

Mission/Vision Statement and Funding

Hertford County Schools (460) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C:150.5).

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

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

* Mission and/or Vision Statement(s)

Mission: Hertford County Public Schools AIG program's mission is to discover, nurture, and develop gifted potential while fostering teacher professional development and a sense of community among stakeholders.

Vision: Hertford County Public Schools AIG program's vision is to develop and empower all AIG students to become leaders through inclusive and rigorous education.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 141,318.00	0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Hertford County Schools (460) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 1: Student Identification

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

Practice A

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

District Response

Practices are in place to ensure AIG identification is comprehensive, clear, fair, and equitable for students in grades K-12. Moreover, a universal screener is used for every student to showcase their strengths and talents. At the beginning of the school year, the AIG lead teachers present information on the HCPS AIG referral and identification process during staff meetings and online correspondence. All information regarding this process is included in an LEA presentation entitled “Advanced Learners 101”. The AIG team partners with the ML and EC departments to ensure the information and assessments are equitable for the multilingual and twice-exceptional learners.

Referral Process

-Any adult (with knowledge of student success), including parents, may refer a student for testing.

-It is highly recommended that classroom teachers evaluate all student data to build a comprehensive learner profile before submitting names to the lead AIG teacher. Teachers should consider EVaaS, STAR Reading, and mClass/DIBELS data.

-The parents/guardians receive notification of referral and complete a consent form and parent inventory.

-The student should complete (with help from a parent or guardian, if necessary) the student self-description form.

-Testing is scheduled.

Screening Process

-Students are tested, in groups of no more than 10, using the universal screener- Naglieri Nonverbal Ability Test-3rd Edition (NNAT3).

-The administrator is AIG-certified (generally the district AIG lead teacher/coordinator) with a proctor (any HCPS employee).

-Assessments are scored manually by the AIG lead teacher/coordinator and an AIG-certified staff member.

-Tests are administered twice a year: November and March.

-Results are shared with classroom teachers, administrators, and parents via letter within 48 hours.

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.

District Response

The AIG team offers multiple opportunities for students to demonstrate their need, ability, and potential to achieve at high levels. The following chart outlines the criteria in the identification process across the K-12 continuum to reveal the students' strengths. The multiple pathways are based on HCPS's definition of various categories of giftedness. See table below.

Note Regarding Student Identification Changes

Identifications are updated yearly to reflect BOG/EOG/EOC test results. When a student's identification changes, a family member signs the Family Conference Notes/Change in Identification or Service form.

The AIG lead teacher/coordinator works with K-12 teachers to identify a pool of students who have the potential to be identified by achievement. ML and EC teachers are consulted to conscientiously include multilingual and twice-exceptional students.

-These students are administered the aptitude assessment; if they fail to meet district identification guidelines, the students are placed in a Talent Development Pool, and

- receive services from their classroom teachers
- receive additional support from the AIG Lead Teachers, MCLs, MTSS Team, and other staff
- utilize portfolios to document current services, test scores, and other nontraditional measures

GRADE**Talent Development Pool Criteria**

- | | |
|---|--|
| K | Must have a DIBELS composite score of 354+ OR
in the 85th-89th percentile on standardized math assessment OR
a score between 85% - 89% on the NNAT3 |
| 1 | Must have a DIBELS composite score of 361+ OR
in the 85th-89th percentile on standardized math assessment OR
a score between 85th - 89th percentile on the NNAT3 |
| 2 | Must have a DIBELS composite score of 365+ OR |

in the 85th-89th percentile on standardized math assessment OR

a score between 85th - 89th percentile on the NINAT3

3 - 12

Must score in the 85th-89th percentile range on reading/English OR math
OR

biology EOG/EOC or NINAT3

Students identified in another district and labeled in Infinite Campus as A/G are added to the A/G roster and receive services. Additional paperwork from our district may be required to supplement paperwork from their previous district.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	* (Reading) DIBELS composite score of K - 450+ / Grade 1 - 480+ / Grade 2 - 474+	* 90% on a math achievement test, such as the Iowa Basic Skills Assessment	* (Reading) DIBELS composite score of K - 450+ / Grade 1 - 480+ / Grade 2 - 474+ AND 90% on an achievement test, such as the Iowa Basic Skills Assessment	* 90th percentile or higher on aptitude test	* 90th percentile or higher on aptitude test AND Reading DIBELS composite score of K - 450+ / Grade 1 - 480+ / Grade 2 - 474+ AND Math 90% on an achievement test, such as the Iowa Basic Skills Assessment
3-5	* 90th percentile or higher on the Reading BOGEOG with at least an 85% overall average in Reading, Math, Science, and SS	* 90th percentile or higher on the Math EOG with an 85% overall average in Reading, Math, Science, and SS	* 90th percentile or higher on the Reading AND ?Math EOG with an 85% overall average in Reading, Math, Science, and SS	* 90th percentile or higher on aptitude test	* 90th percentile or higher on aptitude test AND 90th percentile on the Reading AND ?Math EOG with an 85% overall average in Reading, Math, Science, and SS classes
6-8	* 90th percentile or higher on the Reading EOG with at least an 85% overall average in Reading, Math, Science, and SS	* 90th percentile or higher on the Math EOG with an 85% overall average in Reading, Math, Science, and SS	* 90th percentile or higher on the Reading AND ?Math EOG with an 85% overall average in Reading, Math, Science, and SS	* 90th percentile or higher on aptitude test with an 85% overall average in Reading, Math, Science, and SS	* 90th percentile or higher on aptitude test AND 90th percentile on the Reading EOG AND ? Math EOG/Math 1 EOC with an 85% overall average in Reading, Math, Science, and SS classes

9-12	* 90th percentile or higher on English 2 EOC with a 3.0 GPA	* 90th percentile or higher on the Math 1 or Math 3 EOC with a 3.0 GPA	* 90th percentile or higher on 2 of the 3: English 2 EOC and/or Math EOC and/or Biology EOC with a 3.0 GPA	* 90th percentile or higher on aptitude test with a 3.0 overall GPA	* 90th percentile or higher on aptitude test with a 3.0 overall GPA	* 90th percentile or higher on aptitude test AND English 2 EOC AND? Math 1 EOC/Math 3 EOC AND Biology EOC with a 3.0 GPA
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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.

District Response

Any party directly related to the student can refer them to be tested for AIG. The referral form may be obtained from the school's AIG lead teacher. After the referral, the student, parent/guardian, and teacher complete the appropriate documents in the AIG packet and return them to the lead AIG teacher at that school.

- The test (NNAT3) measures the general ability of all students, including culturally/ethnically diverse, economically disadvantaged, English learners, highly gifted, and twice-exceptional students.
 - Other identification opportunities include EOG/EOC scores. These scores have identified diverse students, including EL, twice-exceptional, highly gifted, and economically disadvantaged.
 - The AIG Team compares the student and county demographics yearly, which the district testing and accountability director provides.
- 5.50% of students are identified as dual exceptionality/ twice-exceptional.
- Our county has successfully used the NNAT3 to identify a culturally/ethnically diverse group of students.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	8.06%	18.06%	---	---	---	13.71%
Male	---	7.55%	13.95%	---	---	---	21.00%
Total	---	7.80%	15.82%	---	17.72%	---	16.96%

Percent of Total AIG Students Identified as Dual Exceptionality

5.50%

*** Practice D**

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

District Response

The AIG team monitors the screening, referral, and identification processes through a combination of data review, collaborative oversight, and ongoing professional support. The team maintains clear, standardized guidelines for screening and referral to all schools within the district. Resources are provided, such as

- Checklist: Bright vs. Gifted
- Flowchart: HCPS AIG Screening and Referral Process
- Helpful Hints to Understand AIG Identification
- Frequently Asked Questions

-The AIG team

- Provides regular professional development for staff to ensure a consistent understanding of AIG referral and identification procedures.
- Collects and reviews student data to identify patterns, track referrals, and ensure underrepresented populations are considered.
- Inputs identified students' information into the NC-Student Information System (NC-SIS): Infinite Campus.
- Meets regularly to review processes and address inconsistencies.
- Attends district leadership/principal meetings to share AIG screening, referral, and identification information.
- Maintains comprehensive records of screening tools, referral forms, eligibility decisions, and parent communication.
- Solicits parent and teacher feedback to improve referral processes and ensure transparency.

