

In Cumberland County, regular classroom teachers are responsible for differentiation of the North Carolina Standard Course of Study of advanced learners. Support from the AIG Program teacher/consultant is provided through various strategies, such as flexible grouping, tiered assignments, curriculum compacting, independent studies, cross-grade level grouping, and subject/grade acceleration. The AIG teacher/consultant collaborates with K-12 regular classroom teachers to develop extension activities with depth and complexity that are aligned with the North Carolina Standard Course of Study. These extension activities allow students to problem-solve, question at higher levels of thinking, and use advanced critical and creative thinking. The AIG program utilizes research-based educational strategies and helps the regular classroom teacher to incorporate appropriate content modifications as described on the Differentiated Education Plan (DEP). Elementary and Middle AIG Program Teachers/Consultants can co-teach with the regular classroom teacher to provide instruction as needed. Middle and High School AIG Teachers and the regular classroom teacher encourage students to utilize online learning explorations for content differentiation as needed to include the North Carolina Virtual Public School, the North Carolina School of Science and Math (virtual options), and CCS teleconferencing courses.

The AIG Program provides opportunities for students to work together with students of similar needs, abilities and interests:

K-2 Discovery groups

3-8 Enrichment groups

3-12 Cluster classes

9-12 Acceleration through Honors and Advanced Placement classes, and/or Dual Enrollment, Early Colleges and International Baccalaureate Program, FTCC Enrollment/College Connection, and/or online courses available through NCSSM.

Elementary and Middle AIG Program Teachers/Consultants are responsible for developing and implementing curriculum that enriches, extends and accelerates the NCSCOS and addresses gifted curriculum standards. The curriculum provides challenging learning experiences that match the students' learning needs. Reflective instruction is provided at the highest levels of selected educational taxonomies (i.e. Revised Bloom's, Marzano's, etc.). Critical thinking skills, problem-solving and flexible thinking activities are incorporated into instruction. AIG curriculum is evaluated annually by AIG certified staff for necessary updates and changes to better meet the needs of gifted students and to ensure that the curriculum reflects current best practices in gifted education. Updates to the AIG curriculum are also the direct result of student input and interest.

Differentiated Curriculum

AIG Program teacher/consultant grades 3-8:

Develops and implements thematic and/or interdisciplinary units of study for enrichment

Facilitates small groups in or outside the regular classroom to participate in enrichment units of study

Participates in the development of differentiated/compacted curriculum which can be used in the regular classroom or with the AIG program teacher outside of the classroom

Provide personalized learning experiences through blended learning opportunities which combine online educational materials and interaction with traditional classroom practices.

AIG Program teacher/consultant grades 9-12:

Provides sessions with English and math honors and AP classes with topics relevant to the various grade levels

Works with classroom teachers and curriculum specialists to offer acceleration opportunities through Credit by Demonstrated Mastery (CDM)

Facilitates groups of students to participate in enrichment sessions

Equips the honors/AP English and math teachers with strategies to differentiate the curriculum

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

The Cumberland County AIG Program currently employs diverse and effective instructional practices to address a range of learning needs through, but not limited to:

Higher-order thinking skills

Shared Inquiry (i.e.  literature circles, Socratic Seminars)

Interest based learning (i.e. Passion Projects, Genius Hour)

Self-paced learning (product choices, playlists)

Technology based learning and digital integration

Problem-Based Learning

Project-Based Learning

STEM activities

Curriculum Compacting

Tiered Assignments

Independent studies

The implementation of cluster grouping in grades 3-12 allows students of similar readiness, interests, and ability to work together.

Direct services provided by the AIG Program teacher/consultant in grades K-12 employ instructional practices matched to the identified needs of students.

School-based instructional teams, PLCs, and/or content-correlates work together to plan and employ effective strategies that support students' strengths and other learning needs.

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

Data on curriculum and instructional practices with gifted learners clearly favors accelerative, research-based curriculum in the core subject areas. Research-based curricula should be organized around higher-order processes, conceptual reasoning that explores problems and issues, critical and creative thinking skills, analogous/metaphoric relationships, inquiry/discovery and digital competencies. Cumberland County Schools AIG Program will continually research best practices, add and revise curriculum, and purchase materials to support the North Carolina Standard Course of Study and the AIG standards.

Below are some of research-based resources that are available for use with CCS AIG students:

Junior Great Books

Hands-on Equations

William and Mary units

Primary Education Thinking Skills

Literature guides and novel sets of a variety of levels and genres

Interact Simulations

Coding (Sphero Robots, games, coding apps, Lego Robotics)

Digital tools (educational apps, Virtual Reality Google Expedition kit)

EDU breakout kits

STEM kits (snap circuits, building kits, microscope with specimen slides, architect Kapla Block activities, etc.)

College Board Resources and support materials 9-12

AIG-IRP lessons

Sandra Kaplan's Depth of Knowledge

Byrdseed TV Gifted Resources

thinkLaw Curriculum and Supplemental Resources

Varying instructional methods caters to diverse learning styles, maximizing comprehension and engagement. This diverse approach promotes deeper understanding and critical thinking skills through active participation. Ultimately, this leads to improved knowledge retention and a more inclusive, effective learning environment.

AIG teachers have access to school-specific resources and a centrally located lending library to share with all stakeholders.

* **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.

In order for AIG students to compete globally in the academic arena, opportunities are provided to develop future-ready, durable skills within a real world context.

Cumberland County Schools AIG program has worked to develop curriculum standards for gifted education based on the standards set forth by the National Association of Gifted Children (NAGC). These standards assist students in developing advanced skills that include collaboration, problem-solving, innovation, leadership, creativity, and critical thinking. These curriculum standards and the NCSCOS provide a foundation for AIG units, lessons and activities used during AIG direct services and support K-12 extension and acceleration in the regular classroom.

CCS Gifted Curriculum Standards

1. Advanced Communication and Research Skills
Gifted students will develop advanced communication skills in order to enhance their abilities to communicate and work with others and to share their learning effectively. Gifted students will develop advanced research methods and independent study skills, which allow for in-depth academic study. (NAGC 3.3 and NAGC 3.4)

1.1 - The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.

1.2 - The student produces written and/or oral work that is complex, purposeful, and organized and includes relevant supporting examples from a variety of sources and communicates expertise to a variety of audiences.

1.3 - The student anticipates and addresses potential misunderstandings, biases, and expectations in communication with others.

1.4 - The student participates in discussions to argue persuasively or reinforce others' good points.

1.5 - The student supports and defends his/her own opinions while respecting the opinions of others.

1.6 - The student can clearly articulate their own thinking to a variety of audiences.

1.7 - The student selects appropriate research tools and methodologies to conduct research.

1.8 - The student develops and uses systematic procedures for recording and organizing information.

2. Creative Thinking and Creative Problem Solving Skills Gifted students will develop and practice creative thinking and creative problem-solving skills with a variety of complex topics within an area of study in order to generate original ideas and products. (NAGC 3.4)

2.1 - The student formulates original questions and ideas about a specific topic, to include teacher directed and self-directed areas of interest.

