Mission/Vision Statement and Funding

Edenton-Chowan Schools (210) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:
Tammi Ward

* LEA AIG Contact Name:
Jones, Virginia - vjones@ecps.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)

Mission:
Empowering AIG students to lead, innovate and excel.

Vision:
Edenton-Chowan Schools is dedicated to providing AIG students with the advanced knowledge, skills, and opportunities to excel as critical thinkers, productive citizens, and future leaders.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 106,369.00	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

Referral Process:

- Any adult with information about the student's success can refer students for testing (ex. parents/guardians & teachers)
- It is recommended that the referring adult evaluate the student using a student success profile checklist and portfolio to submit to the AIG Coordinator
- Parent/Guardian Inventory: FORM
- Parent/Guardian Consent: FORM
- Student Inventory: FORM
- Portfolio may include a variety of work samples, mCLASS data, I-ready data, Lexia reading levels, End of Grade (EOG) scores, End of Course (EOC) scores, End of Year (EOY) grades, benchmark scores and other assignments the adult/teacher may deem important in data collection
- Parent/Guardian will receive notification of the referral
- Parent/Guardian will complete the consent to test form and parent inventory form with translation and support available as needed
- Student will complete (with help from parent/guardian if necessary) student self-description form
- Testing will be scheduled
- Parents/guardians will be notified of the results via letter and verbal communication

Screening Process:

- All third-grade students participate in universal aptitude screening during the second semester using the online Cognitive Abilities Test (CogAT). This screening uses an opt-out model to ensure broad access for all learners, particularly those who may not otherwise be referred

- All students are offered testing if parent/guardian would like to opt in using the appropriate opt-in form in 5th and 8th grade
- At any grade level students can be screened if referred by any adult with information about the student's success by following the referral process mentioned above
- Administrator can be the 3rd grade teacher, Testing Coordinators, AIG lead teachers and/or AIG coordinator
- Proctor can be any Edenton-Chowan Public School (ECPS) employee
- Assessments are scored automatically online by the CogAT system
- Results are shared with classroom teachers, administrators, and parents via letter and verbal communication

* **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.

NEW IDENTIFICATION FORM: FORM (K-3) FORM (4-12)

Intellectually Gifted (IG) - Students who:

- Demonstrate ability significantly higher than his/her same age peers as denoted by a composite score or nonverbal score at the 95th percentile or higher on the CogAT or other comparable aptitude tests
- Have not yet demonstrated high academic performance but benefit from differentiated instruction and enrichment opportunities that support their intellectual strengths and potential

Academically Gifted (AG) - Students who:

- Perform or show the potential to perform at substantially high levels of accomplishment in reading and math when compared with others of their age, experience, or environment
- (K-3) DIBELS composite score in the blue range and has blue on all subtests AND score 100 percent on most recent math benchmarks on Mastery Connect or another comparable assessment tool
- (4-12) Pathway 1 (Assessment Based) : Score at the 90th percentile or higher on reading AND math EOG or Math I, Math III, or Eng II EOC
- (4-12) Pathway 2 (Body of Evidence): Learning characteristics/ Teacher Recommendation or Portfolio AND score at the 90th percentile or higher on reading AND Math EOG or Math I, Math III, or Eng II EOC

Academically Gifted in Math(AM) - Students who:

- Perform or show the potential to perform at substantially high levels of accomplishment in math when compared with others of their age, experience, or environment
- (K-3) Score 100 percent on most recent math benchmarks on Mastery Connect or another comparable assessment tool
- (4-12) Pathway 1 (Assessment Based): Score at the 90th percentile or higher on the math EOG or Math I, Math III EOC exams
- (4-12) Pathway 2 (Body of Evidence): Learning characteristics/ Teacher Recommendation or Portfolio indicating gifted learning behaviors in math AND score at the 90th percentile or higher on the math EOG or Math I, Math III EOC exams

Academically Gifted in Reading (AR) - Students who:

- Perform or show the potential to perform at substantially high levels of accomplishment in reading when compared with others of their age, experience, or environment
- (K-3) DIBELS composite score is blue and has blue on all subtests
- (4-12) Pathway 1(Assessment Based): Score at the 90th percentile or higher on the reading EOG or English II EOC
- (4-12) Pathway 2 (Body of Evidence): Learning characteristics/ Teacher Recommendation or Portfolio indicating gifted learning behaviors in reading AND score at the 90th percentile or higher on the reading EOG or English II EOC

Academically and Intellectually Gifted (AI) - Students who:

- Demonstrate ability significantly higher than his/her same age peers as denoted by a composite score or nonverbal score at the 95th percentile or higher on the CogAT or other comparable aptitude tests AND
- (K-3) DIBELS composite score in the blue range and has blue on all subtests and score 100 percent on most recent math benchmarks on Mastery Connect or another comparable assessment tool
- (4-12) Pathway 1(Assessment Based) : Score at the 90th percentile or higher on the reading AND math EOG/EOC
- (4-12) Pathway 2 (Body of Evidence): Learning characteristics/ Teacher Recommendation or Portfolio indicating gifted learning behaviors in both reading and math AND score at the 90th percentile or higher on the reading AND math EOG/EOC

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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.

ECPS compares demographics yearly. The AIG Team will continue to:

Compare student and county demographics

District Testing and Accountability Director will provide data

Current demographic data is as follows:

District:

Sex	Asian	Black	Hispanic	Native American	Multi	Pacific Islander	White
Male	3	348	87	1	44	0	350
Female	3	318	88	1	61	0	339

Total students: 1,643

AIG:

Sex	Asian	Black	Hispanic	Native American	Multi	Pacific Islander	White
Male	2	15	8	0	4	0	53
Female	0	21	1	0	3	0	52

Total students: 159

Currently, less than 5% of students are identified as twice exceptional (identified as AIG and Exceptional Children (EC).

To address these gaps, ECPS will take the following action steps:

- Use nonverbal aptitude assessments (e.g., CogAT Nonverbal Battery) to reduce linguistic and cultural bias in screening
- Accept referrals from a wide range of stakeholders, including teachers, parents, and community members
- Integrate behavioral checklists and student inventories that reflect culturally responsive gifted traits
- Collaborate with EC and Multilingual Learners (ML) teachers during identification and team decision-making for twice exceptional and ML students
- Regularly disaggregate referral and identification data by race, ethnicity, gender, ML status, and EC status to monitor access

These strategies reflect our commitment to identifying gifted learners from all backgrounds and to using a multi-measure, equity-informed process that recognizes talent beyond traditional academic indicators.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	6.60%	---	---	---	---	15.34%
Male	---	<5%	---	---	---	---	15.14%
Total	---	5.41%	---	---	---	---	15.24%

Percent of Total AIG Students Identified as Dual Exceptionality

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* **Practice D**

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

AIG leaders provide a document on the AIG webpage for teachers and parents to refer students for assessment. Referred students are evaluated within 90 days and tracked in a Google Spreadsheet for placement or monitoring. AIG leaders train staff on screening, referral, and identification procedures as needed and discuss these topics with district leaders in meetings to ensure schools follow a shared, equitable process. They also schedule universal screenings, administer the CogAT in 3rd, 5th, and 8th grades, audit school records twice a year, and update Differentiated Education Plan (DEP's) annually for qualifying students.

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

The AIG team will disseminate information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community through various modes of delivery.

- Staff Meetings & AIG Committee Meetings
- AIG Presentations at Open Houses
- AIG Brochures and Newsletters that are also located on district website & distributed at community businesses
- AIG Parent Nights
- Translations and additional assistance made available for multilingual families
- Continuous communication with parents/guardians using various social media and digital outlets

To ensure information is accessible and inclusive:

- Family communication is designed to be user-friendly, using plain language, and multiple formats (print, digital, video) as needed
- AIG teams coordinate with school-based family engagement staff to reach families who may face barriers to access

The identification process, service options, and changes in identification will be reviewed with parents annually. The district reviews identification and service options with families annually and provides multiple opportunities throughout the year for questions and feedback.

* **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.

1f) Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

ECPS maintains clear documentation of all screening, referral, and identification decisions for students evaluated for AIG services. This documentation includes both students who are identified and those who do not currently qualify.

Documentation of referred students who are not identified will be stored in two ways.

- The AIG Coordinator will keep on file a folder of every referred/tested student who did not qualify, contents of the folder will include:
- Screener results and student inventories
- Any other documentation used in the process
- Create a google spreadsheet each year for each school containing information about each student referred
- Communicate the students score report with parents via letter or other requested communication methods

Documentation of referred students who are identified will be stored

- Identified students will have a folder that contains information of their identification
- AIG Coordinator will keep an up-to-date google spreadsheet that contains:
- Yearly updates
- EOG/EOC Scores
- Paper/digital copies of DEP's
- AIG Identifications/changes in identifications
- Notes on any other pertinent information from meetings
- Communicate score reports with parents via letter and other communication methods
- Parent conferences annually to discuss DEP and services
- Parents are provided copies of all documentation
- AIG coordinator will inform all teachers of identified students with DEP/Service information

District AIG coordinator and/or Student Services Director will input all information into Powerschool/Infinite Campus:

- AIG Status
- Services
- Identification Evidence

* **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.