The Curriculum and Instruction (C & I) team conducts internal auditing of AIG school records and district guidelines annually.

*** Practice E**

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

District Response

The AIG lead teacher is the primary contact for sharing information regarding the AIG program in his/her building. These teachers conduct annual meetings with staff, parents, and other stakeholders to share updates on the identification process at the district level. The standardized LEA presentation, "Advanced Learners 101," is utilized. Following these information sessions, the referral process begins.

- Parents and teachers may refer to the AIG webpage for information, including FAQs, regarding screening, referral, and testing processes.
- Additional information on identifying the characteristics of giftedness is provided on or via:

- ConnectED / AlertNow calls
- Parent Nights/Open Houses
- District website
- District-wide and staff meetings
- AIG brochures
- AIG newsletter

-The AIG team collaborates with the ML team to translate materials into different languages based on community needs.

-The identification process, service options, and changes in identification are reviewed with parents annually.

*** 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.

District Response

Documentation of identified students is compiled in the following ways:

- The district AIG lead teacher/coordinator maintains a spreadsheet that includes the identified students and yearly updates, EOG/EOC scores, AIG identifications, and other anecdotal notes, as well as an AIG folder containing all the paperwork for identification. (AIG paper documentation is stored in file cabinets at the elementary location, AES).
- The identified student's identification, program services, and identification evidence are documented in Infinite Campus.
- Parents receive students' score reports (via letter).
- A parent conference is scheduled to discuss services and DEP.
- Parents are provided copies of all documentation, including all associated parties' signatures.
- Lead AIG teachers inform classroom teachers of identification and services/DEP.

The district AIG lead teacher/coordinator also maintains a file folder and spreadsheet of every referred/tested student who did not qualify. The folder includes testing materials, screeners/inventories, and any other documents used in the process. He/she communicates the students' score reports with parents via letter.

*** 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.

District Response

The AIG team reviews formal identification data and collects additional qualitative data, such as classroom observations, student work samples, interests, and learning styles. The AIG team, including school counselors, administrators, and parents, develops a DEP that outlines:

- Student's areas of giftedness
- Specific academic and instructional needs
- Differentiated services and strategies, such as curriculum compacting, acceleration, enrichment, etc.
- Social-emotional support, if needed.
- Goals for the student's growth

-The AIG team

- Engages parents and students in setting academic and personal learning goals
- Shares a copy of the DEP with families and school personnel
- Keeps records updated and accessible for reference during instruction and planning
- Uses formative and summative assessments to monitor student progress
- Adjusts instructional approaches and DEP goals as needed
- Conducts an annual DEP review meeting with parents
- Updates the DEP to reflect changes in services, goals, and student interests, and is aligned with transitions (from elementary to middle school, middle to high school)
- Provides the receiving schools with the student's DEP and other relevant information
- Collaborates across school levels to ensure continued gifted services

*Ideas for Strengthening the Standard

- Implement an "AIG Program Progress Report" with the student report cards to provide additional communication regarding the student's progress toward meeting the goals on the DEP.
- Continue improving communication with families.
- Research various screeners, tests, and identification tools.

Planned Sources of Evidence

* AIG webpage, brochures, newsletters, etc.
* Annual DEPs
* AIG folders with identification documentation
* Data from universal screeners
* "Advanced Learners 101" presentation
* Infinite Campus (for identification)
* Rosters, agendas, and attendance from all meetings

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources		N/A	Parent Letter-Potential Candidate-Testing
			Parent Inventory for AIG Program
			Student Self-Description Form for AIG Program
			Initial Screening Instrument for AIG Program
			Helpful Hints to Understand AIG Identification
			Prior Notice and Parent Consent

Standard 2: Comprehensive Programming within a Total School Community

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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.

District Response

The AIG program provides services for each grade span, K-12, that meet gifted learners' specific academic and intellectual needs. The services are delivered through collaboration with a variety of personnel.

In addition to academic and intellectual services, students are provided experiences focusing on developing their interests, talents, and strengths. These learning environments encourage durable skills and mindsets, leading to leadership, problem-solving, and creative thinking.

*A Maker Faire is designed to meet the needs of AIG students in the district. Early College High School AIG students and community partners collaborate to provide creative learning experiences for the AIG elementary and middle school students.

**The AIG Summer Studies is hosted for all AIG students and their siblings. Students participate in activities that are above and beyond the Common Core standards.

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

K-2	* Weekly Pull-Outs (with the district AIG lead teacher or school lead teacher) Cluster/Flexible Grouping Tiered Instruction/Choice Boards/Compact Curriculum	* Weekly Pull-Outs (with the district AIG lead teacher or school lead teacher) Cluster/Flexible Grouping Tiered Instruction/Choice Boards/Compact Curriculum	* Monthly Enrichment Class (with district AIG lead teacher) Dual Enrollment Honors Classes	* Maker Faire* Summer Studies** Field Trips, such as --Sylvan Heights Bird Park --NC Zoo and Botanical Gardens --Aurora Fossil Museum --North Carolina Aquarium on Roanoke Island
	* Weekly Pull-Outs (with the district AIG lead teacher or school lead teacher) Cluster/Flexible Grouping Tiered Instruction/Choice Boards/Compact Curriculum	* Monthly Enrichment Class (with district AIG lead teacher) Dual Enrollment Honors Classes	* Monthly Enrichment Class (with district AIG lead teacher) Dual Enrollment Honors Classes	* Science Fair (Grade 3) Essay Competitions (Grades 3-5) Math Champion Competition (Grades 3-5) Battle of the Books (Grades 4-5) Robotics (Grades 4-5) Project-Based Learning Maker Faire* Summer Studies** Field Trips, such as --Sylvan Heights Bird Park --NC Zoo and Botanical Gardens --Aurora Fossil Museum --North Carolina Aquarium on Roanoke Island
3-5	* Monthly Enrichment Class (with district AIG lead teacher) Cluster/Flexible Grouping Independent Study/Projects Honors Classes Advanced Math Courses	* Monthly Enrichment Class (with district AIG lead teacher) Cluster/Flexible Grouping Independent Study	* Monthly Enrichment Class (with district AIG lead teacher) Dual Enrollment Honors Classes Advanced Courses	* Spelling Bee (Grade 8) Science Fair NC Virtual Public School Battle of the Books Math Champion Competition Field Trips, such as --Virginia Living Museum --NC State Parks --Livermon Park & Mini Zoo
6-8	* Monthly Enrichment Class (with district AIG lead teacher) Cluster/Flexible Grouping Independent Study/Projects Honors Classes Advanced Math Courses	* Monthly Enrichment Class (with district AIG lead teacher) Dual Enrollment Honors Classes Advanced Courses	* Monthly Enrichment Class (with district AIG lead teacher) Dual Enrollment Honors Classes Advanced Courses	* College & Career Fair Science/STEM Fair Literary Arts Competition (RC) Job Shadowing/Internships Battle of the Books Service Learning Projects (honor cords) Governor's School/ Governor's Page NCSSM (NC School of Science and Math) Presenters for Earth Day Awareness (CSB) Field Trips, such as -- NC State Fair/NC State University --NC Symphony --NC State Historic Sites
9-12	* Monthly Enrichment Class (with district AIG lead teacher) Dual Enrollment Honors Classes Advanced Courses			

* 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.