2.2 - The student designs, applies, evaluates, and adapts a variety of innovative strategies when problem solving

2.3 - The student incorporates brainstorming and other idea-generating techniques (for example: creative listing, graphic organizers, mind mapping) to solve problems or generate new ideas.

2.4 - The student develops original ideas, presentations or products.

2.5 - The student tolerates ambiguity and assumes risk as a necessary part of problem solving.

2.6 - The student uses technology to communicate and express themselves creatively for a variety of purposes appropriate to their goals.

3. Higher Order Critical Thinking Skills
Gifted Students will develop and practice higher order and critical thinking skills in order to extend their knowledge at an advanced level. (NAGC 3.2 and NAGC 3.4)

3.1 - The student evaluates and uses data to make connections between learning and real-world problems and/or solutions.

3.2 - The student conducts comparisons and evaluates decisions using criteria.

3.3 - The student asks insightful and relevant questions.

3.4 - The student responds to questions with supporting information that reflects in-depth knowledge of a topic.

3.5 - The student uses and creates analogies, metaphors, and/or models to explain or illustrate complex concepts and relationship

3.6 - The student separates one's own point of view from that of others and examines an issue from more than one point of view.

3.7 - The student evaluates conclusions based upon relevance, depth, breadth, logic, and fairness.

3.8 - The student will apply various thinking strategies (for example: convergent, divergent, metacognitive, evaluative, and/or algebraic) to become more competent across dimensions of learning.

4. Personal Development and Interpersonal Relationships Gifted Students will undergo personal growth and development in order to achieve their highest potential. Gifted Students will develop appropriate interpersonal relationships in order to collaborate effectively with a variety of audiences. (NAGC 3.2)

4.1 - The student accepts that their opinions, ideas and theories will change as they gain new knowledge.

4.2 - The student will set both short-term and long-term goals, personal and academic, and regularly reflect upon their progress.

4.3 - The student will strive to achieve high standards, especially in areas of strength and/or personal interest, in order to become globally competitive in an ever changing world.

4.4 - The student predicts and understands consequences of decisions and responds appropriately.

4.5 - The student allows for and accepts differences of opinion.

4.6 - The student identifies stereotypes, biases, and prejudices in one's own reasoning and that of others.

4.7 - The student responds to contributions of others, considering all available information, and audiences of all ages.

4.8 - The student will display persistence when faced with challenges.

4.9 - The student will develop an awareness of global cultures, connections and issues in order to become actively engaged citizens of the world, with respect for differing values and goals.

4.10 - The student will collaborate with others in large and small group settings to work toward a common goal with shared responsibility for the outcome.

4.11 - The student will develop self-awareness of gifted traits (elitism, perfectionism, underachievement, asynchronous development, imposter syndrome, etc.) and the impact those traits can have on their personal development and academic achievement.

Experiences to develop future-ready, durable skills:

Project-Based Learning
Problem Based Learning
Design thinking
Shared Inquiry
Socratic Seminar
Paideia Seminar
Genius Hour
Creative and Critical Thinking
Web hosted collaboration and communication forum (Google Suite applications, Web 2.0 tools, etc.)

Additional opportunities with like-minded peers:

Science Olympiad
Battle of the Books
Honor Societies
Student Government
Community service projects
STEM labs and coding clubs
Summer Enrichment Camp grades 3-6

* **Practice E**
Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Ongoing assessments of student readiness, achievement and growth are essential components of a differentiated curriculum. With the implementation of the Multi-Tiered System of Support (MTSS) framework, regular classroom teachers will be aware of students who have mastered a concept or skill. The AIG Program Teacher will work with the regular classroom teacher to analyze pre- and on-going assessment techniques and results, and will plan extensions for the gifted student and advanced learners to meet their needs. All available data points collected from ongoing assessments are considered when creating strategic and intentional flexible groups within the classroom.

Collaborate on differentiated instruction that responds to gifted learners' varying background knowledge, needs, and interests. During push-in times, AIG Program Teacher works with small groups of students that are excelling based on classroom data. These groups are flexible, and change based on student needs.

Outside of the regular classroom AIG teachers use a variety of assessments in order to address the various needs and interests that exist among gifted students:
Utilize formative and summative assessments and district-adopted tools to evaluate the effectiveness of implemented curricula and its impact on student achievement and growth
Align differentiated curriculum units for the AIG classroom to address assessment results
K-2 Discovery Teachers offer three rotations of flexible grouping working with the classroom teachers to recommend students based on certain skills covered

AIG Program teachers work with a varied group of 3rd grade students (Explorer Groups) in the first semester of school to determine needs.
Venture groups target students in grades 4-5 who have either been referred for AIG and did not place and/or who need additional experiences. Skills are targeted based on the needs of the students. These students have not met the criteria for gifted identification, but benefit from further differentiation and advanced learning opportunities.

* **Practice F**
Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

Cumberland County Schools facilitates the implementation of differentiated curriculum and instruction for AIG students through ongoing collaboration among AIG teachers, general education teachers (including cluster, honors, and AP), and other staff, utilizing strategies like curriculum compacting and tiered assignments, supported by school-level collaboration, monthly AIG colleague meetings, PLC development of enrichment units, and system-wide professional development focused on best practices in gifted education.

AIG Program Teachers/Consultants serve on a variety of district level meetings and committees to be a voice for high level learners and gifted students. Examples include, but are not limited to:

ELA and math teams concerning new textbook adoptions, new resources and curriculum being implemented

Teacher of the Year and Beginning Teacher meetings and committees

Vendor meetings for the purchase of county-wide materials

Curriculum and Instruction cross-departmental meetings

Hosts Advanced Placement collaborative sessions with various program/department leads

AIG collaboration continues with classroom teachers in the development and implementation of the curriculum. K-12 AIG teachers consult with cluster, honors, and Advanced Placement teachers to provide differentiation and utilization of best practices for gifted students to extend the NCSCOS through:

Curriculum compacting

Tiered Assignments

Independent studies

Flexible grouping

AIG Program teachers/consultants also collaborate at their respective schools by attending grade level meetings, plan with cluster classroom teachers, working with all staff on how to differentiate for students by offering professional development opportunities on site for classroom teachers in differentiation and rigor.

K-12 AIG Program teachers/consultants meet monthly with grade level AIG colleagues to plan and share curriculum ideas which incorporate instructional strategies that add depth and complexity to be implemented in their school environments. Professional Learning Communities work together to plan AIG Units of Study for enrichment to be used during AIG direct services.

K-12 AIG teachers also meet on system-wide Professional Development days to collaborate and discuss best practices in gifted education, focusing on differentiated curriculum and instruction to be used during direct AIG instruction.

*** Ideas for Strengthening the Standard**

Develop a robust collection of high-quality, differentiated resources specifically designed to challenge and engage gifted learners across all subject areas and grade levels.