- AIG coordinator develops DEP's as students are initially identified with a variety of data to determine needs of students
- Based on results they are placed in advanced programming for Core classes
- Program goals are given to each identified student based on academic needs
- Annual parent meeting to discuss services and address any changes
- High School students and rising 9th graders will meet with counselors to ensure courses are chosen according to DEP and goals for future
- Course of study is reflected in DEP and updated to reflect changes in coursework
- DEP reviewed annually, services altered based on Grade Point Average(GPA) and EOG/EOC scores
- Collaboration with classroom teachers to review class progress reports every 9 weeks in an effort to ensure the child's progress toward DEP goals are being met. If there are any concerns parents will be notified

*** Ideas for Strengthening the Standard**

- Incorporate a referral form specific to English Language learners in order to increase identification of that under-identified population.
- Research various screeners, assessments and identification tools

Planned Sources of Evidence

*	Parent Consent Form
*	Parent Inventory Form
*	Student Inventory Form
*	Identification Chart
*	DEP Forms

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	AIG Parent Inventory Form

- AIG Consent for Testing letter
- AIG Self Description Student Form
- AIG criteria 2025 grades K-3
- AIG criteria 2025 grades 4-12

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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.

The AIG program will offer enrichment activities to all students, aiming to expand their perspectives. These services are tailored to align with each student's AIG identification. Services are provided in collaboration with classroom teachers, AIG specialists, school counselors, social workers, and other instructional staff. Instructional plans, including DEPs, are updated annually with input from multidisciplinary teams to ensure they reflect each student's needs and learning profile.

Please refer to the charts for each grade span:

Elementary (K-3)

Identification	Services that will be offered
Nurturing - all students	▪ Project Based Learning (PBL) ▪ Collaboration with classroom teachers ▪ Science, Technology, Engineering, and Math (STEM) Activities/Lego's ▪ Small group enrichment

Elementary (4-5)

Identification	Services that may be offered
IG, AR, AM, AG, AIG	▪ Weekly pull out services with AIG teacher/coordinator ▪ Push in as requested by teachers ▪ Cluster Grouping based on identifications ▪ Flexible Grouping ▪ Field Trips ▪ Odyssey of the Mind ▪ Competitions ▪ Project Based Learning ▪ Summer Camp/Learning opportunities ▪ Differentiated instruction, may include but is not limited to: • Tiered instruction • Choice boards • Compact curriculum
IG	▪ Competitions ▪ Organizational Skills, Study Skills, Time management
AR	▪ Battle of the Books ▪ Essay Competitions ▪ Various other competitions available throughout the year
AM	▪ Math Champion or other Math Competitions ▪ Lego Team ▪ Various other competitions available throughout the year

AG, AIG	▪ Battle of the Books ▪ Essay Competitions ▪ Math Champion or other Math Competitions ▪ Lego Team ▪ Various other competitions available throughout the year

Middle Grades (6-8)

Identifications	Services that may be offered
IG, AR, AM, AG, AIG	▪ Monthly pull out enrichment class with all identifications facilitated by AIG coordinator ▪ Daily Choice based enrichment ▪ Push in as requested by teachers ▪ Cluster/Flexible Grouping ▪ Field Trips ▪ Competitions ▪ Summer Camp/Studies ▪ Differentiated Instruction ▪ Independent Studies ▪ Junior Beta Club
IG	▪ Organizational Skills, Study Skills, Time management

AR	▪ Essay Competitions ▪ Battle of the Books ▪ Honors Classes (English I -8th grade)
AM	▪ Math Champion or other Math Competitions ▪ Advanced Math Courses/Honors (Math I - 8th Grade)
AG, AIG	▪ Essay Competitions ▪ Battle of the Books ▪ Honors Classes (English I -8th grade) ▪ Math Champion or other Math Competitions ▪ Advanced Math Courses/Honors (Math I - 8th Grade)

High School (9-12)

Identifications	Services that may be offered
IG, AR, AM,AG, AIG	▪ Chat and Chew lunch sessions ▪ Dual Enrollment/College of the Albemarle (COA) courses ▪ Honors Courses ▪ Advanced Placement (AP) Courses ▪ Job Shadowing ▪ Internships ▪ Field Trips ▪ Competitions

	▪ Summer Camp/Studies ▪ Differentiated Instruction ▪ Governor's School ▪ School of Math and Science ▪ National Honor Societies
AR	▪ Battle of the Books ▪ Essay Competitions
AM	▪ Math Competitions

Each year, students attend at least one educational field trip. These field trips provide opportunities for the schools to interact and for students to experience different cultures.

K-5: Common Core Standards

6-8: College Readiness (Student Choice)

Examples:

- NC State
- UNC Chapel Hill
- Elizabeth City State University
- Chowan University
- East Carolina University

Common Core Standards:

Examples:

- Museums
- Planetariums

- Hope Plantation/Somerset Place
- NC Aquarium

9-12: Cultural Experiences

Examples:

- NC Museum of Art
- NC Museum of History
- International Civil Rights Center
- NC Chinese Lantern Festival

AIG Summer Camp is hosted for AIG students when funding is available. Students have the opportunity to participate in activities that are above and beyond the common core standards.

- Grades 4-5: 1 day
- Grades 6-12:1 day

AIG Coordinator will provide appropriate services in collaboration with classroom teachers, social workers and counselors:

- additional responsibilities to plan and implement programs
- quarterly newsletters
- scheduling times to meet with students
- monitoring academic progress
- Assist with:

- Governor's School

- Summer Camps

- North Carolina School of Science and Math (NCSSM)

- Scholar Cords

- Beta Club

Additional middle/high school services include:

- AIG students who are strong in math or identified as Academically Gifted in Math (AM) will have the opportunity to take Math 1 in eighth grade. Students who are identified as Academically Gifted in Reading (AR) or Intellectually Gifted (IG) should not be required to take Math 1
- Non-identified level 5 achieving students will be placed according to HB986 guidelines into the Math 1 class
- AIG students who are strong in English/Reading or identified as AR will have the opportunity to take English I in eighth grade. Students who are identified as AM or IG should not be required to take English I
- Eighth grade will take Environmental Science

Grades 6 - 12 will meet with their AIG coordinator to:

- Participate in team-building activities
- Discuss social-emotional needs
- Provide academic enrichment

After students have been identified they will receive a Differentiated Educational Plan (DEP) that will tailor to their academic needs. Input for the DEP will come from the school counselors, ML specialist, and other instructional staff. The DEP will be stored in the students' folder in the AIG coordinator's office and will be updated in PowerSchool/Infinite Campus. The DEP will be reviewed annually with the parents, teachers, and administrators. The AIG Team works collaboratively with the Multi-Tiered System of Support (MTSS) Team to identify underachieving AIG students in order to provide them with support.

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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.

In addressing the social and emotional needs of the AIG students the following services are provided:

- Casel Screener
- Guidance Counselors (K-12)
- Social Worker (K-12)

- Positive Behavior Intervention and Support (PBIS)
- Integrated Family Services (Trillium)
- MTSS Team(K-12)

- Behavior Contracts

- Behavior Specialist Interventions

These support services are provided by:

- Teachers
- School counselors
- MTSS team
- Curriculum and Instruction/Student Services Teams
- District social worker
- English Language Learner Tutors
- Exceptional Children's Department

If warranted, a teacher will collaborate with one or more of these individuals following the initial conference to determine if the academic performance or behavior has been affected by social or emotional factors. Any support services will be noted in the student's DEP and parents will be notified.

If students need services outside the educational realm they will be referred to local mental health professionals or community agencies that specialize in social and emotional well-being.