District Response

Teachers, school counselors, PBIS specialists, the MTSS, Curriculum and Instruction (C&I), and Student Services Teams, district social workers, Multilingual Learner (ML), and the Exceptional Children (EC) Department provide support services. The school district also offers Pasela, a positive action curriculum, used for social-emotional learning and character education, for students in grades K-12. If warranted, a teacher collaborates 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 are noted in the student's DEP, and parents are notified.

Some services include classroom-based SEL lessons tailored for high-ability learners, small-group discussions focused on gifted-specific topics, advisory or homeroom programming with SEL themes for gifted students, counseling support, workshops, and check-ins with the district AIG lead teacher to track social-emotional well-being.

If services are needed outside the educational realm, they are referred to local mental health professionals or community agencies (Integrated Family Services, ECU Health, Roanoke Chowan Community Health Clinics at HCMS & HCCHS, and local churches) 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.

District Response

The AIG team connects the program and its services to ensure the AIG program and services complement and reinforce the district's strategic plan, "Pursuit of Excellence: Unleashing Our Potential". Its core values are student-centered, equity, accountability, excellence, and collaboration.

-*Student-Centered* - The AIG team prioritizes gifted students' individual learning needs, strengths, and interests. They develop differentiated instruction, personalized learning plans, and enrichment opportunities that allow students to explore areas of interest and challenge.

-*Equity* - The AIG team works to identify and support gifted students from all backgrounds, ensuring access and representation across demographics. They use multiple criteria for identification and provide professional development on multicultural and linguistic practices.

-*Accountability* - The AIG team sets clear goals and measures outcomes to ensure the effectiveness and continuous improvement of their services. They collect data on student progress, participation, and program impact, use it to refine practices, and report to stakeholders.

-*Excellence* - The AIG team aims to cultivate high achievement and deep learning among gifted learners. They design rigorous, high-level curriculum and instruction that promote critical thinking, creativity, and problem-solving.

-*Collaboration* - The AIG team works with general education teachers, administrators, families, and the community to support gifted students. They provide co-teaching models, parent education sessions, and collaborate in Professional Learning Communities (PLCs) to align instruction and support.

* Practice D

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

District Response

The AIG team provides flexible grouping for AIG students based on their identification and academic needs. The district AIG lead teacher/coordinator, along with school leads, incorporates strategies and practices based on the book *The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All* by Susan Winebrenner and Dina Brulles, and other research-based studies. AIG students are grouped initially based on their identified areas.

At the beginning of each school year, the district AIG lead teacher and administrators discuss AIG flexible/cluster grouping for K-8. The suggested process is as follows:

- Review EVaaS data for teachers to determine who has grown the gifted population
- Assign AIG students to AIG-certified teachers based on their identification
- Group students based on identification (AM, AR, AG, AIG, IG)

* **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.

District Response

The AIG team provides ongoing professional development opportunities for teachers, administrators, and support staff focused on gifted education strategies, identification processes, and legal requirements.

- At the beginning of the school year, the district AIG lead teacher provides an AIG booklet to all AIG teachers containing information about the AIG plan and students.
- All teachers receive an AIG one-page overview of the components of the AIG plan.

The AIG team

- Hosts annual training sessions at the district and school levels to ensure staff understand the AIG plan, differentiation techniques, and how to support gifted students across all grade levels
- Shares updated resources, legislation, and regulations related to gifted education through newsletters, PLC meetings, and the AIG webpage
- Coaches and consults to support the implementation of differentiated instruction and appropriate services for gifted students

* **Practice F**

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

District Response

At the beginning of each year, the district AIG lead teacher updates the rosters for each school and shares the roster with school administrators, school counselors, AIG-certified teachers, and regular education teachers of gifted students.

To ensure the continuation of services at key transition points (4th, 6th, and 9th grade), the AIG team notifies parents via letter about what to expect regarding gifted programming when their child transitions to the next school level.

- AIG Parent Nights are held to review the program, goals, and services at the next level.
- Students at transitional grade levels participate in school visits, and AIG services are highlighted during these tours.

- AIG Summer Studies offers rigorous activities to prepare students for the next grade level.

-Transitional Letters - Elementary, Middle, School

- * **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.

District Response

The AIG team refers to the *Iowa Acceleration Scale* as a determining factor for acceleration. An Academic Services Team consisting of classroom teachers, counselors, administration, district AIG lead teacher, and school AIG lead teachers is responsible for making placement and service decisions based on aptitude, achievement, performance data, teacher/parent checklists, and student interest surveys.

- Grade/Subject Acceleration- Refer to the *Acceleration Procedure Documentation Form*. The principal and all grade-level teachers must be present at these meetings. Accelerated placement decisions must be based on the student meeting five out of the seven criteria below:
 - Dual Enrollment- Classes at a high school and/or Roanoke Chowan Community College are available for high school students in grades 9-12. Students who successfully complete the requirements for the college course earn college credit. These courses lead to transferable credits, certificates, or diplomas.
 - Credit by Demonstrated Mastery- Process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content, without course enrollment or seat time.

An individualized, differentiated educational plan is produced, and a follow-up conference is held within four weeks to review the student's progress.

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

District Response

The AIG team cultivates and develops the potential of K-3 students through early intervention and talent development by implementing purposeful and intentional programming that identifies, nurtures, and supports young students with advanced abilities. Early identification and enrichment help ensure that gifted potential is recognized and developed before formal gifted identification occurs.

The AIG team provides K-3 students with enrichment experiences via small-group pull-outs.

Talent development opportunities and differentiated small group instruction to target both reading and math.

- * **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.

District Response

The AIG program develops and promotes equity and excellence by providing advanced learning opportunities to the traditionally diverse AIG populations for field trips, plays, musicals, landmarks, zoos, and college tours to expose students to experiences that will broaden their cultural and academic horizons. AIG Summer Studies is offered for identified AIG students and those in the talent development pool (grades 4-12) to enrich content and experiences that may not be implemented in the regular classroom.

-This diverse population of students will be encouraged to

- Participate in school, district, and state competitions
- Enroll in NCVPS (North Carolina Virtual Public Schools) beginning in grade 7
- Take advanced coursework, such as honors and dual enrollment
- Enroll in college-level, online, and distance learning courses

* Practice J

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

District Response

The AIG team is committed to identifying and providing a variety of extracurricular opportunities that align with students' interests and talents and support advanced learning outside the traditional classroom setting. Students complete an interest inventory and offer extra-curricular programming based on the results. Some opportunities include, but are not limited to:

- Academic Competitions
 - National Beta Clubs: Elementary (K-5), Junior (6-8), and Senior (9-12).
 - Science & Math Competitions
 - Battle of the Books
 - Spelling Bees
 - Writing Competitions, such as the Roanoke Chowan Literary Festival and the Dr. Martin Luther King, Jr. Essay Contest
- Enrichment Clubs
 - Robotics/Drones
 - Coding/Programming Club
 - Math Olympiad Club
 - Science Explorers

- Mentorship Programs

- Peer Mentoring
- Community Mentoring
- Community Partnerships
 - Job Shadowing
 - Internships

These opportunities are shared in a printed brochure for gifted students across all grade spans.

* Ideas for Strengthening the Standard

- Plan additional transition activities.
- Provide additional extracurricular activities.
- Expand Talent Development services.
- Build a social/emotional library at each school, accompanied by lesson plans.
- Provide an allotted schedule for the AIG lead teacher and student meetings.

Planned Sources of Evidence

- * AIG booklet with key information
- * AIG "one-page" overview
- * Field trip permission slips & itineraries
- * AIG headcount and demographic data
- * Competition photographs

Type	Documents Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 <u>Iowa Acceleration Scale</u>  <u>Transitional Letter-Elementary School</u>  <u>Transitional Letter-Middle School</u>  <u>Transitional Letter- High School</u>

Standard 3: Differentiated Curriculum and Instruction

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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.

District Response

Hertford County Public Schools supports differentiation across the entire K-12 curriculum and differentiation based on the identified ability of the students. Teachers use the NC Standard Course of Study (NCSCOS) as an entry point for curriculum and adapt the curriculum content for enrichment, extension, and/or acceleration opportunities based on the students' needs. When planning curriculum instruction, teachers utilize a variety of practices. These may include, but are not limited to:

- Interest/Learning styles inventories
- Curriculum compacting
- Problem-based learning
- Project-based learning
- Pre-assessments
- Tiered assignments/Choice boards
- Small group discussions
- Debates

Teachers consider the content, process, and product for differentiation when creating lesson plans. They receive support from MCIs, instructional technology facilitators, ML specialists, and ALG lead teachers.

*** Practice B**

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

District Response

The AIG team uses students' identified abilities, readiness, and interests to create differentiated learning experiences that address a broad range of needs in K-12 classrooms. The team helps ensure gifted students receive appropriate, challenging, engaging, and personalized instruction that fosters academic growth and motivation.

Differentiation Based on Abilities

- Curriculum compacting
- Tiered assignments
- Acceleration & Enrichment

Readiness

- Pre-Assessments
- Flexible Grouping
- Scaffolding & Support

Interest-Based Engagement

- Student Choice
- Independent Study
- Mentorships & Real-World Connections

* **Practice C**

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

District Response

The AIG team is provided time to research and identify resources to utilize to address the needs of AIG students. The team

- Attends the NCAGT or NCTIES conference for resources and strategies
- Collaborates with instructional coaches, Instructional Technology Facilitator (ITF), media coordinators, and the ML teacher for support, resources, and strategies
- Develops curriculum maps and guides that provide additional strategies, resources, and activities for gifted students who need enriched opportunities
- Shares resources through the media center's professional collections

* **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.

District Response

The NCDPI resources for Portrait of a Graduate are the foundation for embedding the durable skills and mindsets in instruction. The AIG services allow gifted students to

- Engage in higher-order questioning and complex projects
- Foster risk-taking and creative thinking
- Participate in group work, seminars, and mentorships

The AIG team fosters the development of durable skills at an advanced level through:

- AIG Resource and Enrichment Class (Grades K-5)
- Maker Faire (Grades K-12)
- AIG Summer Studies (Grades K-12)
- Sponsorship of Battle of the Books, Beta Club, and other competitions (Grades 4-12)
- Monthly Enrichment Pull-Outs (Grades 6-12)
- Monthly Features (Grades 9-12)
- Community Service Projects (Grades 9-12)
- Mentorships/Internships (Grades 9-12)

In the AIG Resource and Enrichment class, students engage in higher-order thinking skills and hands-on activities. They collaborate using Google Classroom and are taught research skills. For the Monthly Features, students are periodically introduced to various digital tools and resources that support their academics.

At the Maker Faire, K-12 gifted students can engage in hands-on technology. Students can select stations of their choice, and options include but are not limited to:

- Sphero
- Arduinos
- Snap Circuits
- MaKey Makeys
- Robotics
- Wearable Circuits

High school students serve as facilitators, working collaboratively with their peers to teach the students who select their station.

At the AIG Summer Studies, students (grades 4-12) can select sessions on topics ranging from dissection to robotics. These opportunities enhance critical thinking, problem-solving, communication, and collaboration while allowing students to have critical dialogue with like-minded peers.

* **Practice E**

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

District Response

HCPS teachers use data-driven instruction and progress monitoring to help create these groups and differentiate classroom curricula through the use of:

- Pre-assessments
- Mastery Connect
- EV/AAS
- SchoolNet
- EOG/EOC Data
- Pre-ACT/ACT
- NC Check-In Data
- Student self-assessments

Formative assessments are ongoing and used to analyze the growth of gifted students and determine the overall effectiveness of instruction, as well as the implications for differentiation, in preparation for the next instructional unit.

* **Practice F**

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

District Response

The AIG team collaborates with various school personnel to implement differentiated curriculum and instruction that meets the diverse needs of gifted students. Collaborative partnerships ensure that differentiated curriculum and instruction are comprehensive, inclusive, and responsive to each student's unique needs. The AIG team collaborates with the following groups:

Teachers

- Integrate enrichment activities, acceleration options, and differentiation strategies into their lesson plans.
- Provide training on strategies such as curriculum compacting, tiered assignments, and flexible grouping.
- Offer resources, lesson adaptations, and co-teaching opportunities.

School Counselors & Support Staff

- Address gifted students' perfectionism, anxiety, and asynchronous development through counseling or small group sessions.
- Ensure high-achieving students receive guidance on advanced coursework, dual enrollment, and scholarship opportunities.

School Administration

- Work with the Director of Curriculum & Instruction to make scheduling adjustments and acceleration pathways.
- Ensure appropriate staffing, materials, and funding for gifted programming.

Specialists

- Partner with special education teams to create IEPs or 504 plans that accommodate gifted students with disabilities (twice-exceptional).
- Work with ML teachers to support gifted multilingual learners.

MTSS (*Multi-Tiered System of Supports*)

- Work with the team to identify discipline, attendance, and achievement trends.
- Create interventions and set goals.

* Ideas for Strengthening the Standard

- Hire an AIG tutor to assist with student services.
- Offer district-wide professional development on differentiation, presented with time for teachers to apply the strategies to their teaching content.
- Utilize Pasela regularly.
- Collaborate (more) with the district MTSS team to align AIG services with MTSS tiers.

Planned Sources of Evidence

* Lesson plans, unit plans, and pacing guides

* Student products

* Newsletters, monthly features, etc.

* Agendas/itineraries from conferences
* Agendas and rosters from maker faires, Summer Studies, etc.

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

Standard 4: Personnel and Professional Development

Hertford County Schools (460) 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.

District Response

Hertford County Public Schools employs a district AIG lead teacher to develop, guide, and monitor all aspects of AIG Programming as outlined in this AIG Plan. The district AIG lead teacher/coordinator is the only full-time AIG employee in the district and provides leadership at all levels for the needs of AIG learners. He/she:

- Ensures the implementation of the AIG plan
- Plans and facilitates the AIG PLC meetings to ensure AIG students' needs are met
- Provides professional development and resources to engage AIG lead teachers in continued learning regarding gifted students
- Empowers certified AIG teachers to be specialists in their schools
- Works with the school-based AIG lead teachers to establish roles and responsibilities
- Collaborates with district leadership to meet the needs of gifted learners
- Attends district principals', regional, and state meetings

The district AIG lead teacher relies heavily on the district's AIG-certified teachers. At least one AIG-certified teacher is selected as the school's lead teacher. All certified AIG teachers are provided an AIG booklet that outlines the roles, responsibilities, and goals of the AIG plan and are invited to participate in the AIG PLC meetings throughout the year.

*** 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.

District Response

The AIG team engages in tasks that address all aspects of gifted learners' needs. The roles and responsibilities of AIG personnel in the district are listed below.

▪ The AIG lead teacher/coordinator

- Creates and oversees activities on the AIG calendar
- Monitors, implements, and revises the AIG plan
- Oversees all aspects of the referral, screening, and identification of AIG students
- Oversees online/advanced coursework for middle school (NCVPS)
- Creates the criteria, designs lessons, maintains a spreadsheet of criteria met, shares criteria with parents, staff, and students for AIG Honors Scholar cords
- Maintains rosters for identified AIG students and students in the Talent Development pool
- Organizes staff, recruits students, communicates with parents, organizes logistics, helps teach lessons, and purchases materials for AIG Summer Studies
- Creates the agenda, invites community stakeholders, and copies materials for AIG Parent Nights
- Collaborates with PLC members to plan field trips, organizes the logistics, and manages the finances of trips in collaboration with the finance department
- Recruits teachers, manages tuition finances, books, and serves as liaison between UNCP and HCPS cohort teachers for the AIG Certification Cohort
- Organizes the professional development, documents hours for CEU credits, notifies PLC members and administrators of meeting dates and times, secures meeting location, and organizes supplies
- Recruits members, secures meeting locations, organizes supplies, notifies members of meetings, and presides over meetings for the AIG Advisory Board
- Recruits at least one lead AIG teacher per school if possible, communicates and sets up meetings, and supports the leads as leaders in their buildings
- Shares strategies for advanced learners, competitions, digital learning tools, etc.
- Monitors all programs and resources involving gifted students
- Maintains the AIG webpage
- Supervises travel details, registration, reimbursements, and provides support to teachers to present sessions for NCAGT and other conferences
- Works with counselors, parents, staff, and students to organize and share information on Credit by Demonstrated Mastery
- Works with counselors to identify candidates for Governor's School and Governor's Page and assists counselors through the process, review, and submission of final packets, and securing funding
- Supports academic opportunities in schools

- Attends principals' meetings
- Creates a yearly budget for AIG and monitors the use of funds for gifted programming

■ The AIG Lead Teachers (K-12):

- Serve as liaisons for the services and personnel in their building
- Serve as primary contact for AIG in schools
- Assist with organizing field trips
 - Create parent letters/permission slips
 - Complete online field trip form
 - Distribute and retrieve permission slips
 - Communicate with bus drivers, school nurses, and cafeteria managers
- Assist with paperwork for newly identified students and students referred for testing
- Attend AIG PLC meetings, NCAGT or other conferences, AIG Parent Nights, and End-of-Year Celebration
 - Submit appropriate paperwork for substitutes based on LEA requirements
- Conference with students
 - Organize AIG meetings with students
 - Collaborate with educators who teach gifted students
- Act as a liaison between the administrator and the district AIG lead teacher
- Monitor and assist in the implementation of the AIG Plan
 - Assist seniors (12th graders) in earning AIG Honor Cords for graduation

*** 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.

District Response

The AIG lead teacher/coordinator empowers the AIG PLC members to be the AIG leaders in their schools by providing professional development aimed explicitly at differentiation and the social and emotional needs of gifted learners. This professional development is extended to all persons associated with gifted students. The AIG lead teacher also shares a quarterly newsletter to communicate with all HCPS employees.

To maximize the service and growth for AIG students, all personnel involved with AIG students have knowledge of:

- Academic, intellectual, social, and emotional needs
- Available professional development on the characteristics of gifted learners
- The importance and implications of Article 9B
- The expectations of the AIG standards and practices

To ensure the service and growth of all AIG students, all staff providing services to AIG students must receive professional development as required by the district. Some of the topics include, but are not limited to

Classroom Teachers

- Differentiation within the general classroom
- Curriculum compacting and pre-assessment
- Tiered assignments/flexible grouping
- Project-based/Problem-based learning

Instructional Specialists/MCLs

- Subject- and grade-level acceleration
- Qualitative and quantitative data to track growth
- Flexible supports for the advanced learners' needs

Student Services

- Reversing underachievement
- Social-Emotional development of gifted learners
- College & career readiness for gifted learners

School Administrators

- Building and sustaining a gifted program vision
- Program evaluation and accountability
- Community & university partnerships

Other available resources are:

- AIG Instructional Booster Shots-DPI Resource

- AIG Social and Emotional Booster Shots-DPI Resource
- K-12 Advanced Learning Labs-DPI Resource

*** 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.

District Response

Principals and AIG lead teacher/coordinator work together to place AIG students in classes with AIG-certified teachers. If a certified AIG teacher is not available, the AIG lead teacher/coordinator works with the Director of Accountability and Testing to analyze EV/AAS data in search of teachers who will show progress with AIG students. These teachers participate in AIG professional development and meet the district's requirements to teach AIG students. Students in K-8 are clustered (four or more students of the same identification and, when possible, in the same teaching family). All students in grades 9-12 can attend the STEM, Early College, or regular high school. Based on enrollment, 9-12 AIG students are offered and strongly encouraged to take honors courses on site and enroll in college courses through Distance Learning Programs.

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

District Response

Hertford County Public Schools offers a funded cohort program through UNC Pembroke for AIG licensure. The AIG lead teacher/coordinator continuously presents information about the cohort to all staff members through staff meetings and emails throughout the year. He/she collaborates with the administration to identify and encourage a diverse staff population to apply for this cohort. The district supports this cohort by paying for tuition and books. Employees wishing to utilize this service must remain in the district for at least two years. If an employee chooses to leave the district before the two years are up, they must reimburse the district all monies used to fund the cohort. Employees who wish to participate in the cohort must complete the AIG License Agreement Form. Although teachers are encouraged to take advantage of the cohort courses, they may challenge the AIG Praxis (5358) and obtain certification without coursework. Upon completion of AIG add-on licensure, teachers are recognized at the local Board of Education meeting.

Each school in the HCPS district employs at least one AIG-certified lead teacher. This individual receives a yearly stipend for their services and retention. All licensed teachers have the opportunity to act as the lead teacher for their school. Regardless of whether AIG teachers are the lead, AIG students will be assigned to them.

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

District Response

Hertford County Public Schools is taking actions to increase access to opportunities that positively impact achievement and growth for all students, regardless of their racial, ethnic, economic, or other demographic factors. HCPS provides focused professional learning opportunities to promote equity and excellence through various programs and services. To support teachers in meeting the needs of all AIG students and encourage the change in mindsets, policies, and practices, the teachers are to

- Utilize resources provided by NCDPI -Call to Action, Guidebook, Guidebook 2.0, and other guides, to support these goals:
 - *Strategic Actions to Realize Equity and Excellence in Gifted Education for Multilingual Learners*
 - *Critical Actions to Reach & Teach Students Who are Twice-Exceptional (2e)*
 - *Integrating Academically or Intellectually Gifted Services in a Multi-Tiered System of Support*
 - Participate in a book study with staff and administration

*** 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.

District Response

As outlined in school improvement plans, professional development for AIG specialists continues to support the district and local AIG program goals, along with the best practices in gifted education. There are three district initiatives for professional development opportunities for teachers. These focus on

- Advanced curriculum and enrichment opportunities
- Focused support at all grade levels
- Specialized instruction for deeper understanding and higher-level thinking skills

AIG lead teachers serve on school and district committees (SIT, MTSS, SEL) to ensure AIG concerns are heard and considered. They seek to collaborate with these teams and others to integrate best practices for gifted learners across professional development settings and topics. Professional development opportunities are held on district-wide PD days or monthly PLC meetings. Topics include, but are not limited to

- Local AIG plan
- Characteristics and instructional practices that support gifted education
- Social-emotional needs of AIG students

Other opportunities are provided for all teachers, including

- Gifted Education Online Modules - Canvas
- North Carolina Association for the Gifted and Talented (NCAGT)
- North Carolina Technology in Education Society (NCTIES)

*** Ideas for Strengthening the Standard**

- Recruit more teachers and retain more AIG-licensed professionals.

- Offer more incentives for AIG lead teachers.
- Partner with universities and professional organizations to specifically recruit educators with AIG licensure or gifted education experience.

Planned Sources of Evidence

* AIG meetings' agendas	* Cohort list	* Honor cords documentation (12th graders)	* Certificates from conferences
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Type	Documents	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A		 Agreement for AIG-Certification Courses  AIG Substitute Request Form

Standard 5: Partnerships

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Standard 5: Partnerships

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

* **Practice A**

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

- academic and intellectual
- social and emotional.

District Response

The HCPS AIG Team collaborates with area businesses and develops meaningful relationships with many families. The AIG team continues to inform current and potential stakeholders about the AIG students. The AIG team:

- Email quarterly AIG highlights to teachers, students, and parents. The highlights include
 - Students' activities
 - Competitions
 - Other recognitions and opportunities
- Communicate with parents and stakeholders through various means such as:
 - Conferences
 - Social media platforms
 - HCPS website
- School events, such as PTSO, AIG Parent Nights (parents are asked to speak), Open Houses, and AIG End-of-Year Celebrations
- Invite parents and stakeholders, depending on funds, to attend local and state AIG events, such as the NC Association for the Advancement of Gifted and Talented (NCAGT)
- Invite parents to participate on the AIG District Advisory Board
- Collaborate with the HCPS Public Relations Officer to share the accomplishments of AIG students through the local newspaper

At the beginning of each school year, AIG parents receive a letter from the district AIG lead teacher that includes AIG contact information for each school. Parents are notified and encouraged to contact the school leads through email, phone, or text with any questions or concerns regarding their student(s). The district webpage also contains a *Contact Us - Google Form* that parents can complete to communicate with the district AIG lead teacher/coordinator. This form allows parents to submit their questions or concerns virtually. A response is usually given within 24 hours.

* **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.

District Response

The LEA's goal is to nurture and strengthen mutually beneficial partnerships between our AIG program and community stakeholders while reaching out to new community partners during the new plan cycle. These partnerships give AIG students opportunities to interact with adults and peers to develop their social skills and acquire academic and intellectual growth in areas of interest.

The AIG lead teacher/coordinator, school lead teachers, and council create and enhance local/state partnerships to provide opportunities for gifted students through activities such as:

- field trips
- mentorships
- competitions
- Maker Faires

The AIG lead teacher/coordinator maintains partnerships with higher education institutes, including:

- Chowan University
- Roanoke Chowan Community College
- North Carolina School of Science and Math (NCSSM)
- Duke University
- Other campuses

The following local businesses continue to provide summer opportunities for students at the AIG Summer Studies program and to address some of the academic needs of our students by exposing them to the content and resources our community partners have to offer:

- Nucor Steel-Hertford County
- Hertford County Soil and Water
- Merchant's Millpond
- US Fish and Wildlife Service

- Ahoskie ECU Health Wellness Center
- State Employees' Credit Union (SECU)
- Scientific Research and Education Network (SciRen)

Working with these businesses and stakeholders offers opportunities for AIG students, such as:

- Community service hours to earn AIG honor cords
- Job shadowing and internships
- Work-based learning
- Advanced Microsoft certificates

Additional information, such as pictures and articles about AIG trips and academic achievements, is shared through news releases and quarterly AIG Highlights.

* 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.

District Response

The AIG District Advisory Board comprises the AIG-certified teachers, school counselors, parents, administrators, community members, and central office staff. The advisory board meets bi-annually to:

- Review and revise the AIG plan
- Plan Parent Nights that are held at each school annually to:
 - Create awareness of the plan
 - Address components of the plan
 - Share information & resources for academic opportunities
- Review annual teacher, student, and parent surveys

* 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.

District Response

The AIG team is intentional in communicating with all students, parents/guardians, and the community, utilizing the following modes of communication, translated into the diverse languages represented in the community:

- Sends notifications to parents/guardians via
 - Email
 - AlertNow Automatic Calling System
 - Handouts
 - Social Media Platforms
 - Postings on the HCPS website and AIG webpage
 - AIG Plan
 - AIG Brochure
 - Quarterly Newsletter
 - *Contact Us-Google Form*
 - Roanoke Chowan News Herald
 - Highlights Student Accomplishments
 - Inform and Improve Community Relations
- Conducts annual AIG Parent Nights (Face-to-Face/Virtual) at each school to share information and resources

* Ideas for Strengthening the Standard

- Supply a detailed list of available community service, job shadowing, mentorships, and internship opportunities.
- Seek out additional partnerships with businesses to assist with enrichment opportunities.
- Apply for grants that would support the AIG programs and services.

Planned Sources of Evidence

* AIG brochure, newsletters, handouts
* Parent night agendas/programs
* Survey results
* News releases

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

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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.

District Response

The AIG team develops a comprehensive AIG plan that describes the local AIG program per Article 9B and is aligned with the district's vision, mission, policies, practices, and procedures. It is based on the self-assessment tool and the overall program goals, using DPI's unpacking document, revised program standards/practices, and virtual support. The plan is reviewed and approved by the HCPS School Board and sent to DPI for review and comment.

The district AIG lead teacher/coordinator attends regional meetings, coordinators' institutes, and webinars for assistance from the DPI's Division of Advanced Learning Department to support the development of the plan.

Various opportunities are provided for the district administrators, principals, teachers, community members, and parents to offer feedback on the local AIG plan/program. These opportunities include, but are not limited to:

- Annual End-of-Year Stakeholders' Surveys
- AIG Parent Nights (virtual/face-to-face)
- AIG District Advisory Board (virtual/face-to-face)

District AIG Advisory Board members review the plan annually for fidelity and implementation.

* 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.

District Response

The implementation of the local plan is monitored through an annual submission of school plans developed by the AIG lead teachers. The district AIG lead teacher reviews and approves the school plans annually. The plans are submitted by the last school day in October (of each year) according to the standards of the program and include, but are not limited to:

- AIG students with identifications

- Talent Development Pool (number in the pool, demographics, number/percent identified for each grade level)
 - AIG services and delivery methods
 - Planned community services or events
 - Extracurricular activities and clubs
 - Competitions/contests
 - List of teachers with AIG certification
 - List of teachers working towards AIG certification
 - Staff development plans (at that school level)
 - Collaboration opportunities within the school environment
 - List of classroom teachers who serve gifted students and their credentials
 - Planned partnerships with businesses, parents, and other stakeholders
 - Annual review of goals and objectives
 - Testing data

An electronic copy of each school plan is to be turned in to the district AIG lead teacher. The AIG team reserves the right to change the format of the AIG forms, provided that the same procedures and expectations remain consistent with the local AIG plan.

The AIG lead teachers continue to ensure the fidelity of the implementation regarding the program components; they

- Elicit and monitor student referrals from classroom teachers, parents, other staff members, and stakeholders
- Monitor student progress through frequent progress reports (every three weeks) and quarterly academic reviews- AIG Progress Monitoring Form
- Meet with teachers, administrators, and parents to review components of Article 9B

*** 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.

District Response

Hertford County Public Schools receives state AIG funds that specifically support the local AIG program. The AIG lead teacher/coordinator:

- Creates a district budget aligned with program goals, student and stakeholder needs
- Plans the implementation of services

Data is used annually to determine initiative and resource expenditures. Some expenditures include:

- Supplements provided for AIG lead teachers
- Workshop and conference expenses
- Licensure cohorts
- Field trips, resources, and instructional supplies

The district AIG lead teacher works directly with the district finance officer to continually review the AIG budget to ensure that state AIG funds are being used to support district AIG program goals per the state policy.

* 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.

District Response

The HCPS AIG team aims to identify and provide services for our AIG students to develop academically and socially. In the process of revitalizing identification and services, the AIG team meets to discuss and analyze student growth, aptitude, and achievement data through means including, but not limited to

- Formative assessments
- EVAS growth reports
- Schoolnet
- Mastery Connect
- mCLASS/DIBELS
- BOG
- Universal screeners
- NC Check-Ins
- District benchmarks
- EOГ/EOC scores
- CTE courses (pathway completion/credentials earned)
- Data used to detect underachievement and prevent dropout

Teachers of AIG students are responsible for utilizing this data to drive their instructional practices. These teachers are expected to document differentiated practices such as enrichment, interventions, and student grouping on the HCPS lesson plan.

In addition to student assessment data, school counselors work with the district AIG lead teacher to analyze the following indicators:

- Earned credits and degrees through dual enrollment
- Dual-enrolled students' averages
- College acceptances
- Scholarship information

Each school in Hertford County has its own AIG team consisting of AIG lead teachers, reading coaches, regular education teachers, Multi-Classroom Leaders (MCLs), counselors, and administration. This team meets (virtual/face-to-face) when an identified student falls below a B average on progress reports (every three weeks) or is not proficient on the EOG or EOC. After this team meets, an action plan is developed with strategies for teachers and students to help adjust the areas of concern. This plan is implemented as a progress monitoring tool that is revisited at the next progress report. This measure assists in decreasing the rate of AIG dropouts. AIG teams follow established FERPA guidelines when sharing student information.

*** 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.

District Response

The AIG program allows any stakeholder to refer a student for aptitude testing via the NNAT³ to identify AIG candidates. This nonverbal assessment permits equity in achievement for all students regardless of their racial, ethnic, economic, or demographic factors. Once identified, students receive the same services as all other AIG students based on their identification and grade level.

The AIG team monitors the representation performance and retention of underrepresented populations in the AIG program. The team:

- Analyzes and evaluates the program's practices for identifying and serving students to improve the program's representation of the district's demographics
- Provides professional development for staff to better recognize, identify, and cultivate underrepresented populations
- Monitors performance of student subgroups to identify program strengths and weaknesses to drive decision making through:
 - Report cards
 - Progress reports
 - NC Check-Ins
 - Mastery Connect

- Benchmarks
- EOG/EOC scores

The district AIG lead teacher/coordinator, in collaboration with AIG lead teachers, communicates with exceptional teachers, ML specialists, and school—and district-level MTSS teams to seek recognition of giftedness among underrepresented populations.

The AIG lead teacher/coordinator, in collaboration with the Testing and Accountability Director, annually reviews the demographic breakdown of underrepresented populations with the principals.

*** 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.

District Response

The AIG program maintains data regarding personnel credentials. The AIG team:

- Funds and supports an AIG Certification Cohort in collaboration with UNC-Pembroke
 - Conducts AIG PLCs to receive professional development and provides direct support for gifted students
 - Maintains and monitors a list of AIG-certified teachers and all their licensure areas through collaboration with Human Resources at the district office
 - Provides and monitors professional development for teachers with AIG students through Vector Solutions and/or Canvas modules
 - Assigns AIG students with AIG-certified teachers or teachers who are skilled in enrichment, acceleration, and differentiation according to EVaaS data
- HCPS employs at least one lead AIG teacher at each school, several others seeking certification, and 11 AIG-certified teachers in the district. The goal is to have at least one AIG-certified teacher per grade per school in the next few years.

*** 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.

District Response

To maintain a high-quality and effective AIG program and to promote continued growth and improvement, the AIG lead teacher/coordinator and AIG team:

-Gain feedback from:

Quantitative data

Parent surveys

Student surveys

Qualitative data

Peer observations
Interviews
Monthly check-ins

The AIG PLC:

- Meet monthly (virtual/face-to-face), or as needed to:
 - Evaluate program effectiveness
 - Maintain equity in program delivery across the district
 - Advocate for AIG students and recommend changes
 - Receive professional development
- AIG Advisory Board meets (virtual/face-to-face):
 - Annually, in the first two years of the plan, to review the document
 - Monthly, during the third year of the plan, to revise the document

The Hertford County Public Schools establishes an AIG District Advisory Board and AIG PLC to continue to evaluate and refine the effectiveness of the Hertford County Public Schools AIG program, via stakeholders' yearly feedback. The AIG District Advisory Board is comprised of:

- Parents/Guardians
- AIG Teachers
- Regular Classroom Teachers
- Administrators
- Community College Liaisons
- MTSS Team Members
- Instructional Coaches
- Media Coordinators
- School Counselors
- District Office Staff
- Stakeholders

The AIG PLC team consists of:

- District AIG lead teacher/coordinator
- AIG Lead Teachers from each school
- Teachers who are working toward AIG licensure

*** Practice H**

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

District Response

The AIG lead teacher/coordinator annually reviews all aspects of the AIG program with AIG teachers, school administrators, the local school board, and parents based on survey results. Results are shared (virtual/face-to-face) at:

- AIG District Board meetings
- AIG Parent Nights
- Principal meetings
- Staff meetings

Evaluation results and program data, as well as services and program updates, are provided annually to stakeholders and the public through:

- Infographics/district fact sheets
- District webpage
- Password-protected documents
- Quarterly newsletters
- Brochures

Information is translated based on student demographics on an as-needed basis using Google Translate.

*** 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.

District Response

HCPs aligns all plan policies and procedures pertaining to AIG students with FERPA guidelines to maximize students' rights and privacy. All required documents are translated based on student demographics on an as-needed basis using Google Translate.

The process and documents for consent for assessment leading to identification include:

- The *Parent Letter* to inform parents of the identification process and the need to evaluate their child
 - The *Prior Notice and Parent Consent* to request consent for evaluation
 - The *Parent Inventory* to assess parent-observed traits of their child
- The process and documents for placement to receive AIG services include:
- The *Individual Student Eligibility Record* to record the use of multiple indicators of giftedness to be considered in the eligibility for services decision
 - The *Differentiated Education Plan* (DEP) to document services received by students
 - The school AIG lead teacher reviews each child's DEP with the parent and student annually to discuss identification changes and services.

The process for reassessment for students who would benefit from additional opportunities to demonstrate a need for AIG services includes:

- The parents/guardians grant permission using the consent form.
- Once testing is complete, the parents/guardians are made aware of the results and placement recommendations.
- If a student is recommended for AIG placement, the parents /guardians complete a consent for placement form that indicates whether or not the student will receive AIG services.

▪ The form is returned to the school's AIG lead teacher.

The process for transferred-AIG students includes:

- The transfer student must be identified as AIG in Infinite Campus.
- The AIG lead teacher/coordinator reviews the program, services, and identification evidence and aligns it with the district's services for that student's identification.
- The parents/guardians are notified and invited to a DEP meeting with the lead AIG teacher. They are also asked to complete the consent for placement and the differentiated education plan (DEP).

Note: A new transfer not identified as AIG in Infinite Campus must meet the district criteria for the AIG identification process.

The procedures for resolving disagreements as related to Article 9B are as follows:

- The *Due Process to Resolve Disagreement* - If parents or guardians disagree concerning screening, identification, or services, the procedures are as follows:
 - Parents request a meeting with the school's AIG lead teacher. The AIG lead teacher
 - Grants the meeting within 5-10 days of the request

If the school's AIG lead teacher cannot resolve the concern, proceed as follows:

- Parents may appeal in writing to the district AIG lead teacher/coordinate. The district AIG lead teacher/coordinate
 - Meets with the school's AIG lead teacher, parents/guardians, and the AIG lead teacher/coordinate
 - Reviews all documentation concerning the unresolved issue
 - Reviews the grievance within five days of the appeal
 - Responds in writing within ten days following the review

If the concern is still not resolved, proceed as follows:

- Parents may appeal in writing to the Director of Curriculum & Instruction or designee. The director
 - Reviews all documentation concerning the unresolved issue
 - Reviews the grievance within ten days of the appeal
 - Responds in writing within ten days following the review

If the concern is still not resolved, proceed as follows:

- Parents may appeal in writing to the Superintendent. The superintendent
 - Reviews all documentation concerning the unresolved issue
 - Reviews the grievance within ten days of the appeal
 - Responds in writing within ten days following the review

Failing a satisfactory resolution, parents may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The purpose of the review is to determine if the local school unit fails to identify the student as an academically and/or intellectually gifted student or the local plan has been implemented inappropriately with regard to the student. The administrative law judge makes a final decision that is binding and not subject for review. Attorney's fees are unavailable to parents if they prevail in a due process hearing.

Mediation by a mutually agreed-upon third party is encouraged at any point in the process (before filing a petition).

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* Ideas for Strengthening the Standard

- Implement more frequent assessments to track the program's effectiveness
- Implement data dialogue sessions

- Host “stakeholder” forums to review data and areas for improvement
- Establish a “mid-year” review process in addition to the annual review

Planned Sources of Evidence

* Each school's AIG plan (October)
* AIG Progress Monitoring form
* Infographics, newsletters, etc.
* Surveys
* EVAAS data

Type	Documents	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A		 Due Process to Resolve Disagreements

Hertford County Schools (460) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/19/2025 

AIG Related Documents		
Hertford County Schools (460) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0		
Type	Required Documents Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	Local Board of Education Minutes- May_19
Type	Optional Documents Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	Parent Letter-Potential Candidate-Testing Parent Inventory for AIG Program Student Self-Description Form for AIG Program Initial Screening Instrument for AIG Program Helpful Hints to Understand AIG Identification Prior Notice and Parent Consent
AIG Standard 2 Additional Resources	N/A	Iowa Acceleration Scale Transitional Letter-Elementary School Transitional Letter-Middle School Transitional Letter- High School
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	Agreement for AIG-Certification Courses AIG Substitute Request Form
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	Due Process to Resolve Disagreements

Glossary

Hertford County Schools (460) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
Acceleration	A flexible pacing strategy, which places students at an appropriate instructional level (regardless of age)
Achievement Testing	Instruments that measure what a child knows academically and what he/she can do academically
AIG	Academically and/or Intellectually Gifted
AIG Booster Shot	Personalized professional development session or training
AIG Cohort	Teachers working to gain AIG add-on licensure with the financial support of the district
AIG Lead Teacher	A teacher who has or is working toward AIG certification. The AIG Lead teacher is assigned roles and responsibilities and is the primary AIG contact for the school.
AIG PLC	A PLC consisting of all teachers who have or are working toward AIG certification
AIG Program	A program of instruction for Academically and/or Intellectually Gifted students
AIG Teacher	AIG-certified teacher of the Academically and/or Intellectually Gifted
Aptitude Testing	Instruments that measure a child's mental ability
Article 9B	The current legislation mandating identification and services for gifted education K-12 in North Carolina
Beginning-of-Grade Test	BOG
Canvas	A learning management system
CC	Common Core
CDM	Credit by Demonstrated Mastery
CEU	Continuing Education Units
Cluster grouping	An educational process in which four to six gifted and talented (GT) and/or high-achieving students are assigned to an otherwise heterogeneous classroom within their grade to be instructed by a teacher who has had specialized training in differentiating for gifted learners
CTE	Career and Technical Education
Curriculum Compacting	Adapts the regular curriculum to meet the needs of advanced students by eliminating work that has already been mastered or condensing work that may be mastered at a pace more appropriate for the student's ability level

DEP	Differentiated Education Plan- outlines the program services that a student will receive and addresses the learning needs of the student
DIBELS	(Dynamic Indicators of Basic Early Literacy Skills) is a series of short tests that assess early childhood (K-6) literacy
Differentiated Instruction	Modifying instructional strategies, complexity, and activities to match the learning needs of the student
Direct Service	Instruction delivered by the AIG Teacher
DPI	Department of Public Instruction
EC	Exceptional Children
EOC	End of Course Test of North Carolina
EOG	End of Grade Test of North Carolina
EVAAS	Education Value-Added Assessment Systems
FERPA	(Family Educational Rights and Privacy Act) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records.
Flexible Grouping	Students are grouped and/or re-grouped for instruction differentiation. Grouping patterns may include: ability/skill level- students are grouped for instruction based on their ability or level of skill subject grouping- students are grouped for instruction based upon need in a specific subject area NOTE: Flexible grouping does not involve tracking or assigning a student to a fixed group for long periods without reassessing needs.
Google Translate	Google's service, offered free of charge, that translates words, phrases, and web pages between English and over 100 other languages
Governor's School	Summer program for gifted and talented high school students in North Carolina
HCPS	Hertford County Public Schools
IDEP	Individualized Differentiated Education Plan
IEP	Individualized Education Plan, a document developed for each public school child who needs special education. The IEP is created through a team effort and reviewed periodically.
Infinite Campus	Student Information System used in NC
LEA	Local Education Agency
Maker Faire	An event created by Make magazine to "celebrate arts, crafts, engineering, science projects, and the do-it-yourself mindset."
MCL	Multi-Classroom Leader

mCLASS	A universal screener that measures the development of reading skills of all students in grades K-5 through two main assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments.
ML	Multilingual Learner
MTSS Team Members	Multi-Tiered Support Services
NCAGT	North Carolina Association for the Gifted & Talented
NCEES	North Carolina Educator Effectiveness System
NCSCOS	North Carolina Standard Course of Study
NCSSM	North Carolina School of Science and Mathematics
NCTIES	North Carolina Technology in Education Society
NCVPS	North Carolina Virtual Public Schools
NNAT3	Naglieri Nonverbal Ability Test
Pasela	A digital platform by Positive Action that supports positive actions and social and emotional learning
PD	Professional Development
PLC	Professional Learning Community
Portfolio	A collection of specific samples of a student's work that make up part of a student's profile
Profile	All collected information about a given student, which is taken into consideration when deciding whether the student needs differentiated services
PTA	Parent Teacher Association
UNCP	University of North Carolina at Pembroke
SBE	State Board of Education
Schoolnet	An application provided by Pearson that allows educators to build lesson plans, create instructional materials and supplement their teaching with digital resources.
SEL	Social Emotional Learning
SIT	School Improvement Team