Ensure that differentiated curriculum aligns with state standards while providing opportunities for extension and enrichment beyond the core curriculum.

Develop clear guidelines and expectations for how differentiation should be documented in lesson plans and implemented in the classroom.

**Planned Sources of Evidence**

| | |
|---|---|
| * | Curriculum matrix |
| * | Differentiated Education Plan |
| * | Documentation of instructional materials/supplies purchased |
| * | AIG staff development agendas |
| * | AIG consult logs and lesson plans |
| * | District-level student achievement data reports |
| * | Document training and professional development sessions at each school or county-wide |
| * | Advisement procedures |

**Documents**

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

**Cumberland County Schools (260) 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.

The AIG Coordinator in Cumberland County Schools is required to have the following:

North Carolina teacher's license

Minimum of three years successful classroom teaching experience

Master's Degree in Education or Subject Area

North Carolina Licensure in Gifted Education

Minimum of three years' work experience in an AIG Program

The AIG Coordinator in Cumberland County is responsible for the following:

Ensures system-wide implementation of the Local Plan and accountability of the AIG Program

Chairs the AIG Steering Committee composed of principals, AIG teachers, parents and Central Services personnel

Communicates with schools, outside agencies, and others regarding AIG Program policies, procedures, and concerns

Serves as liaison between the AIG Program and Central Services

Serves on the district MTSS committee

Represents the AIG Program at local, regional, state and/or national meetings and LEA functions to include online meetings

Attends state/national gifted conferences to stay abreast of best practices in gifted education

Initiates and oversees the development of the AIG curriculum

Maintains electronic and hard copy data on identified AIG students to include accurate Child Count data

Oversees the development of all AIG protocol, guidelines, and procedures

Oversees all AIG personnel

Conducts or oversees professional development for AIG staff and other personnel involved in the education of gifted students (i.e. local coursework requirement, AIG Professional Development, county-wide Professional Development days, etc.)

Chairs the AIG candidate pool interviews and coordinates with administrators and Human Resources in the hiring of

AIG personnel

Chairs the Oversight Review Committee

Prepares AIG allotments for review and approval

Oversees the purchasing of all AIG equipment, curriculum materials, office supplies, etc.

Ensures that the AIG populations receive differentiated and appropriate services at school sites

* **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.

Cumberland County AIG licensed Specialists, Lead teachers, program teachers/consultants, and diagnosticians are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of K-12 learners and supports the implementation of the local AIG program and plan.

AIG personnel are available to provide support within the school and/or grade level MTSS committees and other initiatives.

Job descriptions, accountability measures, monthly logs, school visits and observations, etc. ensure that AIG personnel utilize state-allocated funds strictly for the education of identified students.

In addition, AIG personnel work with at-potential students utilizing enrichment groups and talent development models at schools with low AIG populations.

K-2 through the Discovery program.

AIG Program personnel have specific job descriptions that highlight the minimum tasks required. All personnel have a minimum of three years successful teaching experience, a Bachelor of Science (B.S.) or Bachelor of Arts or (B.A.) in a subject area or education, and hold a North Carolina licensure in Gifted Education.

AIG Specialist:

Oversee grade-level band AIG teachers(K-5 or 6-12)

Manage the development and implementation of differentiated curriculum.

Facilitate monthly professional development with teachers in order to disseminate, review, discuss and implement program information and curriculum.

Conduct site visits and audits to ensure fair delivery of services.

Participate in system-wide AIG activities

Attend state/national gifted conferences to stay abreast of best practices in gifted education.

Recommends purchase of materials and supplies for AIG teachers.

Assist teachers in scheduling, record-keeping, and implementing all aspects of the AIG Program.

Oversee implementation of the AIG Local Plan in assigned grade level.

Serve on the Oversight Review Committee.

Conduct professional development, online meetings, or other professional development initiatives.

Work cooperatively with AIG Program teachers to ensure that all curriculum/service delivery appropriately meets identified or Discovery students' academic and social/emotional needs

AIG Lead Teacher/Consultant:

Co-lead a specific grade level to oversee AIG teachers/consultants

Contributes to the development and implementation of differentiated curriculum

Co-leads monthly professional development with AIG teachers/consultants in order to disseminate, review, discuss and implement program information and curriculum

Participate in system-wide AIG activities

May attend state/national gifted conferences to stay abreast of best practices in gifted education

Researches materials and supplies for AIG teachers

Assist teachers/consultants in scheduling, record-keeping, and implementing all aspects of the AIG Program

Serve on the Oversight Review Committee and/or AIG extended leadership team.

Conduct professional development, online meetings, or other professional development initiatives

Work cooperatively with AIG Program teachers/consultants to ensure that all curriculum/service delivery appropriately meets identified or Discovery students' academic and social/emotional needs

Also serve as an AIG Teacher/Consultant (see one of the job descriptions below)

K-2 Discovery Teachers

Instruction

Plans and implements lessons involving the use of higher level thinking skills

Creates units of study to be used during AIG direct instruction which are tied to the NCSCOS and gifted curriculum standards

Curriculum and Instructional Support:

Assists classroom teachers with implementing differentiation strategies

Creates independent studies as needed for students in the regular classroom

Communication (administration, teachers, and parents)

Disseminates information to principals, teachers and parents/guardians regarding program initiatives and goals

Prepares and maintains online resources for administrators, classroom teachers, and families

Program Management

Implements the AIG Local Plan and initiatives

Monitors and documents student progress (Discovery Logs)

Maintains accurate records of diversity within the students served

Fosters and maintains positive rapport with multiple school administrators and staffs

Attends all AIG assigned meetings and staff development

AIG Teacher/Consultant (3-8)

Instruction

Develops the Differentiated Education Plan (DEP) or Individualized Education Plan (IDEP)

Provides service delivery to AIG students as described in the DEP or IDEP

Serves identified students in small groups in and/or outside the regular classroom to participate in enrichment units of study that extend the NCSCOS

Creates and assigns tasks that are intellectually challenging to students

Affords opportunities for identified students to interact with other like-minded peers

Develops and implements thematic units of study for use with gifted students

Employs a variety of instructional techniques, strategies, and media, consistent with the needs of gifted students

Curriculum and Instructional Support

Collaborates with cluster teachers to provide differentiation and utilization of best practices for gifted students

Provides peer support on innovative instructional strategies

Observes AIG students in the classroom setting

Review AIG student progress with cluster teachers

Meets with cluster teachers to plan and write differentiated curriculum

Provides instructional strategies and resources materials to cluster teachers

AIG Consultant (9-12)

Student Support

Advises AIG students on course selection and registration

Assists and reviews with students in the development of the 4 Year Plan of Study as needed

Advises students on academic issues and concerns

Assists students with post-secondary goals to include career paths, college selection, and scholarship availability

Interprets college entrance test results and advise appropriately Advises and assists students in selecting extracurricular activities, community involvement, volunteer services, summer enrichments, and other opportunities to enhance the post-secondary pursuits

Coordinates NC Governor's School applicants for assigned CCS high schools

Curriculum Support

Coordinates service delivery to AIG students as described in the Differentiated Education Plan (DEP) or Individualized

Differentiated Education Plan (IDEP)

Initiates, plans, and coordinates enrichments as specified in the DEP.

Curriculum Support may include, but are not limited to, guest speakers, seminars, campus/admission tours, and field trips

Distributes materials to AP/Cluster Honors teachers

Assists AP/Honors teachers with differentiated curriculum strategies

Observes AIG students in classroom settings

Audits Advanced Placement course syllabus

In addition to the job descriptions above, all AIG Teacher/Consultants grades 3-12 are responsible for the following:

Program Management

Oversees the implementation of the AIG Local Plan and initiatives in assigned school(s)

Coordinates AIG screening/identification activities in assigned school

Completes all paperwork for identification, case studies and annual review

Maintains all AIG records and accurate AIG headcount

Schedules and chairs Academically/Intellectually Gifted Needs Determination Team Meetings in assigned school(s)

Schedules and conducts parent meetings to review test results when applicable, explain program guidelines, present curriculum and inform parents of extra-curricular opportunities for gifted students

Attends all AIG meetings and local staff development

Represents the AIG Program on school committees and meetings

Participates in AIG PLCs (Professional Learning Communities) designed to discuss current issues in gifted education, develop curriculum and ensure best practices are in place for gifted students

Maintains educational competency through professional development activities provided by the district and/or self-selected professional growth activities

Coordinates with school regarding cluster class schedules

Assists in registration of AIG students

Builds and maintains student portfolios

Advisement:

Provides individual or small group advisement with students and/or parents

Develops a Plan of Action with students who are on advisement

Monitors and documents student's progress throughout the advisement process

Provides documentation of advisement to parent and classroom teacher

Communication (teachers, parents, and students):

Disseminates information to schools, principals, and teachers regarding AIG program initiatives and goals

Monitors student progress throughout the year, to include status letters, conferences with parent/student, and consultation with cluster teachers

Shares information with cluster, Honors and AP teachers regarding workshops, conferences,

staff development, local requirement, licensure and renewal opportunities

Conducts AIG staff development for stakeholders

Prepares newsletters or other correspondence, as needed

Disseminates information to students regarding opportunities for gifted students such as contests, summer programs and gifted organizations

Writes letters of recommendation, as requested

AIG Diagnostician (Grades K-12)

Screening and Identification Process

Meets with AIG teachers to review screening

Reviews referral data to ensure proper procedures have been followed

Reviews data to determine testing needs

Ensures parental consent has been obtained

Maintains Request for Evaluation forms for all assigned schools

Administers and scores standardized achievement / aptitude tests for assigned schools

Maintains data on all students referred for AIG testing

Enters testing data into AIG database

Communication

Assists AIG teacher in reviewing screening information to ensure fairness county wide

Assists AIG teacher in disseminating information to school, principal, and teachers regarding AIG program testing if needed

Communicates with AIG teacher and school personnel about testing dates and location

Program Management

Oversees the implementation of the AIG Local Plan testing procedures in assigned school(s)

Records data on AIG Summary of Indicators

Maintains all AIG testing data

Attends all assigned AIG meetings and staff development

Assists AIG Teacher in closing out procedures at assigned schools

Records referral and placement information annually into AIG database

Disaggregates referral/placement data

* **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.

With professional preparation, educators are more sensitive to the academic and affective needs of gifted students, have more strategies to meet these needs, and provide more avenues to success for these students. Local professional development opportunities are established through our online professional development office and include, but are not limited to:

"Differentiation by Design: Reaching and Teaching Every Learner" and "Strategies for Understanding and Teaching the Gifted". These courses are required for cluster class teachers and are recommended to all other stakeholders.

Training videos and other multimedia presentations are shared to all school-based faculty annually on screening and identification procedures.

The ND Team is comprised of classroom teachers, counselors, administration, instructional specialists, etc. All are trained annually on identification practices for gifted learners.

Training on specialized topics is also offered throughout the school-year on a variety of topics to include, but not limited to, nurturing bright young learners, underrepresented populations, Multilingual Learners and Twice Exceptional students, clustering, gifted characteristics, etc.

AIG Specialist/Leads provide monthly professional development for all AIG teachers/consultants concerning program management, curriculum/instruction and other related topics on Gifted Education

Guest speakers and field experts are also invited to provide timely and relevant professional development opportunities when needed.

The CCS AIG Program also engages district leadership and school administrators in professional learning opportunities geared towards shifting mindsets and impacting positive change.

The AIG district leadership team shares program information and seeks feedback during the following district level opportunities:

Scheduled Principal Leadership Meetings

Summer Leadership Academy

Monthly Instructional Program department meetings

* **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.

To reach their fullest potential, research indicates that gifted students require instructional time with like-ability learners and with teachers who have been trained in gifted education.

Our local professional development requirement consists of North Carolina AIG licensure and/or the completion of the following courses: "Differentiation by Design: Reaching and Teaching Every Learner" and "Strategies for Understanding and Teaching the Gifted".

AIG students will be placed in cluster and/or honors classes with teachers who have met these requirements.

A system-wide database is maintained by the AIG coordinator and documents those teachers who have completed the Local AIG requirement. Teacher training status is available for principals via the AIG Log Book and is updated regularly throughout the school year.

At the conclusion of each school year, principals review the list of teachers currently employed within their schools, who have met the CCS Local Requirement, as part of the AIG School Wellness Report. The AIG teacher/consultant at each school verifies and shares this report with the principal.

School principals may also submit an inquiry form to verify any new faculty members not listed as having completed the required training.

The AIG Program supports Cumberland County Schools' requirement that Advanced Placement teachers complete a week- long training through CollegeBoard Institutes. CCS works with North Carolina Advanced Placement Partnership (NCAPP) to secure funding to train Advanced Placement teachers.

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

The CCS AIG program utilizes innovative strategies to recruit and retain Premier Professionals with diverse backgrounds.

Include AIG Coordinator/specialists as part of the district recruiting team.

Host recruitment informational meeting by the AIG staff (in-person and/or virtual meetings)

Build morale through professional development sessions, office hours, topic talks, seasonal activities

Share the pathways to licensure through multiple avenues to include the Gifted Praxis

Maintain an AIG hiring pool to include interview protocols, questions, and response rubrics

Offer local Professional Development that is relative and meets the needs of teachers currently serving within the program.

AIG Program Specialists host monthly, virtual office hours. These meeting times are optional but provide time and space for one-on-one support.

AIG Program teachers with 1-3 years of experience participate in AIG Master Classes. These classes focus on essential job related tasks at key intervals throughout the year. new teachers are able to gain a sense of belonging and support through this intentional coaching model.

AIG Program teachers also receive support via scheduled school visits from district leadership to help address specific teacher-school needs.

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

Training will be provided for AIG Teachers on specialized topics that focus on broaden access and excellence.

AIG teachers will provide professional development to school personnel that is tailored for school needs. Familiarizing school personnel on traditional and nontraditional characteristics of gifted students, i.e. strengths, twice exceptional, combating myths, and building understanding.

The CCS AIG Program trains teachers/consultants on how to intentionally expand access by considering qualitative data utilized in Pathway II placements. This is frequent and ongoing through the ND Team, grade level meetings, AIG monthly meetings.

Instruct AIG personnel and classroom teachers on utilizing gifted checklists when screening or identifying for gifted services.

AIG teachers/consultants participate in departmental AIG Topic Talks i.e. access and excellence discussions, professional book studies, and grade-level band correlates.

The CCS AIG Program provides professional learning for district leaders and school administrators to foster mindset shifts and drive positive change. The AIG district leadership team shares program information and gathers feedback through opportunities such as scheduled Principal Leadership Meetings, the Summer Leadership Academy, and monthly Instructional Program department meetings.

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

The AIG Program in Cumberland County continually strives to align its professional development with AIG goals as well as district goals and initiatives. Opportunities are provided for AIG staff to collaborate with each other, in professional learning communities, with regular classroom teachers and with other stakeholders.

Numerous professional development opportunities are employed throughout the school year to include:

Monthly AIG grade level professional development for collaborating with other AIG teachers and reflecting on best practices and curriculum development

Professional Development on county-wide initiatives (i.e. English/Language Arts and math curriculum used to assist the high level and gifted learner in the regular classroom, Multi Tiered System of Support considering extensions and acceleration for high level and gifted learners who have mastered current content, etc.)

Presentations by AIG specialists, leads, and/or program teachers (i.e. curriculum, incorporation of technology and instructional practices, social/emotional support strategies, advisement strategies, or other gifted program components) at school and district level meetings

Membership of AIG Leadership on a variety of district-level committees, providing additional insight and support

Attendance of AIG Personnel as well as other stakeholders at regional, state, and national conferences and professional development opportunities that promote and support gifted education

Mentor and assist AIG teachers with the implementation of new strategies, technology and best practices in gifted education through regular school visits from AIG leadership team

By actively fostering collaborative relationships, CCS builds a stronger capacity within their entire teaching staff to effectively meet the professional learning needs of teachers to ensure their continuous growth and development.

*** Ideas for Strengthening the Standard**

Offer a wider range of professional development opportunities that address the diverse needs of educators working with gifted learners, moving beyond introductory sessions to include advanced topics and ongoing learning experiences.

Utilize a variety of delivery methods to cater to different learning styles and teacher/school schedules.

Create opportunities for educators working with gifted learners to connect and collaborate with colleagues within the district.

**Planned Sources of Evidence**

| | |
|---|---|
| * | Licensure Documentation on file at Cumberland County Schools' Human Resources office and the Department of Public Instruction |
| * | Database of teachers who have met the local coursework requirement |
| * | AIG Coordinator, Discovery, ACES, GEMS, SAGES, Diagnostic, and Specialist Job Descriptions |
| * | Database of all Advanced Placement teachers at Cumberland County high schools; document completion of and/or registration and funding to attend summer institutes prior to teaching |
| * | Rosters and agendas from professional developments and monthly meetings |

**Documents**

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

**Cumberland County Schools (260) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 5: Partnerships**

*The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.*

* **Practice A**
Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

Cumberland County Schools AIG Program develops partnerships with parents and families to intentionally and meaningfully support AIG students in the following ways:

Special topic informational sessions for parents(social /emotional needs, transitional times such as 3rd, 5th and 8th grades)

Feedback from parents to determine topics for future informational sessions

Student showcases at local school and inviting parents (i.e. art shows, literary readings)

Parent involvement/family outreach nights (i.e. family paint nights, coffee talks, book clubs, etc.)

Cumberland Family Academy in partnership with the CCS Communications Department

Parent Lending Library

Individual meetings with parents to review and discuss student work through portfolio samples, progress reports and overall development

Network with parents to provide support and resources in meeting the needs of gifted learners in the areas of student interest

Surveys to provide intentional opportunities for parents to share how they want to be involved with and supportive of the AIG Program.

Utilizing existing frameworks and actively seeking input from parents, the CCS AIG Program continues to strengthen its two-way partnerships to effectively gather feedback from families and guardians.

* **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.

The AIG Program works cooperatively with local organizations, businesses and governmental agencies to extend the educational opportunities beyond the classroom: including, but not limited to:

Guest speakers (judges, civic leaders, artists in residence, news agencies)

The Arts Council (Local Organiztion)

Cape Fear Regional Theater (Local Organization)

Code Ninjas (Small Business)

Lori's Ace Hardware (Small Business)

Melvin's at Riverside (Small Business)

Campbell University

Fayetteville State University

Fayetteville Technical Community College

Methodist University

Morehead Mobile Lab

UNC-Pembroke

The AIG program has established partnership opportunities for mentoring, financial initiatives and curriculum experiences.The overarching goal of these intentional partnerships is to create a comprehensive and responsive educational environment that challenges, inspires, and empowers students to reach their full potential.

* **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.

Advisory groups are one way in which stakeholders are involved in the development and monitoring of the AIG Program and plan. Recruiting a diverse group of stakeholders that represent the school district's makeup is essential for effectively addressing the needs of the community and the students. The following teams have been established to assist in developing, implementing, and monitoring the local AIG program and plan:

AIG Steering Committee

Comprised of parents, administrators, teachers and community members, guides the rewriting of each Local Plan through open discussions, online surveys to provide feedback, etc. The principals on this team represent each attendance area and share information from the meetings with vertical teams.

AIG Parent Advisory Team (PAT)

A group reflective of Cumberland County Schools population that includes at least one parent member from each attendance area and varying grade levels. They are invited to participate in parent discussions, read the local plan, respond to surveys, provide feedback on local initiatives, etc.

Oversight Review Committee (ORC)

Consists of AIG leads and specialists from each grade level and serves as a "checks and balances" mechanism, reviewing all cases submitted.

Needs Determination Team (ND Team)

Required at each school and made up of an AIG teacher, classroom teachers, and other faculty/staff. This team discusses and evaluates students' placement needs. Feedback is taken from these meetings to determine changes needed in screening, referral, and identification.

* **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.

In order to communicate effectively the goals and policies of the AIG local plan and program with all stakeholders, various strategies are employed. They include, but are not limited to:

Virtual and/or face to face meetings with parents to discuss Differentiated Education Plans (DEPs)

PTA meetings

School-site activities

Parent-Teacher conferences

AIG Progress Reports

CCS AIG Program website/Individual school websites

Student/Parent advisement procedures

AIG newsletters to parents/students

Newspaper articles, media interviews, and special program bulletins

Brochures designed to inform parents and the community about the service options and summer enrichment programs

Informational letters, emails and phone calls

Newsletters, direct mailings, emails, phone calls, portfolio reviews, advisory meetings, are a few of the ways in which stakeholders are notified and informed of program initiatives and meetings. The AIG Program strives to provide relevant information that is precise, clear, and accurate.