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

To support AIG students, the AIG Coordinator collaborates with general education staff, shares planning resources, and attends planning sessions. The AIG coordinator will engage in district-level planning, work with counselors, Career and Technical Education (CTE), and EC departments, and help align services like Social Emotional Learning (SEL) and advanced learning opportunities for gifted and twice-exceptional students. The coordinator will:

- Share pacing guides, enrichment resources, etc. with staff
- Attend teacher planning and district meetings (e.g., School Improvement Team (SIT))
- Use newsletters for communication

Collaboration with:

- School counselors (SEL, guidance)
- CTE (work-based learning)
- EC (twice-exceptional students)
- Governor's School & other programs
- Classroom Teachers
- Administrators

Ongoing Support and Resources for AIG Instruction

- The AIG team will continue to research and implement effective strategies that align with identified areas of giftedness
- Existing resources provided by the Local Education Agency (LEA) will remain in use to support instructional goals
- The budget will fund professional development and additional tools to support teacher growth and instructional innovation
- Current resources and strategies include, but are not limited to:

The AIG program utilizes and aligns existing LEA resources and infrastructure to support gifted instruction. These include:

- Universal screeners and instructional platforms (e.g., mCLASS, Mastery Connect, Lexia)
- Enrichment tools (e.g., Spheros, iPads, STEM kits)
- Gifted programming such as Odyssey of the Mind, the Lego Team, and Governor's School

The AIG budget provides funding for teacher professional learning and new instructional tools that promote innovation and enrichment. The AIG team continuously researches and implements updated best practices that align with students' areas of identification and instructional needs.

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

To support growth for AIG and advanced learners, the AIG team will develop intentional, flexible grouping practices. Decisions will be guided by a variety of student data, and teacher effectiveness, using Education Value-Added Assessment System (EVAAS) and research-based strategies.

Intentional and flexible grouping will be used to support achievement and growth for AIG and advanced learners.

- Cluster grouping practices will be guided by:
- Student Data from: EOG/EOC Scores, CogAT, mCLASS, Mastery Connect and portfolio's
- EVAAS teacher growth data
- Educational research and best practices
- EVAAS data will be reviewed to recommend that high-growth teachers for AIG students are assigned cluster groups
- Grouping decisions will be data-informed and may include:
- Clustering AIG students together based on identification
- Assign AIG students to classes depending on context and student needs
- The AIG team acknowledges differing opinions on grouping and will approach decisions with transparency and care.

* **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.

AIG is discussed during staff meetings and Professional Learning Communities (PLC's) at the beginning of each school year and periodically through the school year for important updates and professional development (PD).

AIG coordinator will provide PD at each school on:

- Referring, Testing and Identifying Students (Article 9B)
- Differentiation Techniques and Strategies

- Current best practices for working with gifted students
- Reviewing and Evaluating AIG Plan

An AIG brochure is available:

- In each school's front office
- On each school's website
- On the district AIG program website
- Community businesses

A monthly digital newsletter is distributed:

- One version for teachers, focusing on instructional tips and service updates
- One version for parents, with guidance on supporting gifted learners and information on current services by grade level

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

To ensure seamless support for AIG students throughout their academic journey, especially during key transition points (elementary to middle, middle to high), the district uses a combination of file transfers, staff collaboration, and data-informed practices. Both electronic and paper records are shared. AIG Coordinator, STEM Coordinator, Instructional Coach, ML Staff, EC Staff and Counselors collaborate to ensure curriculum adjustments, updated DEPs, and appropriate cluster grouping based on identification and teacher effectiveness.

- Student Files:
- Paper AIG files are sent to the new school at the beginning of each school year
- Electronic AIG files are shared directly with the receiving teachers.
- For students transferring into the district from within North Carolina documentation such as the student's existing DEP or other identification documentation will be required for continued identification and services.
- For students transferring into the district from another state the district will follow their referral and identification process.

- Staff Collaboration:
- AIG Coordinator, STEM Coordinator, Instructional Coach, ML Staff, EC Staff and Counselors meet at the start of the year to review students transitioning to new schools.

- DEP Updates:
- Differentiated Education Plans (DEPs) are revised to reflect curriculum delivery changes at the student's new school.
- Teacher Collaboration:
- AIG Coordinator, STEM Coordinator, Instructional Coach, ML Staff, EC Staff and Counselors meet with classroom teachers to discuss each identified student's needs and program goals
- Cluster Grouping Practices:
- Placement decisions are based on student identification numbers and EVAAS data
- Strongly recommend assigning AIG cluster groups to teachers with a proven track record of growing gifted learners. The AIG Coordinator will support classroom teachers by providing differentiated instructional strategies to enhance learning for advanced students
- Flexibility in grouping is maintained

These coordinated efforts ensure that students experience not only a continuation of services, but also thoughtful transitions supported by collaboration, data, and family communication.

* **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.

AIG Program must abide by District Policy 3150 in regards to grade acceleration of students.

- A committee is formed that include classroom teachers, counselors, principal, parent/guardian and other pertinent individuals
- Committee will discuss and review data
- The IOWA acceleration scale will assist schools in making effective decisions regarding acceleration
- Final authority for grade placement decision rests with the principal

Early Admission to Kindergarten will be considered pursuant to KNEC-001(State Board Policy State Standards for Early Admission to Kindergarten).

- Subject Acceleration (Elementary):
- Students work one-on-one and/or in small groups with the AIG teacher in math and/or reading
- Instruction focuses on mastering next grade level objectives through compacted content

- Subject Acceleration (Middle School):
- Students also receive one-on-one and/or small group instruction from the AIG teacher.
- Eighth-grade students can take high school-level classes including Math 1, English 1, and Environmental Science
- High School Acceleration Opportunities:
- Students have access to honors and AP classes in core subjects such as Math, Biology, English, History, and Chemistry
- High school students identified as AG or AIG are eligible for dual enrollment at the local community college beginning their freshman year
- Junior-level students may apply for dual enrollment through the North Carolina School of Science and Mathematics (NCSSM), which offers online coursework
- College of the Albemarle (COA) Courses:
- COA courses are available through dual enrollment, providing students the opportunity to earn college credit while still in high school
- Credit by Demonstrated Mastery (CDM):
- Policies are in place to allow students to earn credit for a course by demonstrating mastery through assessments and performance tasks, bypassing traditional seat time
- Enrichment Time (High School):
- Students engage in enrichment opportunities including but not limited to:
- Research skills development
- Self-selected projects
- Volunteer work
- Mentorships with local professionals

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

To cultivate and develop the potential of young (K–3) students, early intervention and intentional talent development through hands-on, project-based learning in STEM is offered to all students. Programming is designed to expose students to enriched learning experiences and to surface emerging gifted potential,

especially among students who may not be traditionally identified through standardized testing alone.

Students who meet the following K - 3 criteria will participate in flexible/talent development grouping:

- DIBELS composite score in the blue range and all subtest scores are either green or blue and/or 90th percentile or higher on the most recent math benchmark on Mastery Connect or another comparable assessment tool

Students are reevaluated at least twice a year.

Parents and students will be informed that the students have the option to participate in the talent development group, but that participation in the group does not mean they are identified as AIG. Participating students will be served by their regular classroom teacher with support from the AIG Coordinator and STEM Coordinator. These practices help nurture critical thinking and creativity in early learners from all backgrounds.

* **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.

ECPS strives to provide high-level resources to classroom teachers in order to target the needs of our diverse population. These resources will assist teachers across all grade spans enriching instruction in order to meet the needs of talent development.

The coordinator will:

- Collaborate with the exceptional staff, ML specialists, and counselors
- Continue to research effective strategies and resources for these groups
- Connect, when possible, each high school student with a mentor who will help develop:
- Social skills
- Academic skills
- Interest-based exploration

The AIG program will develop and promote equity and excellence by providing access to advanced opportunities for all students such as:

- North Carolina Virtual Public School
- Odyssey of the Mind
- Beta Club

- Math Champion
- Battle of the Books
- Dual Enrollment
- Lego Club
- Governor's School
- School of Math and Science

The diverse population of all students will be encouraged to participate in school, district and state events.

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

We have many extra-curricular programs and events that enhance and further the needs and interests of AIG students. These opportunities allow students to use critical thinking skills, and learn from hands-on, scientific, kinesthetic, artistic, historical, literacy, and mathematical based instruction in a variety of ways.

- K-2 Students participate in STEM activities and project based learning
- Odyssey of the Mind
- Field trip opportunities
- Middle and High School clubs
- Summer Camps

*** Ideas for Strengthening the Standard**

- Investigate additional clubs and extra-curricular activities to enhance programming and services for AIG students.
- Collaborate with local, state and national level AIG providers to gain expertise and ideas for strengthening the program.

Planned Sources of Evidence

*	DEPs

*	Class Rosters
*	Newsletter
*	Lesson Plans
*	Social Media
*	Brochure

Documents

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

Edenton-Chowan Schools (210) 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.

Our district is committed to meeting the diverse needs of advanced learners by thoughtfully differentiating curriculum and instruction across all grade levels. We achieve this through a combination of strategic planning, enrichment opportunities, instructional support, and rigorous programming aligned with the NC Standard Course of Study (NCSCOS).

- Differentiated Instructional Support
- AIG Coordinator, instructional coaches, ML, and EC staff collaborate to meet the needs of advanced and twice-exceptional students
- Professional Learning Communities (PLCs) and ongoing professional development are provided to teachers to strengthen instructional strategies for differentiation
- The AIG Coordinator actively supports instruction both through push-in and pull-out models
- Curriculum Differentiation & Acceleration
- Early Admission to Kindergarten procedures are defined in KNEC-001(State Board Policy State Standards for Early Admission to Kindergarten)
- Grade and subject acceleration opportunities are available, with clear district procedures to guide implementation based on district board policy
- Curriculum compacting strategies are used to streamline mastery of standards and allow time for enrichment and advanced exploration
- Credit by Demonstrated Mastery (CDM) is available for students to earn credit by proving proficiency without traditional seat time
- Students have access to Honors, Advanced Placement (AP), and dual enrollment courses through College of the Albemarle (COA)
- Online learning opportunities such as North Carolina Virtual Public School (NCVPS) and the NC School of Science and Mathematics support access to rigorous and advanced content
- Enrichment Opportunities

- Enrichment: Pull-out groups focus on project-based learning (PBL), including activities like LEGO/STEM and Odyssey of the Mind and before/after school enrichment
- Project-Based Learning (PBL): Embedded across grade levels as a strategy for deeper learning and engagement
- AIG Summer Camp(if funding is available):
- Camp groups include AIG identified 4th–5th, and 6th–12th grade students
- Focus areas include scientific inquiry, artistic exploration, historical investigations, and mathematical reasoning through hands-on, themed activities
- Instructional Planning & Support
- Standards-aligned curriculum plans
- Teachers are supported with modeling, coaching, and planning through PLCs facilitated by the AIG Coordinator and instructional leaders
- A central database is being developed to manage AIG student data via google docs and sheets, acceleration procedures, service records, and enrichment opportunities
- Talent Development & Recognition
- Students are encouraged to apply for enrichment opportunities such as Governor's School, with staff providing guidance and support through the process

Through this comprehensive approach grounded in best practices, instructional support, and inclusive programming our district ensures that advanced learners receive a challenging and engaging education that fosters both academic excellence and personal growth.

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

Our district ensures that students' abilities, readiness, and interests are thoughtfully considered and addressed across K–12 through evidence-based practices, differentiation strategies, and enrichment opportunities. The AIG Coordinator plays a key role in ensuring that instruction is responsive to each student's unique strengths, challenges, and passions.

- Grades K–3:
- Project-Based Instruction: Instruction in reading, social studies, math, and science is differentiated to align with students' abilities and interests. Students engage in hands-on, project-based learning that encourages exploration and critical thinking based on their identified strengths
- Flexible Grouping: Students are grouped based on their readiness and ability, with groupings reassessed regularly to ensure they are meeting individual needs
- Interest-Based Learning: Students are given opportunities to participate in interest-based projects, where they choose topics they are passionate about, fostering autonomy and engagement in their learning process

- Grades 4–8:

- Pull-Out Enrichment: The AIG Coordinator facilitates pull-out enrichment classes based on student identification in specific content areas, ensuring that each student receives challenging and engaging content
- Interest-Based Projects: Students in these grades are given opportunities to participate in interest-based learning projects once per nine weeks. These projects allow students to select topics of personal interest to explore in depth, encouraging independent research and critical thinking
- Evidence-Based Strategies: When creating student and class schedules, the AIG Coordinator and other staff place students in classes that use evidence-based methods such as acceleration, curriculum compacting, and differentiated grouping to ensure that they are appropriately challenged and supported
- High School (9–12):

- Choice of Academic Tracks: High school students are encouraged to select an academic focus that aligns with their interests, such as STEM, humanities, or the arts. They have access to rigorous courses, including AP, honors classes, and dual enrollment opportunities at local community college
- Independent Projects: High school students also engage in independent projects based on their personal academic interests, fostering self-directed learning and critical thinking skills

- Matching Instructional Strategies to Needs:

- Differentiated Instruction: The AIG Coordinator works with teachers to develop instructional strategies that are aligned with the abilities, readiness levels, and interests of each student in PD's and during PLC's
- Student Strengths and Needs: The AIG Coordinator utilizes data from assessments, classroom observations, and collaboration with teachers to adapt instruction. For example, Google Sheets are used to track student strengths and adjust instructional groupings and support accordingly
- Interest Surveys: Interest surveys are administered regularly to help identify students' passions and ensure that learning experiences are aligned with their interests. These surveys inform the creation of enrichment projects, independent study opportunities, and choice board assignments

Through these strategies, we ensure that each student's learning experience is tailored to their unique abilities, readiness, and interests, fostering academic excellence and engagement at every grade level.

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

To meet the diverse academic, intellectual, and social-emotional needs of AIG students, our district uses a broad array of evidence-based resources and strategies. These resources are designed to support differentiated instruction, higher-order thinking, and the emotional well-being of gifted learners at all grade

levels. The AIG Coordinator, instructional coaches, counselors, and school psychologists collaborate to ensure that both academic and social-emotional needs are addressed effectively.

- Academic Resources:
- K-3: Students engage in STEM activities and participate as "Lead Scientists" for the School-Wide Science Night, where they showcase their learning and leadership skills
- Grades 4-5: Project-Based Learning (PBL) is used to teach and extend the curriculum. Students participate in hands-on projects that foster critical thinking and creativity
- Grades 6-8: Middle school students use higher-order thinking activities and math and reading programs such as Lexia and Math Counts to address the varying academic needs of gifted learners
- Grades 9-12: High school students have access to honors, AP, and dual enrollment opportunities at local community colleges to challenge their intellectual abilities
- North Carolina Advanced Learning Labs and tiered assignments are used across all grades to ensure depth, complexity, and rigor in the curriculum
- North Carolina Association for the Gifted and Talented: the coordinator will attend the conference and share evidence based resources and approaches to instruction with teachers
- Collaborative Support and Resources:
- Instructional Coaches: Instructional coaches collaborate with the AIG Coordinator and classroom teachers to provide guidance on differentiated strategies and resources that support gifted learners by collaborating to create and implement curriculum maps
  Enrichment Programs: Teachers use project-based activities and hands-on assignments aligned with state standards, while the AIG Coordinator curates additional enrichment opportunities based on student strengths and interests
- Planning Time: The district provides time for planning through weekly planning sessions, allowing AIG personnel, instructional coaches, and teachers to align strategies, share best practices, and develop resources tailored to gifted learners
- Summer Camp (Funding Dependent):
- AIG Summer Camp will be offered for rising 4–12 students, contingent on funding availability, to engage in project-based, hands-on learning experiences that promote critical thinking and creativity. The summer camp will include thematic instruction in science, math, literacy, and the arts, with a focus on developing intellectual curiosity and problem-solving skills
- Social-Emotional Learning (SEL) Support:

- K-12: Social-emotional learning is integrated into the classroom environment with staff support guiding students through strategies to manage stress and develop emotional well-being
- Social Emotional Screening: Students in K-12 participate in a Social Emotional Screening twice a year to assess their emotional and behavioral needs, with follow-up support provided by school staff
  Counselor and School Psychologist Collaboration: Counselors, school psychologists and social workers work closely with students to address social and emotional needs, including stress management, coping strategies, and emotional intelligence development

By utilizing a range of evidence-based resources, differentiated instructional strategies, and social-emotional learning support, our district ensures that AIG students receive the appropriate academic and emotional tools to succeed at every grade level.

* **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.

Our district prioritizes the development of future-ready skills such as adaptability, collaboration, communication, critical and creative thinking, empathy, a learner’s mindset, and personal responsibility. These skills are embedded across all grade levels and activities, fostering well-rounded students prepared for post-secondary success.

- Elementary and Middle School:
- Project-Based Learning (PBL): Students engage in real-world problem-solving activities through enrichment programs which foster collaboration, critical thinking, and communication
- Math Champions: Competitions and team-based math challenges encourage teamwork, critical thinking, and problem-solving
- Career Exploration: Vehicle Day and Career Forum expose students to various career paths and encourage adaptability and personal responsibility
- Community Service Projects: Students participate in community service activities, such as collecting donations for local fire departments, building empathy, and promoting civic responsibility and community support
- Lego Team
- Odyssey of the Mind
- Battle of the Books
- Middle School and High School:
- Academic Opportunities: Middle school students take Math I, English I, Spanish 1, and Earth Science, preparing them for advanced coursework in high school
- High School Enrichment: Students have the opportunity to take AP classes and participate in dual enrollment programs, gaining exposure to college-level academics and enhancing critical thinking skills

- Career Exploration: Students participate in Career Day at grades 6-8. A Career Forum is held for students in grade 10. Grades 9-12 are offered Job Shadowing and Internships through enrichment programs providing real-world learning experiences
- Mentoring and Internships: The district facilitates mentoring, job shadowing, and apprenticeships to help high school students gain insight into various professions and develop soft skills needed for post-secondary success
- Summer Camp (Funding Dependent):
- AIG Summer Camp will be offered for rising 4-12 students, allowing them to engage in hands-on learning experiences that foster creativity, critical thinking, and collaboration. The camp will include activities in science, math, history, literacy, and the arts

By integrating critical thinking, real-world applications, and social-emotional learning into the curriculum, we ensure that all students develop the skills necessary to thrive in post-secondary education and beyond.