Cumberland County school personnel are kept informed through brief presentations, embedded professional development sessions, teacher newsletters, the AIG Program Guide for Families, and other program operated web pages. Feedback and input from the local requirement coursework and workshop sessions

are valuable means of monitoring and adjusting the program components.

Policies and procedures related to advanced learning and gifted education are shared with various stakeholders through regular updates via the CCS Academic Alert. Adherence to legislation and policy is evident in CCS AIG programs and procedures. The AIG program communicates these efforts with its stakeholders at every opportunity.

*** Ideas for Strengthening the Standard**

Maintain open and transparent communication with all stakeholders (students, parents, teachers, administrators, community members) about the goals, implementation, and outcomes of the AIG program.

Establish mechanisms for ensuring that program goals are met and that identified areas for improvement are addressed.

**Planned Sources of Evidence**

| | |
|---|---|
| * | AIG Program Guide for Families |
| * | AIG Summer Enrichment brochure |
| * | Advisement Plan of Action and Documentation of Advisement |
| * | AIG Progress Report |
| * | CCS AIG Website |
| * | Canvas Classrooms |
| * | Program Newsletters |
| * | Parent feedback forms and responses |
| * | Translated Program Forms |

**Documents**

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

**Cumberland County Schools (260) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 6: Program Accountability**

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

* **Practice A**

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

Cumberland County was one of the first school systems in the state to design and implement a Local Plan for the gifted. Cumberland County Schools has now written nine Local Plans since the 1996 passage of Article 9B legislation.

The 2025-2028 Local Plan meets the legal requirements of Article 9B and includes current best practices in gifted education.

Cumberland County Schools remains in compliance in developing and implementing an AIG Local Plan in accordance with state legislation and policy. Each AIG Local Plan has been reviewed and approved by the Cumberland County Board of Education and sent to SBE/DPI for review and comment. In addition, an AIG Steering Committee, Parent Advisory Team, and AIG Team work to assist in developing, implementing, and monitoring the local AIG program and plan.

The Cumberland County AIG Program employs evaluative procedures at various intervals to substantiate and/or modify program identification, curriculum, service delivery models, and other program components. Through theoretical-based study, each program component has been planned, revised, evaluated, and monitored for effectiveness and impact on student academic performance and social/emotional growth. Based on the Cumberland County Schools' mission and philosophy, the AIG Program goals, policies, and procedures reflect best practices for gifted students. State and local assessments, grade performance, AIG performance, AIG administered tests, portfolio submissions, and numerous other indicators are collected and reviewed to assist with program improvement.

In year one of the Local Plan, feedback from DPI is shared with stakeholders and used to continue to build the best gifted programming for the students in Cumberland County. AIG teachers begin to implement the ideas presented in the Local Plan and share them at respective schools. The plan is posted on the CCS website and on all individual school websites under the "Our Parents and Community" tab. Ideas for strengthening the AIG Program are reviewed and addressed. All advisory groups meet periodically to provide input for the Local Plan.

In year two, all stakeholders have an opportunity to give feedback concerning the Local Plan and gifted programming.

In year two, all stakeholders have an opportunity to give feedback concerning the Local Plan and gifted programming.

The feedback is used to analyze the effectiveness of the Local Plan and to complete the program self-assessment.

Ideas for strengthening the AIG Program are reviewed and addressed. All advisory groups meet to discuss various aspects of the program.

In year three, all AIG teachers work together to determine new ideas for the Local Plan development. The AIG Leadership Team meets twice monthly to review program standards and practices to determine changes. The AIG Steering Committee and Parent Advisory Team meet and review program goals and ways to build the AIG Program in CCS. The AIG Coordinator uses information gathered from various regional and state groups, conferences, and other LEAs to inform decision making concerning the next three year plan. Once the plan has been completed, a reading day is designated for review of plan ideas, continuity, and other concerns. A rough draft is submitted to the CCS Superintendent and Cabinet. Next, the Plan is presented by the AIG Coordinator to the Student Services

Board Committee for consideration. Finally, the plan is submitted to the full Cumberland County Board of Education and is voted on for approval. Once approved, the AIG Local Plan is submitted to the SBE/DPI.

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

The Cumberland County AIG Program's evaluation process is continuous and systematic, featuring consistent monitoring and review protocols to understand program impact and to guide future improvements.

To ensure fidelity of the Local Plan across the district, each grade level band has an assigned district-level AIG Specialist.

Their responsibilities include monitoring and assisting the AIG program teachers with instructional strategies, curriculum development, and program management.

Program monitoring includes school visits, the review of AIG Log Books and data, and monthly professional development to safeguard adherence to the Local Plan.

AIG staff, licensed in gifted education, conduct program evaluations and help to collect feedback about school-based programming from key stakeholders as a means of reflection and monitoring.

A Steering Committee as well as a Parent Advisory Team oversees the AIG Program needs assessment. Information is gathered from various sources to evaluate the program and to review and update the local plan.

All program evaluation is based on current best practices and research in gifted education.

The Cumberland County School System continuously collects and analyzes quantitative and qualitative data to evaluate student performance.

Local, state, and national assessments and grade reports serve as part of the evaluation data to be collected, disseminated, and analyzed.

AIG student academic growth is one evaluative tool in measuring AIG Program strengths and opportunities for improvement.

Data is also available regarding AIG students' selection to summer enrichment programs, admission to colleges/universities, and receipt of scholarships.

The School AIG Needs Determination Team

Each school must have an AIG Needs Determination Team (NDT), charged with the responsibility of screening, the identification of students. The NDT may also offer input for consideration on the implementation of the Differentiated Education Plan.

A diverse team reflects the demographics of the school and is set by the principal and the AIG teacher. The team is composed of at least four school-based personnel, representative of the various grade levels and subjects taught within the school, to include an administrator and support persons (e.g. school counselor or instructional coach).

The AIG teacher assigned to the school serves as chair of the NDT. Since the work of this team is extremely important, only those educators trained in the identification of gifted students and willing to spend the time necessary for appropriate identification of students should be selected by the principal for the team.

The AIG Needs Determination Team identifies those students who perform or have the potential to perform at high levels of achievement and who demonstrate a need for differentiated services beyond that provided by the regular classroom.

To ensure fidelity to the Local Plan, the team:

Requests referrals from appropriate sources

Requests testing, as needed, based on student referral information

Reviews all the information collected to determine identification and services

Recommends services needed

Recommends change in services when needed

The Oversight Review Committee

The Oversight Review Committee (ORC) is appointed by the AIG Coordinator. ORC is composed of AIG Instructional Specialists/Leads, licensed in gifted education and trained in the identification of gifted students. The primary purpose of ORC is to verify that schools have followed guidelines and procedures for the identification of gifted students and that the process used has been consistent and fair for all students. All school AIG Needs Determination Team decisions must be approved by ORC before the cases are complete and students begin receiving AIG services.

ORC reviews and discusses the cases to ensure that data has been used appropriately, that parents have been involved as required and that a Differentiated Education Plan has been completed for each identified student. ORC may return cases to the schools for corrections, additional information, or for clarification. After a decision is approved by ORC, student data is entered into the district AIG database maintained by Central Services Personnel. The case is then returned to the school and services may begin. All AIG records are confidential and maintained at the school in a secured location.

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

The North Carolina Department of Public Instruction and the Cumberland County School system recognize the importance of allocating funds for AIG Program services and expenditures. The AIG budget is one of the most critical components to support the efforts of gifted education programming. Budgets are prepared by the Cumberland County Finance Office in conjunction with the Academic Services' Finance Manager, Assistant Superintendent, and AIG Program Coordinator. This budget is reviewed quarterly to ensure appropriate use of funds and to create opportunities for for adjustments based on program needs.

All budget expenditures are allocated to accomplish the program's goals and objectives, reflecting integration with the district's strategic priorities. The budget aligns completely with the program's gifted services, and is monitored regularly for accuracy and accountability. Prioritization has been placed on human capital. AIG certified teacher and staff positions account for the largest portion of the state and local funds allocated for gifted programming.

* **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.

Utilization of data provides important feedback for improving program components, to include identification, service delivery, and professional development. AIG students have key assessment data that provides insight into their particular strengths and academic needs.

The AIG Program maintains, analyzes, and shares data by:

Evaluating AIG growth data by participating in regularly scheduled data dives with the CCS Office of Data and Accountability

Utilizing student information systems to establish opportunities for enrichment and extension

Working with district level teams to review AIG data with AIG program teachers and school staff as a means of discerning student growth and needs

Accessing data sources for utilization in determining content and instructional needs

Examining local dropout data annually

Reviewing screening and identification patterns and trends with AIG Leadership Team

In collaboration with the counseling department, the AIG Program has access to data concerning scholarships awarded, college acceptance, and successful completion of AP and IB and number of students participating in dual-enrollment.

The CCS AIG Program is utilizes all data available to inform decision-making, shift mindsets, and advocate for policies and practices that will broaden access to advanced programming and services.

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

The CCS AIG Program recognizes that frequent and intentional monitoring of data and initiatives in the referral, identification, services, and retention of students within the local program leads to increased participation and access for all students.

To ensure effective practices across the district, the CCS AIG Program:

Completes the AIG State headcount. It provides a breakdown of gender, ethnicity, grade level and twice exceptional students to ensure access and participation in gifted programming.

Utilizes available student information systems to generate enrollment demographic data for comparison to AIG demographic data to monitor participation and representaion of student groups within the CCS AIG program.

Partners with the Exceptional Children’s Department to further increase referrals and identification among twice-exceptional children

Maintains district ORC database of students with Individualized Education Plans or 504 Plans being considered for potential referral for AIG testing which ensures compliance to applicable regulations.

Utilizes school and/or district level, performance-based screening criteria so all students have fair access to program referral.

Implements an AIG Identification Matrix, allowing for both qualitative and quantitative data to be considered when screening and identifying gifted potential.

Organizes database of all students referred and tested by each school. CCS AIG Diagnosticians maintain and updates this database to include student demographics as well as assessment data and notes related to the identification process.

Communicates with English as a Second Language (ESL) staff to discern potential needs of ML students. This partnerships allows for assistance with screening and data collection for ML students who may be considered for referral.

Monitors students' grades quarterly and provide support and advisement

Applies knowledge gained from available books, resources, professional development, etc. on relevant research concerning related gifted topics to improve identifcation and retention of students in the program

Employs IDEP implementation for students who are deemed Highly Gifted and demonstrate advanced capabilities that includes interest-based enrichment and advanced learning opportunities when applicable.

* **Practice F**
Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.

The Cumberland County Schools' AIG Program maintains and monitors current data regarding the credentials of all AIG personnel, cluster teachers, and Advanced Placement teachers as required by the North Carolina Department of Public Instruction. Collaboration between Cumberland County Schools' Human Resources Department, administrators and the AIG Coordinator ensures fidelity in maintaining and monitoring the credentials of teachers instructing AIG students. The following information is maintained:

Cluster class local requirement completion data is shared with principals in our annual AIG School Wellness Reports

AIG licensed staff data - Human Resources Department

Advanced Placement Summer Institute completion - AIG office

Advanced Placement College Board Authorization - College Board database

AIG teacher/consultant credentials are maintained by district leadership. The training status of cluster, honors, and AP classroom teachers are made a available to shool administrators via the CCS AIG Log Book. Data gathered and reported via the Log Book is reviewed and updated monthly for accuracy and reliance. This data serves as a foundational element for ensuring that CCS is equipped with qualified personnel to effectively serve its gifted and advanced learners.

* **Practice G**
Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.

The Cumberland County AIG Program continually elicits and responds to feedback from students, parents, teachers,and other stakeholders regarding the quality and effectiveness of the AIG Program components (i.e. identification, service delivery, best practices, communication, etc.) to ensure that the AIG Program standards remain relevant to the needs of the community. Cumberland County Schools and the AIG Program fully recognize that stakeholder feedback is an integral part of the program development cycle.

Summative and formative evaluations, such as surveys, focus groups, interviews, parent meetings, and online tools, are established and disseminated. The data collected from these evaluative measures are utilized in informational meetings as well as in making changes in specific program components.

A Cumberland County Steering Committee, composed of various stakeholders, serves as a fair and impartial group of evaluators, providing weight to all voices from diverse positions and roles. Stakeholders may include parents, gifted students, Central Office administrators, gifted facilitators, classroom teachers,

building principals, and others in the community. The Steering Committee also analyzes and attributes data outcome to AIG Program services and procedures.

A Parent Advisory Team, made up of at least one parent per attendance area, is afforded the opportunity to give feedback regarding gifted programming.

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

Collecting and evaluating data is an important component of strengthening the AIG Program. The AIG leadership team recognizes the necessity of disseminating the evaluation of the AIG Program regarding effectiveness to all stakeholders through sharing:

School and District Personnel

AIG Program Guide for Administrators

AIG State Headcount

State Advanced Math Course Report

Individualized AIG School Wellness Reports

Individualized AIG Log Books

Program feedback/survey data

Multimedia Presentations

Newsletters

Students and Families

AIG PRogram Guide for Families

AIG Department website (linked to CCS homepage)

Cumberland Family Academy Sessions

Program feedback/survey data

Community and Stakeholders

CCS District Profile

Aspects of the AIG Program are also discussed with the AIG Steering Committee, AIG Parent Team and other stakeholders. The AIG teacher and principal(s) meet bi-annually to set goals and review program effectiveness and to address any rising priorities.

* **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.

The Cumberland County AIG Program mirrors the state policies and procedures governing the administration of gifted programs and services. The Cumberland County Local Plan, approved by the local Board of Education and reviewed by the NC Department of Instruction, remains in compliance in all program components. Screening, assessment, and identification procedures are reviewed annually to ensure fairness, consistency, and best practices. The following committees serve as a "checks and balances" mechanism to protect the rights of all children who may qualify for screening, testing, and/or placement in the AIG Program.

School-based AIG case decisions are decided and monitored by a Needs Determination Team (ND Team) at each school site. Team minutes are required of each ND Team meeting as a means of documenting discussions and decisions. At the district level, an Oversight Review Committee (ORC), comprised of AIG leadership members, meets one day each week to review all casework for final decisions, including transfers. Students identified gifted in another LEA must meet local criteria for placement. Identification documentation is requested from the previous LEA and reviewed by ORC to determine if placement or testing is warranted.

Informed Consent

A consent for evaluation signed by parent/guardian is required prior to testing. After a placement decision is made, parent/guardian must sign agreement for services and the Differentiated Education Plan (DEP). The DEP, reviewed annually and signed by parents, safeguards the implementation of services, at each grade level. Program and service provisions are outlined in the Local Plan and approved by the local Board of Education. Appropriate and sufficient service delivery to both identified and Discovery students is monitored, adjusted accordingly, and reviewed for modifications on an annual basis, or as needed. Students requiring an Individual DEP or Grade/Subject Acceleration receive modified or adjusted services accordingly. Special needs gifted students, including those who are highly gifted, twice exceptional, disabled, or socio/economically disadvantaged, receive services based on their appropriate needs. Other important AIG practices such as contact time for services, clustering guidelines, direct and consultative services, diagnostic assessment tools, curriculum extensions, enrichment opportunities, and social/emotional support are articulated in the Local Plan and/or AIG Guide book to provide oversight to the program and service delivery.

Transfer Procedures

AIG Identified students transferring into CCS:

Families/Guardians may provide gifted placement documentation from student's previous school or the AIG Teacher/Consultant may request AIG records.

Any documentation received will be submitted to ORC along with a completed ORC Transfer Request form.

ORC will review the case, verifying placement assessment data, service provided, and any other accompanying documentation. The case is then returned to the school.

If local criteria is met, the AIG Teacher/Consultant will meet with the student's family/guardian to obtain consent for CCS placement and services via the DEP.

If local transfer criteria is not met, the parent/guardian will be notified and further testing may be provided on a case-by-case basis.

AIG Identified Students transferring Out of CCS:

Upon request by family/guardian or receiving school, the following documentation is provided regarding AIG placement and services:

Summary of Indicators

A Committee decision for AIG services/placement

Parent consent for AIG services/placement

DEP (Differentiated Education Plan)

Reassessment Procedures:

A parent/guardian may submit in writing, a request for reassessment to the school's AIG Teacher/Consultant. This written request must explicitly state the concern and provide an explanation as to why reassessment may be needed.

All such requests will be sent to ORC along with the student case file which includes all screening, assessment, and placement decision data.

ORC will review all available documentation and make a decision as to how to proceed with the handling of the request.

The ORC decision will be returned to the school's AIG Teacher/Consultant. The parent/guardian will be informed of the decision in writing.

For cases in which reassessment is is deemed necessary, standard protocol to request evaluation consent will be adhered to.

Procedures to Resolve Disagreements:

According to Article 9B, governing the screening, identification and placement of students into services for the academically or intellectually gifted, a procedure for resolving disagreements between parents or legal custodians and the local school administrative unit shall be developed. A disagreement might arise when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the

academically or intellectually gifted student. The Cumberland County Schools procedures for settling such disagreements will follow these steps:

1. The parent should first attempt to reach accord at the school level. The parent should request an appointment with the AIG teacher to discuss the concerns. If this does not resolve the concerns, the parent may request an appointment to meet with the principal to discuss how the disagreement can be resolved.

2. If no resolution is possible at the school level, the Assistant Superintendent of Instructional Programs and the Academically/Intellectually Gifted Program Coordinator review the disagreement and conduct a follow up with the parent. The parent or school may request this review.

3. If no agreement can be reached following step 2, the parent or school principal should request in writing a review of the case by the Chief Academic Officer. The written request should describe the reasons for the disagreement.

4. If agreement cannot be reached administratively, the disagreement may be reviewed by the local school board, following procedures set forth by the board and superintendent. If the parents/guardians and the local school system cannot reach agreement, the parent has the right to petition an Administrative Law Judge for a contested case hearing. The scope of the review shall be limited to whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or whether the Local Plan developed under the law has been implemented appropriately with regard to the child. Following the hearing, the Administrative Law Judge shall make a decision that contains findings of fact and conclusions of law. The decision of the Administrative Law Judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney's fees are not available to parents in the event they prevail in a due process hearing.

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*** Ideas for Strengthening the Standard**

Host regular meetings or workshops for parents of AIG students to provide information about giftedness, program services, parenting strategies, and resources for supporting their child's learning and well-being.

Actively solicit parent feedback on the AIG program through surveys, focus groups, and individual conversations, and use this feedback to inform program improvements.

Publicly acknowledge and celebrate the contributions of families and community partners to the success of the AIG program. This can help strengthen relationships and encourage continued involvement.

**Planned Sources of Evidence**

| | |
|---|---|
| * | Needs Determination Team Minutes |
| * | ORC Database |
| * | Approved AIG Budget |
| * | Grade level DEPs |
| * | Transfer forms |
| * | Consent for Evaluation |
| * | Procedures to Resolve Disagreements |

**Documents**

| Type | Document Template | Document/Link |
|---|---|---|
| AIG Standard 6 Additional Resources | N/A | 2025-2028 AIG Local Plan Glossary |

Local Board of Education Approval

**Cumberland County Schools (260) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

* Approved by local Board of Education on:
06/10/2025

AIG Related Documents

**Cumberland County Schools (260) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

| Required Documents | | |
|---|---|---|
| **Type** | **Document Template** | **Document/Link** |
| Local Board of Education Approval Signatures [Upload at least 1 document(s)] | Local Board of Education Approval Template | 2025-2028 AIG Local Plan Signature Page |

| Optional Documents | | |
|---|---|---|
| **Type** | **Document Template** | **Document/Link** |
| AIG Standard 1 Additional Resources | N/A | |
| AIG Standard 2 Additional Resources | N/A | |
| AIG Standard 3 Additional Resources | N/A | |
| AIG Standard 4 Additional Resources | N/A | |
| AIG Standard 5 Additional Resources | N/A | |
| AIG Standard 6 Additional Resources | N/A | 2025-2028 AIG Local Plan Glossary |

**Cumberland County Schools (260) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

| Phrase | Definition |
| --- | --- |
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