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

We use formative assessments (ongoing evaluations of student learning) and summative assessments (final evaluations of student performance) to continually adjust and refine curriculum and instruction, ensuring that the needs of AIG students are met.

How We Use Ongoing Assessments to Differentiate Curriculum and Instruction:

- K-3:
- mCLASS data is used at the beginning, middle, and end of the year to assess early literacy and numeracy. This data informs decisions regarding skill-based groupings and targeted interventions.
- District math benchmarks (administered every nine weeks) help the team determine student readiness and provide a basis for adjusting instruction
- Instructional coaches collaborate with teachers to review assessment data and provide PD on evaluating and adapting instruction based on student performance
- Grades 4-5:
- District benchmarks for reading, math, and 5th grade science provide key insights into student progress throughout the year. These assessments help guide instruction and identify students who need extension or enrichment
- Teacher-made tests and district benchmarks are used to evaluate individual student mastery and adjust content delivery

- Data reflections and collaborative planning sessions with instructional coaches help educators interpret data and adjust strategies for gifted learners
- Lexia Core5 is used to assess student performance in reading levels, providing educators with insights into specific areas where gifted learners need enrichment or extension

- Grades 6-8:
- Mastery Connect benchmarks for reading, math, science, and social studies help identify where students are excelling and where they may need additional support. These data points also help determine whether students should be challenged with accelerated content
- iReady is used to assess student performance in real time, providing educators with insights into specific areas where gifted learners need enrichment or extension
- EOG/EOC data (End of Grade/End of Course assessments) is reviewed at the beginning and end of each year to track student growth and refine instructional strategies for advanced learners
- Instructional coaches and AIG staff support teachers in interpreting this data and developing differentiated strategies for advanced students

- Grades 9-12:

- High school students are placed in honors or AP classes based on performance data. AIG students who score levels 4 & 5 on state assessments or achieve 90% or higher in class work are eligible for these courses
- Mastery Connect is used to monitor student progress on specific learning standards and adjust the curriculum accordingly to provide challenges for AIG students
- EOG/EOC assessments, combined with teacher-made tests and assignments, guide the identification of gifted students and ensure that advanced learners are given rigorous, differentiated instruction that challenges their abilities
- Teacher feedback and assessments also provide ongoing data, which is used to modify instruction in real time, ensuring that AIG students are consistently pushed to meet their potential

Professional Development (PD) and Collaboration:

- Instructional coaches play an integral role in ensuring that assessments are used effectively to differentiate curriculum and instruction. They lead PD sessions for teachers on how to assess AIG students' needs using data and how to tailor instruction accordingly

- Regular collaborative planning meetings with AIG coordinators, classroom teachers, and instructional coaches ensure that instructional strategies are adjusted based on data from formative and summative assessments

- Teachers are trained to use interactive Google Docs and Google Spreadsheets to track student progress and share data reflections in real time, ensuring that all stakeholders can make informed decisions to support AIG learners

By using ongoing formative and summative assessments such as Mastery Connect, mCLASS, IXL,I-Ready, SchoolNet, EOG/EOC data, Lexia, and teacher-made tests, our district ensures that AIG students receive appropriate differentiation and challenge in their classroom instruction. This continuous cycle of assessment, reflection, and adjustment helps us meet the needs of gifted learners and fosters their growth and development.

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

The AIG Coordinator collaborates with a variety of personnel to implement differentiated curriculum and instruction tailored to the needs of advanced learners. This collaboration ensures that all student needs are met and that AIG students receive targeted support across all subjects. The AIG Coordinator works closely with regular education teachers to enhance classroom curriculum by offering assistance in differentiation strategies. These strategies are discussed and implemented during PLC (Professional Learning Community) meetings, where the AIG Lead advocates for the needs of gifted students.

Curriculum Pacing Guides have been developed by teachers, and the AIG Coordinator ensures that supplemental materials and strategies for differentiation are added to support advanced learners. Collaboration is further strengthened by planning time for K-3, 4-5, and 6-8 schools, where the AIG Coordinator participates in discussions with teachers to identify areas for enrichment or acceleration for gifted students.

The AIG Coordinator also works with the Social Worker, Counselors, Instructional Coaches, Administration, and the Curriculum Director to address both academic and social-emotional needs. For students in CTE programs, the CTE Director ensures that career-focused courses are appropriately challenging. The AIG Coordinator collaborates with the Media/STEM Coordinator and Counselors to provide access to advanced learning resources, and works closely with the Curriculum and Instructional Team to align differentiated instruction practices across the district. By engaging with these personnel, the AIG Coordinator ensures that gifted students have the appropriate support for their academic and emotional growth.

*** Ideas for Strengthening the Standard**

- Provide AIG specific professional development sessions during a district-wide PD day.
- Create and provide an electronic instructional resource file for teachers containing differentiated activities and strategies.

Planned Sources of Evidence

*	Reports
*	PLC notes
*	Google Spreadsheet

*	Agendas
*	Tiered Assignments
*	Local curriculum pacing guide and lesson plans

Documents

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

Edenton-Chowan Schools (210) 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 is a district staff member who holds an AIG license. This individual provides leadership and guidance for the district's AIG program and is responsible for planning, developing, implementing, revising, and monitoring the local AIG Plan. The Coordinator also oversees the screening, referral, and identification processes at the district level and provides leadership for all schools and AIG learners.

To strengthen program leadership, the district has established a support system designed to ensure effective implementation and continuous improvement of the AIG program. A goal of the district is to provide increased opportunities for teachers to become AIG-certified, further building capacity and leadership within the program.

The AIG Coordinator collaborates with other district leaders and participates in monthly regional AIG meetings to coordinate and align services and strategies across the region. When appropriate, the AIG Coordinator contributes to the district's Multi-Tiered System of Support (MTSS) team to support the needs of gifted learners in alignment with broader student support efforts.

The AIG Coordinator and leadership team collectively supports the following responsibilities:

- Overseeing the screening, referral, and identification processes at the district level
- Maintaining documentation of student identification evidence and services provided
- Providing leadership and advocacy for the needs of AIG learners at all levels
- Monitoring implementation of program services and staff
- Participating in professional development opportunities, including regional and statewide meetings to support gifted programs
- Developing, monitoring, and evaluating the local AIG Plan
- Developing partnerships with and communication strategies for families and the community to support the AIG program through social media, newsletters, and the district website

* **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.

An AIG-licensed Coordinator serves as the lead for all four schools in the district—two elementary, one middle, and one high school. The Coordinator is responsible for planning, implementing, and continuously improving AIG services district-wide to meet the academic, intellectual, social, and emotional needs of gifted learners from K–12.

The AIG Coordinator is directly involved in the delivery and coordination of services and programming across the district and works collaboratively with school-level teams and district leaders to ensure consistent, high-quality support for AIG learners.

The AIG Coordinator's responsibilities include:

- Coordinating and overseeing AIG student screening, referral, and identification processes
- Planning and implementing differentiated events and academic activities for AIG students (e.g., field trips, enrichment programs)
- Developing and sharing lesson plans and instructional resources specific to AIG needs.
- Managing and maintaining detailed spreadsheets and data related to AIG identification, services, and student progress
- Monitoring and organizing AIG program finances, including budgeting for events, professional development, and materials
- Organizing professional development opportunities for teachers to build their capacity to serve AIG learners
- Maintaining and updating the district AIG webpage with relevant information, resources, and announcements
- Supporting school staff, administrators, and counselors especially for state-level opportunities like Governor's School
- Collaborating with counselors to identify and prepare students for advanced learning opportunities

Support & Collaboration:

- The Coordinator collaborates with the Chief Academic Officer and the Director of Student Services, Testing and Accountability to align AIG services with district goals and support structures, including MTSS when necessary
- Engages in monthly regional AIG meetings to collaborate with AIG educators from across the region
- Participates in state meetings and conferences to collaborate with AIG educators
- Opportunities for professional growth are consistently available, including:
  - Access to ongoing professional development sessions
  - Partnership with UNC Pembroke
  - Financial support for coursework completion leading to AIG licensure(if funding is available)

This comprehensive support system ensures that the AIG Coordinator is equipped and empowered to provide strong leadership and advocate effectively for the needs of gifted and advanced learners across the district.

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

The district is committed to equipping all personnel involved in the AIG program with high-quality, relevant professional development (PD) to ensure gifted learners are effectively supported across all schools.

AIG Licensure Support:

- All AIG Coordinators are required to hold AIG licensure
- A cohort partnership is available through UNC Pembroke for teachers pursuing AIG licensure.
- Financial support (if funding is available) to help educators in obtaining their AIG add-on licensure

Professional Development Offerings by Role:

Classroom Teachers (Elementary, Middle, and High School):

- AIG PD Series: Booster Shots (facilitated by the AIG Coordinator):
- Basic Differentiation Techniques: Tailoring instruction to meet diverse student needs
- Curriculum Compacting: Strategies to streamline instruction for advanced learners
- Higher-Level Questioning: Using Bloom's Taxonomy and Socratic techniques to deepen thinking
- Social and Emotional: Short, targeted sessions addressing the emotional needs of gifted learners, including stress management, perfectionism, and peer relationships

Instructional Coordinators & Coaches:

- PD on integrating AIG strategies into instructional frameworks and school-wide planning
- Training in using student performance data to identify AIG needs and support teachers

Student Services Personnel (Counselors, Social Workers):

- Focused PD on the social and emotional needs of gifted learners
- Guidance training for advanced opportunities such as Governor's School, dual enrollment, and AP readiness

School Administrators:

- Training to support gifted education in school leadership decisions, scheduling, and staffing
- Understanding AIG compliance, legal requirements, and program evaluation practices

Delivery & Scheduling:

- PD is provided strategically during PLCs to ensure clarity and focus
- Sessions are scheduled based on staff roles, school needs, and calendar availability

- At the end of each school year, all certified staff and principals complete a survey to determine future AIG PD needs. The district is exploring collaboration with EC and EL departments to streamline and align this feedback process

By tailoring professional development to the unique responsibilities of each stakeholder group, the district ensures a well-supported and sustainable AIG program that meets the academic and emotional needs of gifted learners.

* **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 ensure effective instruction for AIG students, the district has established a clear and intentional process for classroom placement and teacher support.

Placement Process:

- AIG students are strategically placed with classroom teachers who hold an AIG add-on license when available
- If a licensed AIG teacher is not available, placement decisions are made collaboratively by the school principal, counselors, and district AIG Coordinator using multiple data points, including EVAAS (Education Value-Added Assessment System) data and prior student performance
- Efforts are made to cluster students with similar AIG identifications (e.g., math, reading) in the same classroom and within the same grade-level team to facilitate appropriate differentiation and peer interaction

Teacher Expectations and Support:

- Teachers assigned to AIG students but who do not yet hold AIG licensure are required to:
- Participate in ongoing professional development throughout the year focused on gifted education strategies and differentiation
- Work collaboratively with the AIG Coordinator for planning and instructional support
- All general education teachers serving AIG students are expected to participate in targeted PD aligned with the needs of gifted learners, including topics such as curriculum compacting, enrichment strategies, and social-emotional support

Collaboration and Oversight:

- The AIG Coordinator works closely with principals, instructional coaches, and other support staff to ensure teachers assigned to AIG students are well-prepared and have adequate resources
- Regular discussions around AIG student placement and support occur during school leadership meetings, MTSS teams, and PLCs

This process ensures that AIG students receive instruction from qualified educators or those who have met LEA requirements and that instructional decisions are based on both certification and demonstrated instructional effectiveness.

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

The district works with principals and teachers to identify staff members that have potential and are interested in earning the add-on AIG licensure. These candidates will be made aware of the various options for completing the requirements (coursework through UNC-P, taking the Praxis). The district will consider providing funding to assist the candidates with their chosen path of completion as part of a completion agreement signed by both the district and the staff member ensuring that they will continue with our district for a set period of time following licensure.

Principals will be encouraged to look for core teacher applicants that have AIG certification.

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

The district is committed to providing focused, high-quality professional learning experiences that support educators in advancing equity and excellence in gifted education. These learning opportunities are designed to challenge and shift mindsets, refine practices, and align policies to ensure gifted services are inclusive and accessible to all students with potential.

Professional Learning Opportunities:

- North Carolina Technology in Education Society (NCTIES) Conference: Teachers are supported in attending the NCTIES conference, where sessions promote innovation, critical thinking, and inclusive instructional strategies for advanced learners
- North Carolina Association for the Gifted and Talented (NCAGT) Conference: Staff attend the annual NCAGT conference to deepen their understanding of equitable gifted education practices, including talent development, diverse identification models, and instructional differentiation
- Partnering with Teachers for Targeted PD: The AIG Coordinator collaborates with general education teachers to identify and provide customized professional development opportunities based on classroom needs and student populations. These sessions focus on inclusive practices and differentiation strategies

Implementation Practices:

- Professional learning is strategically scheduled and designed to directly impact teaching practices and policy understanding. Topics include:
- Equity in identification and talent development
- Growth mindset and culturally responsive pedagogy
- Removing barriers to access for historically underrepresented student groups
- Effective communication with families and stakeholders about gifted services

These opportunities ensure that all staff involved in gifted education are equipped to examine and evolve their mindsets, policies, and practices leading to a more inclusive and effective AIG program for every learner.

*** 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 district intentionally aligns AIG-related professional development with broader district initiatives and goals to ensure that gifted education is embedded in the overall vision for school improvement and student success. The integration of AIG into collaborative structures such as MTSS and PLCs creates authentic, sustained opportunities for shared learning and instructional refinement.

Key Strategies for Alignment and Integration:

- Collaborative Structures in Place:
- AIG Coordinator participates in school-based PLCs and district-level instructional leadership PLCs to collaborate with general education teachers and instructional leaders
- AIG staff are active members of School Improvement Teams (SIT) to ensure gifted education needs are represented and aligned with school-level goals
- Integration with District-Wide Goals: AIG professional development supports the district's three overarching improvement goals:
- Eliminate Opportunity Gaps:
- Universal screening processes and talent development initiatives help identify underrepresented gifted learners
- Professional development addresses equity and bias in identification and service delivery

- Increase School/District Performance:

- AIG strategies are shared with teachers to improve differentiated instruction and academic growth
- AIG educators collaborate with classroom teachers during PLCs to apply best practices that support high achievement for advanced learners

-Educator Preparedness:

- AIG PD includes training in differentiation, questioning strategies, curriculum compacting, and social-emotional learning specific to gifted learners
- Teachers are encouraged to engage in AIG licensure coursework and participate in learning opportunities such as GT Ignite, and NCAGT conferences
- Connecting with School Improvement Goals:
- AIG teachers support the integration of gifted strategies in school improvement plans by aligning enrichment opportunities with literacy and math initiatives

- School-based PD includes discussions on how AIG services can strengthen core instructional practices and help all students access rigorous content
- Opportunities to Refine Practice:
- Ongoing feedback loops exist through end-of-year staff surveys and collaborative data reviews
- Teachers apply AIG PD in classrooms and reflect on student outcomes in follow-up PLCs and coaching sessions

This approach ensures that professional development for gifted education is not siloed, but rather integrated and responsive to broader instructional priorities creating coherence, impact, and sustainability.

*** Ideas for Strengthening the Standard**

- Increase the number of AIG licensed staff
- Provide more rigorous PD for staff in order to strengthen knowledge in AIG instruction and strategies.

Planned Sources of Evidence

*	Professional Development Logs
*	Curriculum Plans
*	Agendas
*	AIG Licensure

Documents

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

Edenton-Chowan Schools (210) 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.

The district recognizes that meaningful and intentional two-way partnerships with parents and guardians are essential to supporting the whole development of AIG students. In addition to providing consistent communication, the district has taken strategic steps to foster ongoing collaboration, dialogue, and shared decision-making between educators and families.

Current and Expanded Strategies to Build Two-Way Partnerships:

- Regular Communication and Feedback:
- AIG staff maintain consistent contact with families through phone calls, email, school and district websites, and AIG-specific newsletters
- Parents are invited to review and provide input on student Differentiated Education Plans (DEPs) each year and are given opportunities to meet with teachers to discuss academic and social-emotional progress
- Family Information Sessions and Learning Nights:
- Annual AIG Parent Sessions are held at the start of each school year to introduce services, supports, and ways families can collaborate
- AIG educators are present and accessible during Open Houses and transition nights (e.g., from elementary to middle school) to discuss student placement, services, and expectations
- When parents are given session choices during school-wide parent nights, AIG-specific breakout sessions are offered to provide targeted support and guidance related to gifted learners
- Surveys:
- Annual surveys are used to gather parent perspectives on the academic and social-emotional needs of their children, with results used to inform programming and services

- Collaborative Planning Opportunities:
- Parents are considered partners in the goal-setting process for their child's academic and personal growth. This includes direct involvement in DEP meetings and, when appropriate, MTSS discussions
- Families of Governor's School applicants or students in specialized programs receive individualized planning meetings with the AIG Coordinator and counselors to address preparation, expectations, and support
- Parents are invited to be a part of the District AIG committee
- Parents are invited and encouraged to volunteer in support of competitions and clubs such as Odyssey of the Mind, Battle of the Books, and Math Champions

- Resources and Capacity Building for Parents:
- The district shares curated resources to help parents better understand giftedness, social-emotional development, and advocacy. These are distributed via newsletters, the AIG website, and during family engagement events
- Plans are underway to partner with community agencies to offer parent workshops and webinars on topics such as perfectionism, stress in gifted learners, and fostering a growth mindset at home

These strategies promote not just communication but collaboration, allowing parents to be active contributors to their child's AIG experience and to the continuous improvement of the program.

* **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 district actively cultivates and sustains partnerships with institutions of higher education, local businesses, industry partners, and community organizations to enhance and support the local AIG Program and services. These partnerships provide meaningful opportunities for all learners to extend their academic experiences and engage in real world learning.

Institutions of Higher Education:

- College of the Albemarle: Offers dual enrollment opportunities for allowing students to earn credits to work toward an associate's degree by high school graduation
- Elizabeth City State University: Collaborates with the district to support enrichment opportunities and access to college-level resources for AIG students as well as field trips to their planetarium

- East Carolina University Health: Provides educational outreach and resources in science and health-related fields, encouraging student exploration in these disciplines with the new John A. Holmes Health Science Academy
- Business and Industry Partners:

State Employees' Credit Union (SECU): Engages with AIG students in financial literacy initiatives and supports scholarship opportunities.

- Local Businesses and Entrepreneurs: Provide mentorships, job shadowing, and guest speaker sessions to connect gifted learners with real-world career pathways and entrepreneurship
- Edenton-Chowan Educational Foundation: Offers grants and financial support for AIG programs, classroom innovation, and academic competitions
- Community Organizations:
- Chowan Arts Council: Collaborates with schools to integrate the arts into AIG programming through workshops, exhibits, and student showcases in art and literature
- Local Chambers of Commerce and Civic Groups: Actively support AIG events, competitions, and advocacy efforts that raise public awareness of the program's impact

- Student Recognition and Community Engagement:
- AIG student achievements are showcased in local and regional competitions such as Odyssey of the Mind, highlighting student innovation, and encouraging continued community support
- Public recognition events and exhibitions foster positive community relationships and promote the value of AIG services

The district maintains strong partnerships with local institutions of higher education including College of the Albemarle, Elizabeth City State University, and East Carolina University Health Sciences which provide dual enrollment, enrichment, and STEM opportunities for our AIG students. We also collaborate with local businesses such as the State Employees' Credit Union and community organizations like the Edenton-Chowan Educational Foundation and Chowan Arts Council to enhance student learning through real-world experiences, mentorships, and the arts. These partnerships not only support academic growth, but also help showcase AIG student achievement and foster sustained community engagement.

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

Our district maintains a dedicated AIG Committee that is actively involved in the development, implementation, monitoring, and revision of the Local AIG Plan. This committee is intentionally structured to represent the diverse populations and perspectives within our schools and broader community, in accordance with SBE policy and Article 9B.

Key Features of Our Advisory Committee:

- Inclusive Representation:
- The committee includes a Parent Representative who played a key role in helping draft the current AIG Plan by offering direct input
- Administrators, AIG teachers, and the AIG Coordinator work collaboratively on the committee to ensure the plan is implemented consistently and effectively across the district
- Each school is represented by at least one committee member, providing equitable input from all campuses and supporting ongoing communication between schools and the district-level AIG team
- Diverse Community Input:
- The committee incorporates external stakeholders and support staff who bring perspectives that reflect the district's cultural, racial, and socioeconomic diversity
- Local partners—such as the Education Foundation, State Employees' Credit Union, and Chowan Arts Council—are involved in the process by offering feedback and support that ensures the AIG program remains connected to community opportunities and resources
- Ongoing Collaboration and Review:
- Regular meetings are held to assess the AIG program's progress, monitor implementation, and consider revisions based on data and stakeholder feedback
- Input is also gathered through community events, parent surveys, and school-level discussions, and is used to inform improvements that align with both district goals and student needs

The AIG Committee plays a vital role in shaping and strengthening the Local AIG Plan by ensuring diverse and inclusive representation from across the district. Through regular collaboration with parents, educators, school representatives, and community partners, the committee ensures that the AIG program remains responsive, equitable, and aligned with both state policy and local needs. This ongoing partnership allows us to continuously refine and improve services that support the growth and success of our gifted learners.

* **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.

- 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.

Our district ensures ongoing, accessible communication about the AIG Plan, services, policies, and advanced learning opportunities. Efforts are made to reach all families, including those with diverse language needs.

Key Communication Methods:

- Public Access to AIG Information:
- AIG Plan is posted on the district website, along with a detailed brochure outlining identification policies and procedures. The brochure is also available at local businesses
- The AIG website, linked to the district's main site, includes a presentation of the AIG Plan, services, program updates, and access to advanced learning opportunities
- School-Level and Family Outreach:
- The AIG Coordinator shares opportunities and updates through:
    - Letters
    - Emails
    - Newsletters
    - Social Media
- Language Accessibility:
- The AIG Plan is translated into Spanish, the district's most common non-English language
- ML staff assist with translation of materials and phone communication to ensure non-English-speaking families receive full access to information

Our district is committed to transparent and inclusive communication about the AIG Plan, services, and opportunities for advanced learning. By utilizing a variety of platforms such as websites, newsletters, social media, and translation support we ensure that all families, regardless of language or background, stay informed and engaged in their child's gifted education. This intentional, ongoing outreach fosters stronger connections between schools, families, and the community

*** Ideas for Strengthening the Standard**

- Expand partnership with the Chowan Arts Council and poet to provide poetry workshops to all grade spans.
- Increase partnerships.

Planned Sources of Evidence

*	Newsletter
*	Newspaper and/or social media posts
*	Event Flyers

Documents

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

Edenton-Chowan Schools (210) 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.

The district's AIG Plan, developed in accordance with state legislation (N.C.G.S. § 115C-150.5-.8, Article 9B) and SBE policy, was approved by the local Board of Education in June 2025. The plan was collaboratively written by the AIG coordinator, with input from parents, students, and various district stakeholders, including administrators and support staff. The plan was reviewed by the AIG Committee, which includes local AIG teachers, a principal, an AIG consultant, an Exceptional Children's teacher, behavior specialist, Director of Curriculum and Instruction, and the Director of Student services.

Evaluation and Feedback:

- The effectiveness of the AIG program is assessed through multiple data sources, including:
  - K-3: MClass and Nine Weeks Math benchmarks for growth tracking
  - Grades 4-12: Mastery Connect benchmarks for progress toward growth and proficiency.
- Surveys, Family Nights, Newsletters, and Website: Regular surveys, family engagement nights, newsletters, and updates on the AIG website help gather ongoing feedback from families and the community
- Ongoing Communication and Support:
  - Feedback is collected from the Department of Public Instruction (DPI) on the AIG plan for continuous improvement
  - The AIG Advisory Committee meets annually to review and assess the AIG program and its alignment with district needs
  - Additional professional resources, such as booster resources, conferences, and unpacking documents, support the continued development of the program

Re-evaluation: The AIG plan will be re-evaluated based on ongoing data analysis and feedback, ensuring the plan remains responsive to student needs and district goals.

The district's AIG Plan, developed with input from AIG teachers, parents, and key stakeholders, was approved by the local Board of Education and aligns with state legislation and SBE policy. The plan's effectiveness is evaluated through various data sources, including assessments and surveys, and is reviewed annually by the AIG Advisory Committee. Ongoing feedback from DPI, family engagement activities, and additional resources ensure continuous program improvement.

* **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.

To ensure the fidelity of implementation for all AIG program components, a comprehensive monitoring plan has been developed, focusing on both performance and ongoing feedback. The AIG Coordinator, in collaboration with district curriculum personnel, oversees the program's implementation and adjustments.

Key Monitoring Methods:

- Progress Reports: The AIG Coordinator will track and report progress for all students (K-12) through regular updates
- Data Collection: Performance data will be gathered from multiple sources, including standardized assessments, surveys, and feedback from teachers, parents, and students
- Professional Development (PD): Ongoing professional development opportunities will ensure that AIG teachers are equipped to meet the needs of gifted learners
- Budget Reports: Financial reports will monitor the allocation of resources to ensure the program's sustainability and effectiveness
- Surveys: Regular surveys will gather input from stakeholders to evaluate the program's success and areas for improvement

The district will use a variety of data collection methods—including progress reports, PD feedback, surveys, and budget tracking—to ensure that the practices and policies outlined in the AIG plan are being faithfully implemented and adjusted as necessary to meet the needs of all AIG students.

* **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.

State funds allocated to the AIG program are primarily used to cover the salary of one full-time AIG Coordinator who serves grades K-12. Remaining funds are used to purchase program resources aligned with the AIG plan, provide opportunities for students such as field trips, and implement professional development for staff. The district also seeks financial support from local businesses and civic organizations to enhance enrichment opportunities outside the classroom. Fundraising efforts will be utilized as needed to support these activities. The AIG Coordinator and the district Finance Officer work together to make sure all expenditures support the program goals and state policies.

* **Practice D**
Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

The district maintains and analyzes a comprehensive set of data sources to monitor student achievement, growth, and annual drop-out rates for AIG students. This data is disaggregated to identify trends and patterns over time, which are used to inform policies and practices that support equity and excellence for all students. Teachers and staff are expected to regularly analyze and use this data to differentiate instruction and make informed decisions to better support AIG students.

Data Sources Analyzed:

- MClass: For assessing early literacy and reading skills.

- Mastery Connect: For monitoring student progress and growth through formative assessments in both reading and math.
  Beginning of Year (BOY) Assessments: To establish baseline data for student performance.
- End of Grade (EOG) and End of Course (EOC) Assessments: For measuring academic achievement in core subjects.
- GPA (Grade Point Average): To track overall academic performance.
- Dual Enrollment: To monitor participation in college-level coursework
- College Acceptances: For tracking post-secondary opportunities and student success.
- Scholarships Achieved: To measure AIG students' success in earning scholarships and financial support
- EOG/EOC Spreadsheet: A dedicated spreadsheet to track and compare EOG/EOC performance for AIG students across years
- Demographic Data from Infinite Campus: To track patterns based on gender, ethnicity, socioeconomic status, and other relevant demographic factors

Teachers' Responsibilities:

- Teachers are expected to analyze this data to identify individual and group trends, which will inform differentiated instruction to meet the unique needs of AIG students
- Data is reviewed regularly at professional learning communities (PLCs) and meetings with administrators to ensure continuous improvement

The district systematically collects, analyzes, and disaggregates multiple data sources to track achievement and growth for AIG students. This data also will assist in monitoring and providing early warning signs for implementing drop-out prevention strategies. This data drives decision-making to ensure equitable opportunities and outcomes for all students. Teachers and staff are expected to use this data to differentiate instruction and support AIG students in achieving excellence.

* **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 district employs a systematic process for collecting and analyzing data focused on the referral, identification, services, and retention of students within the local AIG program, ensuring that no demographic factor (such as race, ethnicity, economic status, exceptionalities, or language differences) limits students' access to or participation in gifted education. Key data points are regularly reviewed to ensure equitable access for all students, particularly those from under-represented populations.

Referral Data:

- Teacher Referral Form: When a teacher suspects a student may be identified as AIG, data from these forms will be tracked and analyzed to identify trends in referrals by demographic factors
- Parent Referral Form: Allows parents to refer students they believe may be AIG. This data will also be analyzed to ensure diverse family input into the referral process

Identification Data:

- Non-Verbal Cognitive Abilities Test: The district utilizes non-verbal assessments (such as a non-verbal section of the CogAT) to help identify students from culturally/ethnically diverse, economically disadvantaged, or multilingual learning backgrounds, ensuring that testing is equitable and provides all students an equal opportunity to be identified for AIG services
- EVAAS Data: Used to track growth and achievement of AIG students, including those from underrepresented populations, to inform identification and monitor the success of the program

Services and Retention Data:

- Annual Student Progress: A spreadsheet is maintained for each grade level to track student progress annually. This data helps ensure students are receiving the appropriate level of service and identifies any gaps in achievement or retention
- Services Exit Form: A Services Exit form is provided to families who choose to remove their child from AIG services. This data helps track reasons for withdrawal and can provide insight into retention challenges

Collaboration:

- The AIG coordinator collaborates closely with the MTSS (Multi-Tiered System of Support) team and is notified when a student shows characteristics of giftedness. The MTSS team is also involved in the evaluation process to ensure equitable identification and support for all students.
- District Data Manager: The district's Data Manager will collaborate annually with the AIG coordinator to analyze demographic trends in the referral and identification process and ensure that no group is underrepresented in the AIG program

The district systematically gathers and analyzes referral, identification, services, and retention data to ensure equitable access to AIG services for all students. This includes using non-verbal assessments to identify students from diverse backgrounds and tracking progress through multiple data points, such as teacher referrals, EVAAS, and annual student progress. The district will continue to work closely with the MTSS team and the Data Manager to ensure that the AIG program is inclusive and accessible to all students, with a specific focus on equity in identification and retention practices.

* **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 Human Resources department maintains up-to-date records on the credentials of all personnel serving K-12 AIG students. This data is reviewed to ensure alignment with the goals and strategies outlined in the local AIG Plan. When funding is available, the district supports AIG teacher participation in state-

recognized AIG licensure cohorts to increase the number of endorsed educators. AIG-specific Professional Learning Communities (PLCs) and ongoing professional development sessions are offered to support continuous growth. Records of participation in AIG cohorts, PLCs, and PDs are maintained and monitored to support program quality and effectiveness.

* **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.

Feedback on the implementation and effectiveness of the AIG program is collected regularly from students, parents/guardians, teachers, and administrators to support continuous improvement. Separate surveys are administered to students and parents at mid-year and end-of-year to gather specific feedback on their experiences and satisfaction with the program. Teachers and school leaders also complete mid-year and end-of-year surveys to provide insight into instructional effectiveness and support needs. Informal feedback is gathered throughout the year through direct communication and AIG events. All feedback is analyzed to inform planning and decision-making for the following school year.

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

Evaluation data from the AIG program is shared with all stakeholders through a variety of clear and consistent methods. Community stakeholders receive updates via the district AIG website and Facebook page. Additionally, parents, students and families receive updates through newsletters, parent nights and progress reports. Teachers and administrators are informed through AIG teacher newsletters, presentations in Instructional Leadership PLCs, and reports shared directly with school leadership teams.

* **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.

There are written policies, procedures, and practices in place to safeguard the rights of all AIG students and their parents/guardians throughout the identification, placement, service, and retention processes. Parents receive informed consent forms prior to testing, and formal consent is required at the initial Differentiated Education Plan (DEP) meeting for students to participate in AIG services. Each year, families are given the option to continue AIG services or exit services voluntarily.

Reevaluation occurs at benchmark years (end of grades 5 and 8) to determine continued eligibility or a change in identification. When a student transfers into the district, a form is completed by the AIG teacher or school Data Manager, who contacts the prior school to verify gifted identification and services.

Dispute Resolution Process:
Should disagreements arise, families follow a multi-step grievance procedure:

1. Step I – School-Level Conference: A written request is submitted for a meeting with the principal to resolve the concern

2. Step II – Appeal to Superintendent: If unresolved, the family may submit a written appeal to the Superintendent within five school days

3. Step III – Appeal to Board of Education: If still unresolved and the matter involves a violation of policy or law, a written appeal may be submitted to the Board of Education, which reviews the case and provides a final written decision

Final Step (as required by Article 9B):

In the event that the above procedure fails to resolve a disagreement, the parent or guardian may file a petition for a contested case under Article 3 of Chapter 150B of the General Statutes. The scope of the review will be limited to (1) whether the school system's procedures failed to identify the student as a gifted student, or (2) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the student. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties and is not subject to further review under Article 4 of Chapter 150B of the General Statutes (G.S. 115C-150.78.) Attorney's fees are not available to parents or guardians in the event they prevail in a due process hearing.

This comprehensive framework ensures that the rights of AIG students and their families are respected and upheld at every stage of the AIG program.

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*** Ideas for Strengthening the Standard**

- Provide a feedback/suggestion form on the webpage to allow all stakeholders to ask questions or offer suggestions for improvement.
- Investigate using Infinite Campus to store all AIG documentation.

Planned Sources of Evidence

*	Grievance Policy
*	Webpage
*	Survey Results
*	Meeting agendas/notes

Documents		
Type	**Document Template**	**Document/Link**

AIG Standard 6 Additional Resources	N/A

Local Board of Education Approval

Edenton-Chowan Schools (210) 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

Edenton-Chowan Schools (210) 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	Local AIG Plan Board Approval Document.

Optional Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	AIG Parent Inventory Form AIG Consent for Testing letter AIG Self Description Student Form AIG criteria 2025 grades K-3 AIG criteria 2025 grades 4-12
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	

Edenton-Chowan Schools (210) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition