Mission/Vision Statement and Funding

Lincoln County Schools (550) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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

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

* Mission and/or Vision Statement(s)

Lincoln County Schools is committed to the development of lifelong learners, innovative problem solvers, and responsible contributing citizens in a global society. Among our students are those who exhibit high academic performance, or who possess exceptional potential for outstanding achievement and leadership, as stated in the North Carolina definition of giftedness. Because we believe giftedness is developed through intellectual challenge, we strive to nurture exceptional capabilities through academic rigor, leadership development, and service opportunities. Lincoln County Schools will deliver a model of differentiated services that enhances and extends the regular education program for academically and intellectually gifted students.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 1,061,001.00	* $ 95,269.00	* $ 0.00	* $ 17,000.00

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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.

K-3 Students: Elementary schools review data from multiple sources to identify potential K-3 students who need to be screened for AIG identification. Multiple sources of data include universal screeners, diagnostic assessments, benchmark assessments (when applicable), and end-of-year assessments. Student mastery of personalized learning, project-based learning, and classroom enrichment tasks are also taken into consideration for screening purposes. Data-analysis occurs, at minimum, quarterly throughout the school year as an integral part of each school's Multi-Tiered System of Support (MTSS) framework. To ensure data analysis is current and relevant, school data portals are regularly updated by the district's Instructional Services Center (ISC) and Department of Accountability. K-3 students can be nominated for consideration in the AIG program by their classroom teacher, AIG specialist, or special area teachers. Parents of K-3 students may also request for their child to be screened for AIG identification.

Additionally, all 2nd grade students are screened using an appropriate aptitude test during their spring semester. Students who score at or above the 85th percentile are then considered for AIG identification based on an analysis of their academic achievement and performance. Achievement and performance can be demonstrated through assessments, grades, recommendations, and learning tasks to ensure the student is provided multiple opportunities to demonstrate their strengths and talents.

4-12 Students: Elementary, middle and high schools review data from multiple sources to identify potential 4-12 students who need to be screened for AIG identification. Multiple sources of data include universal screeners, diagnostic assessments,benchmark assessments, and End-of-Grade/End-of-Course assessments. Students who score consistently above the 85th percentile are considered eligible for the screening process. Student mastery of personalized learning, project-based learning, and classroom enrichment tasks are also taken into consideration for screening purposes. At a minimum, data analysis occurs quarterly throughout the school year as an integral part of each school's Multi-Tiered System of Support (MTSS) framework. To ensure data analysis is current and relevant, school data portals are regularly updated by the district's Instructional Services Center (ISC) and Department on Accountability. Additionally, 4-12 students can be nominated for consideration in the AIG program by their teachers, counselors, administrators, or AIG specialists. Parents of 4-12 students may also request for their child to be screened for AIG identification.

District Screening Process:

The screening process for all students includes the following structured steps:

1. Screening window is established by the AIG Coordinator
2. AIG Specialists are provided with a screening platform with relevant data points and eligibility criteria
3. AIG Specialists compile screening lists based on layers of data points on the screening platform and referrals from parents, teachers, administrators, and MTSS Teams
4. Parents are contacted and screening permission is received
5. Necessary screening accommodations are reviewed with EL and EC teachers
6. Screening materials are requested from the AIG Coordinator
7. Screening schedules are created in collaboration with teachers and administrators with attention paid to minimizing the loss of core instruction

8. Measures are administered
9. Results are recorded on screening platform for historical data analysis
10. Results are shared with parents and teachers
11. Students identified are updated in SIS by data manager; AIG folder is created
12. Students DNQ data is stored separately for historical data analysis

* **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.

AIG Identification Criteria for K-12 Academically and Intellectually Gifted (AI):

To be eligible for this category of giftedness, the student must meet the following criteria:

1. 1) Intelligence or Aptitude Test - 98th percentile or higher
2. 2) Standardized Achievement Test (Reading & Math) - 98th percentile or higher

The student must then meet 1 of the 2 additional criteria:

1. 3) Student Performance - Grade average of 90 or higher (reading & math) or receive recommendation verifying the student's performance is exceptional from the school's principal (or equivalent)
2. 4) Gifted Rating Scales (GRS) - 90th percentile or higher in 4 out of 6 categories (one must be academic and one must be intellectual)

AIG Identification Criteria for 4-5 in Reading (AR):

To be eligible for this category of giftedness, the student must meet the following 4 of the 5 following criteria:

1. Intelligence or Aptitude Test - 93rd percentile or higher
2. Achievement Test - 90th percentile or higher on the Iowa Assessments of Reading, approved diagnostic reading assessments, or End-of-Grade reading assessments
3. Student Performance - Grade average of 90 or higher (reading) or receive recommendation verifying the student's performance is exceptional from the school's principal (or equivalent)
4. Elementary Reading Portfolio - 90% mastery on reading tasks
5. Gifted Rating Scales (GRS) - 90th percentile or higher in 3 out of 6 categories (one must be academic or intellectual)

AIG Identification Criteria for 4-5 in Math (AM):

To be eligible for this category of giftedness, the student must meet the following 4 of the 5 following criteria:

1. Intelligence or Aptitude Test - 93rd percentile or higher
2. Achievement Test - 90th percentile or higher on the Iowa Assessments of Math, approved diagnostic math assessments, or End-of-Grade math assessments
3. Student Performance - Grade average of 90 or higher (math) or receive recommendation verifying the student's performance is exceptional from the school's principal (or equivalent)
4. Elementary Math Portfolio -90% or higher on math tasks
5. Gifted Rating Scales (GRS) - 90th percentile or higher in 3 out of 6 categories (one must be academic or intellectual)

AIG Identification Criteria for 4-5 in Reading and Math (AG):

To be eligible for this category of giftedness, the student must meet the following 4 of the 5 following criteria:

1. Intelligence or Aptitude Test - 93rd percentile or higher
2. Achievement Test - 90th percentile or higher on the Iowa Assessments of Reading and Math, approved diagnostic reading and math assessments, or End-of-Grade reading and math assessments
3. Student Performance - Grade average of 90 or higher (reading & math) or receive recommendation verifying the student's performance is exceptional from the school's principal (or equivalent)
4. Elementary Math/Reading Portfolio -90% or higher on math and reading tasks
5. Gifted Rating Scales (GRS) - 90th percentile or higher in 3 out of 6 categories (one must be academic or intellectual)

AIG Identification Criteria for 6-12 in Reading (AR):

To be eligible for this category of giftedness, the student must meet the following 3 of the 4 following criteria:

1. Intelligence or Aptitude Test - 93rd percentile or higher
2. Achievement Test - 90th percentile or higher on the Iowa Assessments of Reading, approved diagnostic reading assessments, or End-of-Grade reading assessments
3. Student Performance - Grade average of 90 or higher (reading) or receive recommendation verifying the student's performance is exceptional from the school's principal (or equivalent)
4. Gifted Rating Scales (GRS) - 90th percentile or higher in 3 out of 6 categories (one must be academic or intellectual)

AIG Identification Criteria for 6-12 in Math (AM):

To be eligible for this category of giftedness, the student must meet the following 3 of the 4 following criteria:

1. Intelligence or Aptitude Test - 93rd percentile or higher
2. Achievement Test - 90th percentile or higher on the Iowa Assessments of Math, approved diagnostic math assessments, or End-of-Grade math assessments
3. Student Performance - Grade average of 90 or higher (math) or receive recommendation verifying the student's performance is exceptional from the school's principal (or equivalent)
4. Gifted Rating Scales (GRS) - 90th percentile or higher in 3 out of 6 categories (one must be academic or intellectual)

AIG Identification Criteria for 6-12 in Reading and Math (AG):

To be eligible for this category of giftedness, the student must meet the following 3 of the 4 following criteria:

1. Intelligence or Aptitude Test - 93rd percentile or higher
2. Achievement Test - 90th percentile or higher on the Iowa Assessments of Reading and Math, approved diagnostic reading and math assessments, or End-of-Grade reading and math assessments
3. Student Performance - Grade average of 90 or higher (reading & math) or receive recommendation verifying the student's performance is exceptional from the school's principal (or equivalent)
4. Gifted Rating Scales (GRS) - 90th percentile or higher in 3 out of 6 categories (one must be academic or intellectual)

AIG Identification Criteria for K-12 Intellectually Gifted (IG):

1. Intelligence of Aptitude Test - 98th percentile or higher

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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.

Lincoln County Schools ensures screening, referral, and identification procedures respond to all populations in the following ways:

All K-3 students participate in Primary Education Thinking Skills (PETS) Lessons. PETS is a systemized enrichment and diagnostic thinking skills program that teachers and specialists implement within whole class and small group settings to gauge a student's critical thinking ability through convergent analysis, divergent analysis, and critical evaluation. Ultimately, the program provides teachers and specialists with the opportunity to build behavioral portfolios on students that assists in identifying cognitively talented students early in their careers in order to implement curricula that will best suit their learning needs.

Elementary, middle and high schools review data from multiple sources to identify potential K-12 students who need to be screened for AIG identification. Multiple sources of data include universal screeners, diagnostic assessments (Spanish results when available), benchmark assessments (when applicable), and end-of-year assessments. Student mastery of personalized learning, project-based learning, and classroom enrichment tasks are also taken into consideration for screening purposes. Data Analysis occurs, at minimum, quarterly throughout the school year as an integral part of each school's Multi-Tiered System of Support (MTSS) framework. To ensure data analysis is current and relevant, schools are supported through coaching and data dive resources by the district's Instructional Services Center (ISC) and Department of Accountability.

AIG Specialists and high school counselors will collaborate with EC and ELL teachers to ensure they are equipped with resources, strategies, and appropriate assessments when screening for giftedness within those student populations.

Students can be given the opportunity to be screened for AIG identification using the Naglieri Nonverbal Ability Test (NNAT) which is designed to assess general ability without relying on language skills or prior academic experience. AIG specialists will also target students who scored above the 85th percentile on the non-verbal sub-test of the Cognitive Abilities Test (CogAT) throughout the screening process for additional screening measures. These assessment tools help ensure that all students have the opportunity to demonstrate their potential for advanced scholastic achievement.

AIG Specialists will monitor results of Gifted Rates Scales (GRS) for students who are scored highly by their teachers in the creative, artistic, leadership and motivation components of the scale. AIG specialists will collaborate with the classroom and special areas teachers to ensure the student's abilities are supported throughout various settings related to their identified skill strengths.

Principals have the autonomy to make recommendations of exceptional student performance as an alternate criteria when the student's performance grade is not an accurate reflection of the student's ability within that subject area.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %

Female	17.81%	5.14%	5.51%	---	9.54%	---	17.53%
Male	13.58%	<5%	7.89%	---	8.51%	---	17.24%
Total	15.58%	<5%	6.70%	---	9.00%	---	17.38%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

* **Practice D**

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

The district's AIG Coordinator monitors the screening, referral, and identification process to ensure consistent implementation across all Lincoln County schools. In addition, the directors of elementary, middle and high school education, along with the lead counselor, assist in the monitoring of all screening, referral and identification processes. School visits and observation are conducted by monitoring stakeholders during screening and identification windows to ensure compliance with all district procedures and expectations.

The AIG coordinator holds quarterly meetings with elementary and middle school AIG specialists to address screening, referral and identification processes. For screening windows that involve larger groups of students or entire grade levels, principals and assistant principals are trained to assist and monitor those evaluation windows at scheduled monthly meetings conducted by the directors of elementary, middle, and high school education in collaboration with the AIG Coordinator. High school counselors are trained by the AIG coordinator on screening, referral, and identification processes.

* **Practice E**

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

Lincoln County Schools disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, and the community-at-large in the following ways:

An overview of the K-12 AIG screening and referral process is detailed on the Lincoln County Schools webpage. Additionally, each school's website includes information regarding the process and directly links all district resources and information for parents/families, students, and the community-at-large.

Each school holds a curriculum night at the beginning of the school year where parents are informed of AIG identification and services available. Additionally, parents/families are informed of upcoming screenings, criteria, and course offerings through district-wide letters. Those letters are disseminated well in advance of screening windows to ensure parents/families have ample time to contact their child's school with any questions or concerns.

Quarterly meetings are held with elementary and middle school AIG specialists and high school counselors to outline the screening, referral, and identification process. Administrators are updated of the screening, referral, and identification process through weekly central services communication logs and monthly leveled principals meetings (elementary, middle, high). School leaders, AIG specialists and school counselors (high school) disseminate screening, referral, and identification processes to classroom teachers via email, school newsletters, professional learning communities and monthly staff meetings. Additionally, classroom teachers, who participate in the district's local AIG endorsement, are provided information regarding screening, referral and identification processes.

*** 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.

Lincoln County Schools documents a student's AIG identification screening, referral and identification processes in the following ways:

For students who meet criteria for AIG Identification, a folder is created which includes parent consent for assessments, assessment data, identification information, qualification forms, and differentiated education plans (DEPs) for each school year since the student's initial placement. AIG folders are maintained by each school's AIG specialists and school counselors at the high school level.

For students who are screened and referred for AIG services but do not qualify, AIG specialists and counselors maintain all screening documents in a DNQ folder. Those folders are kept on file to ensure students are closely monitored throughout each school year and are continually provided an opportunity to be rescreened or provided additional opportunities to demonstrate giftedness.

Parents/guardians are notified in writing about AIG placement decisions. This includes a review of all screening assessment and criteria results. Identification evidence is reviewed in detail at the initial Differentiated Education Plan (DEP) meeting. Parents are invitedto request a conference with the AIG specialists or the school's administration if there are questions or concerns regarding identification and placement decisions at any time.

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

Elementary/Middle:
All AIG elementary and middle school students have a Differentiated Education Plan (DEP) that matches the identified academic, behavioral, and learning needs of the student. Upon initial AIG identification, AIG specialists meet with parents/families to develop a DEP that aligns with the student's specific gifted needs. This collaborative process considers the area of identification, the student's performance level, and appropriate service environment. Recognizing parents as essential members of the learning team, AIG specialists hold annual meetings with parents/families to review the student's DEP. Classroom teachers are strongly encouraged to participate in this annual meeting to ensure that all stakeholders are active participants in the growth and development of each gifted student. AIG specialists and classroom teachers regularly communicate with parents/families regarding student progress.

High:
When rising 9th grade AIG students begin the high school registration process, high school AIG counselors work with those students and parents/families to develop a four-year plan of coursework that aligns with the student's DEP. During the initial DEP development, counselors collaborate with students and parents to create a personalized academic plan based on the student's identified gifted needs and performance levels. AIG counselors meet with AIG students to review and update plans as needed which includes regular communication with parents/families.

*** Ideas for Strengthening the Standard**

1. Reduce time spent assessing students for AIG identification

2. Streamline/reduce documents used in the identification process

3. Consider the development of personalized or project-based learning tasks when screening for giftedness

4. When applicable, increase the use of non-verbal aptitude tests (NNAT) throughout the screening process

5. Develop a more intuitive digital platform for tracking student screening and identification data.

Increase monitoring measures to ensure gifted students are appropriately identified in the correct category (AI, IG, AG, AM, AR) with a heightened emphasis on transition years (5th/8th)

6. Make screening, referral, and identification procedures more accessible to parents/families and the community

Planned Sources of Evidence

*	AIG overview of the Lincoln County Schools webpage and school-based webpages
*	Differentiated Education Plans (DEP)
*	Student screening platforms and spreadsheets
*	AIG student identification folders
*	Historical screening data folders for students who DNQ
*	Assessment resources and protocols used for screening, referral, and identification
*	Lincoln County Schools AIG plan
*	Historical identification data
*	Historical referral source data

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	CCP Guidance High School Identification Middle School Identification

- Middle School Advanced ELA
- Middle School Advanced Math
- Elementary Identification
- Glossary

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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.

Lincoln County Schools delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners through collaboration with a variety of personnel at each level. Services are comprehensively designed by considering not only the student's identified area of giftedness, but also their individual strengths, learning needs, and holistic academic developmental needs.

K-3 Students:
An extensive nurturing program based on critical thinking skills is implemented in all K-3 classrooms throughout the school year. AIG specialists collaborate closely with classroom teachers, reading coaches, and math coaches to develop targeted differentiation strategies that address each student's unique learning profile. AIG specialists work collaboratively with classroom teachers to implement instructional strategies designed to foster the development of desired skills. Students who demonstrate a high level of mastery regarding critical thinking skills are provided extended nurturing services in a small group format. This is typically integrated with the school's enrichment/interventions process through the school's multi-tiered system of support. K-3 small groups are fluid and are managed by the school's MTSS team and AIG specialists to ensure they are responsive to multiple data sources and appropriately meet the needs of students within this grade range. For K-3 students who demonstrate giftedness and warrant the need for screening, the AIG specialist and classroom teacher work collaboratively to conduct observational instruments and assessments to determine if the student should be referred for identification. If a K-3 student is deemed eligible for gifted services, the AIG specialist ensures those services align with the district AIG plan. When unique learning needs arise for gifted K-3 learners, AIG specialists collaborate with school counselors to develop targeted strategies supporting student learning behaviors, classroom engagement, and emerging academic independence.

4-5 Students:
The district takes a comprehensive approach to service delivery, carefully curating learning environments and instructional strategies that address both the student's identified gifted area and their individual academic and personal strengths within that area. Identified 4th and 5th grade students are provided services that align with their specific academic needs and the district's AIG plan. Those services include cluster grouping, small group instruction with the AIG specialists, and/or differentiated services throughout the regular education classroom with a teacher who has gifted education licensure or who has completed the Lincoln County Schools Local AIG endorsement. Collaboration with reading and math coaches is available to ensure precise differentiation tailored to each student's unique learning profile. When academic performance challenges arise, AIG specialists collaborate with school counselors to develop targeted strategies supporting study skills, organization, and academic skill development that complement the student's intellectual strengths.

6-8 Students:
Gifted middle school students are served using a cluster grouping model and differentiated services in the regular education classroom. Additionally, qualifying gifted students are enrolled in advanced level English Language Arts and/or Mathematics classes. Collaboration with reading and math coaches is available to ensure precise differentiation tailored to each student's unique learning profile. Highly capable gifted students performing above their similar peers, are offered advanced courses through North Carolina Virtual Public Schools (NCVPS). When academic performance challenges arise, AIG specialists

collaborate with school counselors to develop targeted strategies supporting study skills, organization, and academic skill development that complement the student's intellectual strengths.

9-12 Students:
The district has implemented an alpha-based counseling model where all high school counselors receive training to support gifted learners, ensuring understanding of each student's unique academic profile throughout their high school journey. All counselors are equipped to provide targeted enrollment guidance that directly aligns with students' identified areas of giftedness and career development plan. Gifted students are provided comprehensive enrollment opportunities including honors courses, Advanced Placement courses, College & Career Promise courses, and advanced CTE courses tailored to their specific intellectual strengths. Additionally, counselors actively support and advocate for student enrollment in specialized advanced programs such as Governor's School, the North Carolina School of Science and Mathematics, and the North Carolina School of the Arts. Highly capable students performing above their peers are offered advanced learning opportunities through North Carolina Virtual Public Schools (NCVPS), ensuring continued academic challenge and growth that complements their individual intellectual capabilities

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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.

The behavioral and learning needs of gifted learners are primarily supported through the school's AIG specialist and counselor in middle and elementary schools. In elementary schools, AIG specialists are provided with curriculum designed specifically for the social emotional needs of gifted students. In elementary and middle schools, counselors proactively provide classroom guidance lessons on topics commonly associated with giftedness such as stress, anxiety, and growth-mindset through push-in and separate setting models. Additionally, all schools implement Leader in Me and 7 Habits of Highly Effective People, which proactively builds social-emotional skills through goal setting, self-advocacy, and service learning opportunities.

Behavioral and learning needs of gifted students are also addressed and supported through each school's MTSS framework. If warranted, MTSS teams develop student specific support plans that address executive functioning, time-management, anxiety, and/or any other specific student need. Plans may also include school-based mentoring programs or, in middle and high school, peer-to-peer support programs.

When specific student social emotional needs arise, students are referred to the school counselor or their alpha-assigned counselor in high school. Counselor referrals may come from students, parents, classroom teachers, AIG specialists, MTSS Teams, or administrators. The school counselors will consult with the student, parent, and referring party to identify the underlying cause of the social emotional concern and recommend appropriate services, including small group and individual counseling, and classroom accommodations based on the student’s specific need and contextual factors. For needs beyond the scope of the school counselor’s role, collaboration with families and the district mental health coordinator can result in a referral to school-based, out-patient, or enhanced mental health services when deemed appropriate. Regular education teachers have access to support resources for gifted students on the MTSS Resources Site. Additionally, select teachers who participate in the Lincoln County Schools Local AIG endorsement are presented with specific strategies and resources to address the behavioral and learning needs of their gifted students.

Behavioral and learning needs of gifted learners are also supported through established transition meetings and registration processes. AIG specialists and counselors meet specifically to transition students between elementary, middle and high school. This transition includes opportunities to identify student needs and to ensure any support plans are implemented when the student enters their next level of education.

EC and ELL teachers collaborate with AIG specialists and counselors to support the specific behavioral and learning needs of students with dual exceptionalities through appropriate differentiated instruction.

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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.

Lincoln County School gifted education is an integral part of the overall plan to successfully educate all students in the district. AIG program goals are incorporated into school improvement plans. Those goals correlate with continuous improvement initiatives to strengthen school-based multi-tiered systems of support which address the learning needs of all students.

Lincoln County Schools integrates and connects the AIG program and services with the district's priorities as listed in the 2022-26 LCS Strategic Plan. The AIG program actively partners with district departments and initiatives to ensure these strategic objectives are met while addressing the unique needs of gifted learners. This partnership approach includes collaborative planning, resource sharing, and aligned professional development efforts. Objectives that align specifically with gifted/advanced learning are listed below:

- Objective 1.1 - Lincoln County Schools will improve the social and emotional health and wellbeing of our students by addressing the whole child - AIG specialists collaborate with school counselors and MTSS teams to address the unique social-emotional needs of gifted students through targeted supports and strategies.
- Objective 1.2 - Lincoln County Schools will increase student engagement by providing meaningful access to extended and experiential learning opportunities - The AIG program works with curriculum teams and instructional coaches to develop enrichment opportunities that challenge gifted learners while aligning with district-wide engagement initiatives.
- Objective 2.1 - Lincoln County Schools will increase the number of graduates that are prepared to navigate the pathways to postsecondary success - AIG-trained counselors partner with CTE and college readiness programs to ensure gifted students receive appropriate guidance for post-secondary planning that maximizes their potential.
- Objective 2.5 - Lincoln County Schools will increase the percentage of the budget available for instructional resources to maximize equitable student learning - The AIG team coordinates with district leadership to strategically allocate resources that benefit all students while ensuring gifted learners receive appropriate challenging materials.
- Objective 3.2 - Lincoln County Schools will develop and implement a sustainable, long-term plan of research based professional learning opportunities for all employees
- *3.2.A - LCS will increase PD opportunities regarding, SEL, academic enrichment/interventions, personalized/blended learning - AIG specialists contribute expertise to professional development on differentiation and enrichment strategies that benefit all students.
- *3.2.C - LCS will increase the number of employees who complete endorsements/micro-credentials including AIG, personalized learning, and career exploration - The AIG program supports the Local AIG Endorsement process which strengthens classroom teachers' ability to implement district instructional frameworks for all students.

The AIG program also synergizes with other district initiatives including academic vocabulary development, implementation of proficiency scales, the New Art and Science of Teaching framework, High Reliability Schools practices, and the district's mental health plan. As the district transitions to a new strategic plan in 2026-2027, the AIG program will maintain these collaborative partnerships while aligning with emerging priorities established in the updated strategic plan.

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

School-based Multi-Tiered Systems of Support (MTSS) teams, at minimum, meet quarterly to analyze multiple sources of data when determining tiered instructional support plans for all students. MTSS teams are provided with the autonomy to develop flexible ability groups during core instruction or during designated blocks of time throughout the school day reserved for enrichment/intervention.

At the end of each school year, MTSS teams and AIG specialists shall review data sources and make recommendations to the school principal to appropriately cluster students based on academic needs. This will ensure the continuation of services at the beginning of the following school year and assists school leaders when developing master schedules that are reflective of the specific academic needs of gifted populations.

Formative and summative assessments data sets are regularly analyzed by all AIG and MTSS teams at the school level to appropriately differentiate instruction and to inform cluster or flexible grouping practices. Assessments used during this process include universal screeners, diagnostic assessments, benchmark assessments, and end-of-grade/end-of-course assessments. Student performance on personalized learning or project-based learning tasks also informs cluster or flexible grouping practices. Ongoing assessments guide flexible grouping by considering content level and specific skills/standards of need or strength.

To enhance flexible grouping instruction, the Lincoln County Schools Local AIG Endorsement provides teachers with resources to enhance their instruction if they are assigned an advanced flexible group. AIG specialists also provide professional development to enhance flexibly grouped instruction.

* **Practice E**

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

The district AIG coordinator provides professional development of all program standards, legislation and regulations with school leaders, AIG Specialists, and high school AIG counselors at the beginning of each school year and throughout the school year when relevant and applicable. The district coordinator also provides school-based implementation stakeholders with necessary information to share with their school-based stakeholders. School leaders ensure there is designated time for AIG specialists to discuss delivery of differentiated services for AIG students within their school buildings. Additionally, time for discussion is primarily reserved for school-based MTSS team meetings but school leaders have the autonomy to schedule additional discussion sessions when needed. This includes AIG team meetings, collaborative grade-level team meetings, and/or professional learning community meetings.

The district AIG coordinator maintains the Lincoln County Schools AIG Procedural Manual designed to ensure compliance at all district schools with regard to AIG plan and implementation. The manual contains the following:

*Screening, referral, and identification procedures
*Assessment recommendations and procedures
*Do Not Qualify (DNQ) procedures
*Student records
*Early entrance to kindergarten procedures
*Identification for K-3 identification
*K-3 nurturing program/services
*4-5 service delivery program/services and eligibility requirements
*Middle school service delivery plan and eligibility requirements
*High school service delivery plan and eligibility requirements

The procedural manual is linked to the Gifted Learners platform within the MTSS Resources Site which can be accessed by any district employee. The platform also provides access to a FAQ document which summarizes the procedural manual to ensure all stakeholders understand the essential components of the local AIG plan.

Additionally, the first unit of the Lincoln County Schools Local AIG endorsement reviews the most current AIG plan for the district. The unit covers the entire procedural manual in depth as it relates to elementary, middle, and high school service delivery.

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

At the beginning of each school year, AIG specialists and high school counselors meet with classroom teachers to discuss differentiated education plans (DEP) for gifted students. These meetings are designed to ensure all instructional staff are aware of service delivery and to ultimately ensure the unique learning needs of all gifted students are met throughout the school year. Additionally, specialists and counselors collaborate with EC, ELL, and regular education teachers to ensure those students can successfully transition from year to year.

To ensure effective continuation of K-12 services during key transitions points for AIG students, AIG specialists and high school counselors meet at the conclusion of each school year. This includes discussions related to: student AIG documentation; student service delivery plans; specific details regarding students' academic, intellectual, and behavioral needs; and suggestions to ensure a supportive transition.

* **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.

The district AIG coordinator provides AIG specialists with professional development and resources to ensure curriculum compacting is an essential component of AIG instruction. Additionally, AIG specialists will collaborate with regular education teachers to ensure compacting is utilized when gifted students demonstrate mastery prior or during their originally paced instruction. The Lincoln County Schools Local AIG endorsement also provides thorough implementation guidance for teachers when compacting their instruction. Specifically, the endorsement provides teachers with planning tools, replacement tasks, and suggested grading guidance to ensure compacting is effective and positively impacts the learning of gifted students.

For parents who are interested in early entrance to kindergarten, the district's website outlines the legislation and process for a decision to be made.

Highly capable elementary and middle school students have the opportunity to accelerate in grade level and/or content in order to provide the most appropriate learning environment. Recommendations for grade or content acceleration are made by the school's AIG or MTSS team and are supported by multiple sources of data and learning tasks that indicate the student would be best served in a more advanced setting. Along with data and tasks, recommendations are based on results of the Iowa Acceleration Scale (IAS) which is used to guide the team to make the best possible acceleration decision to support gifted student's learning needs. Teams will collaborate with the district's AIG coordinator and the students' parents/guardians when making a final acceleration decision. The district outlines acceleration and all decisions-making protocols on the Gifted Platform of the MTSS Resources Site to ensure consistency across all Lincoln County Schools. Additionally, the district's webpage outlines the process to inform parents/guardians.

At the middle school level, students who demonstrate capability to accelerate their learning have the opportunity to participate in advanced courses beyond their designated grade level course selections. Those courses are primarily offered through North Carolina Virtual Public School (NCVPS). Enrollment is determined by the school's AIG or MTSS team following an extensive review of the student's performance and correlating data.

High school AIG counselors encourage gifted students to enroll in honors, Advanced Placement, and advanced CTE courses that align with their educational and future professional goals. To increase access to various accelerated courses, high school students also have access to courses offered by North Carolina Virtual Public School (NCVPS) and locally created Canvas courses.

Lincoln County Schools also offers Credit by Demonstrated Mastery (CDM) as an acceleration opportunity for students in grades 6-12 who seek to earn credit for high school courses without completing classroom instruction. To pursue CDM, students and parents must first consult with the school counselor about the process, complete a CDM application in full, and submit it by established deadlines. Testing windows follow in summer, fall, and winter. Students must successfully complete both Phase I (standardized examination) and Phase II (artifact development) to demonstrate mastery. For Phase I, students must achieve designated minimum scores: Level V on EOC assessments, 90% on CTE post-assessments, or 90% on local exams. Applications, timelines, and additional information about the CDM process are available on the district website and curriculum guide including how CDM might impact NCAA eligibility and long-term course planning in addition to consultation with the school counselor

Lincoln County Schools offers dual enrollment through the Career and College Promise (CCP)/College Now program, allowing eligible high school students to take college courses and earn both high school and college credit simultaneously. Students work with their counselors to identify appropriate college courses that align with their academic and career goals, and that satisfy high school graduation requirements. The district follows specific dual credit allowances where college courses are awarded high school credit based on semester hours. Specific CCP courses have been identified to meet high school graduation requirements in subjects like English, math, science, history, and world languages. Information about the dual enrollment process, credit allowances, and course options are available on the district website and curriculum guide in addition to consultation with the school counselor.

To encourage dual enrollment, 8th grade AIG specialists inform eligible students and parents of 9th/10th grade College & Career Promise opportunities. Resources are provided to 8th grade AIG specialists to educate parents and students on the benefits and differences between dual enrollment and Advanced Placement. The district AIG coordinator works collaboratively with high school counselors to ensure all eligible students continue to be informed as they transition to 9th grade and throughout their freshman and sophomore years. High school counselors continue to promote and encourage dual enrollment and Advanced Placement courses throughout gifted student's high school careers.

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

All K-3 students participate in a nurturing program that cultivates and develops gifted potential through early intervention and talent development. The primary delivery of the K-3 program is through Primary Education Thinking Skills (PETS) lessons. PETS is a systemized enrichment and diagnostic thinking skills program that classroom teachers and AIG specialists implement within whole class and small group settings to gauge a student's critical thinking ability through convergent analysis, divergent analysis, and critical evaluation. Students who demonstrate a high level of mastery regarding those skills are provided extended nurturing services in a small group format that targets intentional differentiated curriculum and instruction. This is typically integrated with the school's enrichment/intervention framework through the schools multi-tiered system of support. Students may also be referred for talent development opportunities based on screening results, diagnostic assessments, exceptional classroom performance, or notable strengths in creative, critical, or advanced reasoning skills. These referrals can come from MTSS teams and classroom teachers in addition to data from PETS lessons.

K-3 small groups are fluid and managed by the schools MTSS team and AIG specialists to ensure they are responsive to the specific needs of targeted students. To further support early talent recognition, the local AIG endorsement program provides participating K-3 teachers with professional learning on identifying characteristics of giftedness.

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

The K-3 nurturing plan utilizes the Primary Education Thinking Skills (PETS) content through a push-in model with the AIG specialist and the classroom teacher. This model, along with the critical thinking framework, enables nurturing of gifted traits from a broader student population because prior knowledge is not required to demonstrate mastery. AIG specialists intentionally frontload critical thinking skills and content before administering universal screeners, ensuring all students have exposure to advanced thinking processes and opportunity to demonstrate aptitude.

While nurturing is not as broad in 4th and 5th grades, AIG specialists continue to collaborate with classroom teachers and their school's MTSS team to support students who may demonstrate the potential for gifted services. The district's K-12 focus on academic vocabulary serves as a key frontloading strategy that builds linguistic capacity across all student populations, preparing them for complex academic tasks and supporting potential identification for gifted services.

AIG specialists and high school counselors collaborate with classroom teachers, ELL teachers, and EC teachers to plan learning tasks that may assist in recognizing gifted traits in all students. The Lincoln County Schools Local AIG Endorsement also educates classroom teachers with strategies and resources to

identify and nurture gifted traits in all populations through personalized-learning, project-based, and/or self-selected independent learning tasks. The Pre-AP framework is also utilized in all English 1 classes as a crucial front-loading practice.

The district's K-12 career development continuum serves as another frontloading strategy, introducing all students to career pathways and advanced skills before formal instruction, helping to identify interests and aptitudes that might otherwise go unnoticed in traditional academic settings. The Lead Counselor collaborates with elementary and middle school counselors and the middle school Career Development Coordinator (CDC) to embed career-based learning into instructional practices. Within this model, students are given the opportunity to demonstrate learning products that align with their interests and possible future careers. An increased emphasis on career and/or interests tasks ensures all students have an opportunity to demonstrate mastery or giftedness. Specifically, this increases opportunities all students to demonstrate their giftedness as opposed to traditional learning tasks. Additionally, the Lead Counselor collaborates with high school counselors and CDCs to ensure all students are provided opportunities that involve mentoring programs, internships, job shadowing, and apprenticeships.

* **Practice J**

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

Lincoln County Schools advocates and offers a variety of support activities to enrich existing curriculum. All extra-curricular programming is shared with teachers, counselors, students, and parents in various forms via district and school websites, as well as print materials. Additionally, as new opportunities arise through community partnerships, they are publicized widely and then shared directly by the AIG coordinator with specialists to provide targeted invitations for gifted students. Specific programs for each level are listed below:

Elementary: Battle of the Books, Math League, Robinson-Lineberger Literary Contest, Daughters of the American Revolution Essay Contest, the Martin Luther King Essay Contest, and school-based interest clubs.

Middle: Battle of the Books, Math Counts, National Geographic Geography Bee, Robinson-Lineberger Literary Contest, Soil and Water Conservation Essay Contest, Daughters of the American Revolution Essay Contest, and the Martin Luther King Essay Contest, access to Career Acceleration Camps provided by the district's Career & Technical Education Department, and school-based interest clubs.

High School: Battle of the Books, Robinson-Lineberger Literary Contest, Quiz Bowl, Daughters of the American Revolution Essay Contest, Poetry Out Loud, and the Martin Luther King Essay Contest, Gaston College Math Competition, Governor's School, North Carolina Virtual Public School, North Carolina School of Science and Math, North Carolina School of the Arts, Career and College Promise Courses, LCS developed Canvas courses, Advanced Placement Courses, Pre-AP for all 9th grade students in English, and Career Apprenticeship Camps provided by the district's Career & Technical Education Department, and school-based interest clubs.

All Levels: With the district-wide adoption of Leader in Me, students at all levels are encouraged to identify and develop their own extracurricular activities that align with their unique interests and talents. This student-led approach empowers gifted learners to create personalized pathways for talent development that may not be addressed by traditional programming. These activities are supported and scaffolded by the student and adult Lighthouse Team at each school.

Lincoln County Schools recognizes that many AIG students also demonstrate exceptional talents in athletics and fine arts. The district supports these students by encouraging participation in the robust offerings in these areas and by helping students make connections between their academic strengths and their talents in sports, music, visual arts, and performing arts.

*** Ideas for Strengthening the Standard**

1. Advertise and encourage enrollment for the Lincoln County Schools Local AIG Endorsement

2. Create an ISC taskforce to explore micro-credential/endorsement programs for middle school advanced math teachers and for high school honors course teachers

3. Provide ongoing PD for school leaders, AIG specialists, and high school counselors regarding the AIG plan and its implementation

4. Increase access to academic and behavioral resources for gifted learners on the MTSS Resources Site

5. Coach and advise school leaders as they rely on multiple sources of data to cluster students and/or create advanced flexible groups

6. Strengthen communication among middle school AIG specialists and high school AIG counselors to ensure effective continuation of services

7. Increase parent awareness of acceleration opportunities at the high school level

8. Increase awareness and access to college readiness exams for 8th grade AIG (AI/AG) students/families in an attempt to eliminate barriers for 9th/10th CCP enrollment

Planned Sources of Evidence

*	Instructional and behavioral resources located within the Gifted Learners platform of the MTSS Resources Site.
*	Lincoln County Schools Local AIG Endorsement
*	Lincoln County Schools website and school-based websites with online AIG resources for parents and families
*	Differentiated Education Plans for AIG students
*	Professional development schedules and resources for school administrators, AIG specialists, and high school AIG counselors
*	Lincoln County Schools AIG Procedural Manual
*	Primary Education Thinking Skills (PETS) lesson schedules and resources
*	9th/10th grade CCP eligibility rosters
*	North Carolina Advanced Placement Partnership (NCAPP) Agreement

* Lincoln County Schools Strategic Plan

Documents

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

Lincoln County Schools (550) 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.

Lincoln County Schools adapts the NC Standard Course of Study K-12 to address the various needs of gifted learners through enrichment, extension, and acceleration strategies. This differentiation is evident across all grade levels through targeted instructional models, advanced coursework, and personalized learning pathways.

Elementary: Enrichment, extension and acceleration activities are offered to elementary students within each school's multi-tiered system of support framework. Teams use multiple data sources to determine math and reading enrichment groups (other subjects are included when applicable) throughout designated intervention times of the school day. Schools have the autonomy to determine whether these groups consist of select students across the grade level or multi-grade levels.

Elementary AIG specialists provide enrichment, extension and acceleration activities in reading and math during designated pull-out sessions for gifted students throughout the school day. Pull-out services are based on student need and level of service delivery. Additionally, AIG specialists collaborate with classroom teachers when designing differentiated curriculum for gifted students in a heterogenous or clustered classroom. AIG specialists provide push-in services as well. The schools leadership and AIG team determine which type of service best meets the needs of each grade-level cohort when implementing enrichment, extension, and acceleration activities.

Elementary school leaders and AIG specialists cluster all gifted students in groups throughout the school day in an extended effort to utilize blended and personalized learning through accelerated pacing and differentiation.

To ensure appropriate differentiation strategies throughout the school day for gifted students, classroom teachers are strongly encouraged by the school's administration to participate in the Lincoln County Schools Local AIG Endorsement especially when they are assigned a cluster group or advanced flexible group during their daily instruction.

Middle: Enrichment, extension and acceleration activities are offered to elementary students within each school's multi-tiered system of support framework. Teams use multiple data sources to determine math and reading enrichment groups (other subjects are included when applicable) throughout designated intervention times of the school day. Schools have the autonomy to determine whether these groups consist of select students across the grade level or multi-grade levels.

Middle school leaders and AIG specialists cluster all gifted students who are not enrolled in advanced ELA and/or math classes in clustered groups in an extended effort to utilize blended and personalized learning through accelerated pacing and differentiation.

To ensure appropriate differentiation strategies throughout the school day for gifted students, classroom teachers are strongly encouraged by the school's administration to participate in the Lincoln County Schools Local AIG Endorsement especially when they are assigned a cluster group or advanced flexible

group during their daily instruction.

Students who meet eligibility requirements are enrolled in advanced ELA and math courses. These courses are designed to enrich content standards in a homogenous learning environment through process and product implementation. Eligible students who participate in advanced courses have the opportunity to enroll in Math 1 and English 1 during their 8th grade year, using Pre-AP curricular resources. Students who demonstrate the ability to have their learning accelerated at a more advanced pace have the opportunity to enroll in NCVPS courses following the recommendation of the school's AIG or MTSS team, the district AIG coordinator, and the director of high school education.

High: High school students have the opportunity to accelerate their content by enrolling in honors or Advanced Placement courses. The guidance from the NC Honors Level Coursework policy, along with advanced learning indicators, helps instructors incorporate advanced instructional practices such as pre-assessment, inquiry-based learning, project-based learning, and in-depth analysis into their curriculum. In the event desired AP courses are not offered at a specific school site, students may take the course via North Carolina Virtual Public School or through locally developed Canvas courses. High school gifted students also have the opportunity to enroll in college-level courses through the Career and College Promise program. Additionally, high school students can participate in Credit by Demonstrated Mastery (CDM) if they desire to accelerate their content in a specific subject area by meeting required assessment scores and producing an artifact to demonstrate mastery of the subject. High school counselors regularly meet with gifted students to ensure they are aware of all advanced learning options and are enrolled in appropriately enriched, extended, and accelerated coursework.

All Levels: To further enrich, extend and accelerate learning, all school leaders continually work with teachers to implement the elements of the New Art and Science of Teaching in all classrooms. The framework ensures that teachers establish clear learning goals, provide structured opportunities for students to process and apply new knowledge, and create a dynamic classroom environment that fosters engagement. Teachers implement instructional strategies that enhance student autonomy, such as choice-driven learning, scaffolded inquiry, and reflective goal-setting. Additionally, the framework emphasizes the importance of tracking student progress through targeted feedback, using research-based instructional strategies, and adapting instruction to meet individual student needs. School leaders support implementation by ensuring that teachers apply strategies aligned with Marzano's instructional categories, including establishing relationships, managing the learning environment, and using strategies that deepen and extend student understanding.

As part of the overall commitment to differentiating for advanced learners, Lincoln County Schools is also developing K-12 proficiency scales to guide teachers in extending standards to mastery. These proficiency scales will help teachers identify the specific needs of gifted learners and appropriately extend grade level standards.

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

Classroom teachers and AIG specialists use data from a variety of sources, including areas of giftedness, classroom performance, and screening and diagnostic assessments, to match instructional strategies to each student's unique needs. In addition, by building strong, supportive relationships with their students, educators are able to better understand and address individual learning profiles. These relationships foster trust and insight, allowing teachers and specialists to tailor instruction in a way that aligns with each student's abilities, interests, and readiness, ensuring an effective learning experience.

Differentiated Education Plans (DEPs) are in place for all identified AIG students and include specific service delivery options that best match their individual gifted needs based on their abilities, readiness, and interests. The DEP is developed for students requiring extensive differentiation which include access to curriculum modifications pertaining to differentiated content, process, product, and/or learning environments. The use of these differentiated strategies and modifications provides gifted students increased rigor, depth, and complexity in both the heterogenous and homogenous classroom settings.

Elementary: Gifted students are provided additional time (with the regular and AIG classroom) to explore topics of interest in a variety of ways which includes self-selected independent study, personalized learning, storyboards, extensions menus, study guides, research projects, journals, learning logs, accelerated learning contracts, etc. Students are also provided additional time during the school's MTSS intervention block for personalized learning designed to meet their specific learning needs.

Middle: Gifted students are clustered together on the same instructional team or enrolled in advanced math and ELA classes with similar peers. Differentiation is provided through blended learning, personalized learning, Socratic Seminars, research projects, tiered assignments, extensions menus, study guides, etc. Students are also provided additional time during the school's MTSS intervention block for personalized learning designed to meet their specific learning needs.

High: Differentiation occurs in honors, Advanced Placement, CCP, NCVPS, LCS Canvas courses and throughout traditional courses. Differentiation is primarily delivered through blended learning, personalized learning, Socratic Seminars, group projects/presentations, extension menus, self-selected independent study, tiered assignments, etc.

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

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

The New Art and Science of Teaching compendium by Robert Marzano provides AIG specialists and classroom teachers across all grade levels with a comprehensive instructional framework to enhance student learning outcomes. This research-based resource offers specific strategies for:

- Providing and communicating clear learning goals
- Using assessments to track student progress
- Conducting direct instruction lessons
- Implementing strategies that help students practice and deepen knowledge
- Employing engagement strategies
- Establishing effective relationships with students
- Communicating high expectations

Elementary

Academic and Intellectual Resources:

- Magnetic Reading Teacher Toolbox and Ready Math Teacher Toolbox provide instructional support tools that can be scaffolded to enhance the learning of gifted students performing above grade level.
- Instructional units by the College of William & Mary, Jacob's Ladder, Building Academic Vocabulary, Word Within a Word develop advanced literacy and critical thinking skills.
- Hands-on Equations, Hands-on Fractions, Algebraic Thinking provide advanced mathematical concept development.
- Lego Mindstorms, Lego WeDo 2.0, Engineering is Elementary (EIE) kits, Forensic Science Simulation foster STEM skills and scientific inquiry.

- The Compactor, Learning Contracts, Topic Development Sheets, Extensions Menus, Product Choices Chart, Independent Study Agreements, Evaluation Contracts, Vocabulary Builders, Etymology Activities, Vocabulary Webs, Curriculum Differentiation Charts, Topic Browsing Planner are provided to AIG specialists and locally endorsed teachers to differentiate instruction for gifted learners.

Social and Emotional Resources:

- "I'm Not Just Gifted" by Christine Fonseca addresses unique social and emotional characteristics of gifted students.
- "Learning to be a Durable Person" by Dr. Mary Hennenfent builds resilience in gifted learners.
- "Brain-Based Learning with Gifted Students" by Kathryn Fishman-Weaver develops metacognition, empathy, and brain plasticity.
- "The 7 Habits of Highly Effective People" provides a framework for personal effectiveness and interpersonal skills.
- Zones of Regulation helps gifted students manage anxiety and emotional responses.
- MindUp develops mindfulness practices for emotional self-regulation.
- SEL student goal setting and self-monitoring strategies support development of self-awareness and self-regulation.

Middle School

Academic and Intellectual Resources:

- Ready Teacher Toolbox in reading and math provides instructional support tools for advanced learning.
- The Compactor, Learning Contracts, Topic Development Sheets, Extensions Menus, Product Choices Chart, Independent Study Agreements, Evaluation Contracts, Vocabulary Builders, Etymology Activities, Vocabulary Webs, Curriculum Differentiation Charts, Topic Browsing Planner are provided to AIG specialists and locally endorsed teachers to differentiate instruction for middle school gifted learners.
- Pre-AP resources for 8th grade English 1 students include consumable booklets with aligned performance tasks designed to support critical thinking and college readiness skills.
- College Board resources provide 8th grade Math 1 and English 1 students access to college-level curriculum and assessment preparation.

Social and Emotional Resources:

- "The 7 Habits of Highly Effective People" serves as a foundational resource to address social and emotional needs of gifted adolescents.
- Zones of Regulation helps gifted students manage anxiety and emotional responses.
- MindUp develops mindfulness practices for emotional self-regulation.

High School

Academic and Intellectual Resources:

- IXL for math and English provides individualized skill development.
- QUIA for social studies supports advanced content exploration.
- APEX offers content support for accelerated learning.
- Pre-AP resources including consumable booklets with aligned performance tasks designed to support critical thinking.
- College Board resources specific to AP class enrollments provide college-level learning experiences.

Social and Emotional Resources:

- "The 7 Habits of Highly Effective People" provides a framework for developing self-awareness, personal responsibility, and interpersonal skills essential for gifted learners transitioning to adulthood.

Each of these resources is selected and implemented specifically to address the unique academic, intellectual, social, and emotional needs of gifted learners at different developmental stages. AIG specialists and classroom teachers utilize these resources through differentiated instruction, small group activities, individual learning plans, and targeted lessons to ensure that the comprehensive needs of gifted students are met.

* **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.

Lincoln County Schools fosters the development of durable skills and mindsets which support the post-secondary success of gifted learners including adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility at each level.

Elementary: To ensure gifted students develop durable skills and mindsets, elementary AIG Specialists provide access to group assignments/tasks which allow for productive struggle, debate, performance monitoring, evidence collection, evidence analysis, and self-monitoring. They also ensure group assignments/tasks include higher level thinking skills that are aligned to Bloom's Revised or Marzano's Taxonomy while intentionally incorporating opportunities to practice adaptability, empathy, and personal responsibility. Additionally, AIG specialists collaborate with classroom teachers to ensure opportunities for durable skills development is regularly embedded into the daily instruction of clustered or ability-grouped advanced learners.

AIG specialists begin embedding the basic principles of Socratic Seminar into their small group instruction for 4th and 5th grade students and collaborate with regular classroom teachers who want to begin implementation as well. The emphasis at this level is to develop an understanding of the Seminar's basic principles and to foster the initial student understanding of evidence-based critical thinking, communication, and constructive debate with peers, while practicing empathy and personal responsibility in dialogue.

AIG specialists and regular classroom teachers also use results from the Gifted Rating Scales to ensure students who demonstrate creativity, artistic talent, and/or high levels of leadership ability are given access to appropriate learning tasks or assignments that continue to foster/enhance their gifted needs in those areas. This may also include collaboration with special area teachers (music, art, STEM) to ensure the student's skills are supported in all aspects of their learning day, promoting a learner's mindset that extends beyond core academics.

AIG specialists work closely with the school's counselor to embed career-based instruction into instruction to foster curiosity for future careers and develop adaptability for post-secondary success. Those interests are then emphasized in small group instruction, group projects, and personalized learning tasks throughout the school day.

Middle: To ensure gifted students develop durable skills and mindsets, middle school AIG Specialists provide access to group assignments/tasks which allow for productive struggle, debate, performance monitoring, evidence collection, evidence analysis, and self-monitoring. They also ensure group assignments/tasks include higher level thinking skills that are aligned to Bloom's Revised or Marzano's Taxonomy while incorporating opportunities to practice empathy, personal responsibility, and adaptability. Additionally, AIG specialists collaborate with classroom teachers to ensure opportunities for future-ready development is regularly embedded into the daily instruction of clustered or ability-grouped advanced learners.

Middle school advanced classes teachers regularly implement student-led Socratic Seminars into their instruction. These seminars intentionally develop communication, critical thinking, empathy, and personal responsibility as students engage with diverse perspectives. They also collaborate with teachers of cluster or ability groups students to implement seminars as frequently as possible.

AIG specialists and regular classroom teachers also use results from the Gifted Rating Scales to ensure students who demonstrate creativity, artistic talent, and/or high levels of leadership ability are given access to appropriate learning tasks or assignments that continue to foster/enhance their gifted needs in those areas. This may also include collaboration with special area teachers (music, art, STEM) to ensure the student's skills are supported in all aspects of their learning day, promoting a learner's mindset that values growth across disciplines.

AIG specialists work closely with the school's counselor to embed career-based instruction into instruction to foster adaptability and personal responsibility for future career planning. Those interests are then emphasized through small group instruction, group projects, and personalized learning tasks throughout the school day.

High: High school students participate in college-level coursework through Advanced Placement and Career and College Promise courses that develop the durable skills needed for post-secondary success. They also participate in community service projects through classroom or service organization initiatives that foster empathy and personal responsibility. Adaptability, collaboration, and learner's mindset are developed through apprenticeships, mentoring programs, job shadowing, and internships. Through collaboration with the district's lead counselor, high school AIG counselors provide student access to career fairs, industry tours, and college visits that help students envision their post-secondary paths.

Honors and AP teachers are strongly encouraged to include student-led Socratic Seminars into their instruction by question probes that foster critical thinking, communication, collaboration skills, and empathy. High school students also have the opportunity to enroll in AP Seminar and AP Research to continue to strengthen their communication, collaboration, critical and creative thinking, and personal responsibility.. Successful completion of both AP courses results in the student receiving the AP Capstone Diploma.

All Levels: To further foster the durable skills outlined in NC's Portrait of a Graduate, all school leaders continually work with teachers to implement the elements of the New Art and Science of Teaching in all classrooms. The framework ensures teachers provide students with the opportunity to develop adaptability and personal responsibility through practice opportunities, foster a learner’s mindset and critical thinking by teaching students to reflect, build empathy and resilience through emotional support, and enhance collaboration, communication, and creative thinking by creating an engaging environment. These strategies collectively support the development of the skills and mindsets needed for post-secondary success.

The district adoption of Leader In Me provides students with the opportunity to develop personal responsibility and adaptability by encouraging proactive behavior and setting goals. Students also foster collaboration and communication by working together in mutually supportive environments and prioritizing effective teamwork. Critical and creative thinking are nurtured through empowering students to make decisions and solve problems independently. Additionally, the framework promotes empathy and resilience by teaching students to list with understanding and develop emotional intelligence. These practices, grounded in the 7 Habits, equip students with the essential skills and mindsets for post-secondary success.

* **Practice E**

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

Formative and summative assessments data sets are regularly analyzed by all AIG and MTSS teams at the school level to appropriately differentiate instruction and to inform cluster or flexible grouping practices. Assessments used during this process include universal screeners, diagnostic assessments, benchmark assessments, and end-of-grade/end-of-course assessments. Additionally, AIG specialists and high school AIG counselors have access to informal and formal assessment measures to implement when more data is needed to make an informed decision for classroom differentiation or to inform cluster and/or flexible grouping. The district AIG coordinator leads data discussions with school leaders, AIG specialists, and high school AIG counselors to ensure all instructional decisions are data-informed and in the best interest of gifted learners. Directors of elementary, middle and high school also lead data discussions with their respective school leaders during their scheduled monthly meetings throughout the school year.

* **Practice F**

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

Elementary/Middle: Elementary AIG specialists, middle school AIG specialists, and teachers who are locally endorsed participate in an ongoing Professional Learning Community (PLC) to purposefully plan, share, create, and analyze evidence-based resources for their small group and inclusive instruction. Additionally, quarterly professional development sessions are offered by the district's AIG coordinator to build teacher capacity and increase knowledge of resources/strategies/opportunities to enhance student learning.

Additionally, elementary and middle schools conduct grade level collaborative planning sessions designed for purposeful planning for all students, including gifted learners. Elementary school leaders are also strongly encouraged to schedule vertical planning meetings to share resources and instructional strategies that supports all students. Those efforts are facilitated by the directors of elementary and middle schools throughout the school year. School leaders make every effort possible to include AIG specialists when planning differentiated instruction.

High: High school teachers and instructional coaches participate in ongoing Professional Learning Communities (PLC) to purposefully plan, share, create, and analyze evidence-based resources for their instruction which includes gifted students. Additionally, professional development sessions are offered by the Director of High School Education throughout the school year for school leaders, coaches, and teachers to build capacity and strengthen knowledge of resources/strategies/opportunities to enhance student learning.

All Levels: Collaboration with specialists for multilingual learners and students with disabilities who are also gifted is a critical component of differentiation. AIG specialists and classroom teachers partner with ESL teachers, special education teachers, and other specialists to ensure that the unique academic and intellectual needs of these students are met. Together, they develop strategies for adapting curriculum and instruction that not only challenge these gifted students but also support their language development and address any disabilities. This collaborative approach ensures that all gifted students, regardless of language proficiency or disabilities, receive the necessary accommodations and instructional modifications to thrive academically.

*** Ideas for Strengthening the Standard**

1. Provide professional development with 8th grade advanced ELA teachers (including Pre-AP training) throughout the 2022-23 school year and implement English 1 at the start of the 2023-24 school year

2. Provide Pre-AP (English 1) training for all English 1 teachers (including 8th grade) throughout the district

3. Create an ISC taskforce to explore micro-credential/endorsement programs for middle school advanced math teachers and for high school honors teachers

4. Continue to offer NCVPS courses for middle school students who demonstrate exceptional capability to be accelerated beyond advanced math classes (as determined by the school's AIG and MTSS team).

5. Advertise and encourage enrollment for the Lincoln County Schools Local AIG Endorsement

6. Promote and recruit students to enroll in AP Seminar and AP Research (ultimately increase student access to the AP Capstone Diploma)

7. Ensure middle and high school stakeholders are analyzing potential giftedness in all areas of learning using the Gifted Rating Scales

8. Rely on multiple areas of data when planning and designing differentiated curriculum and instruction (including cluster grouping and/or advanced flexile groups)

9. Adopt other areas of Pre-AP curriculum when aligned with standards

Planned Sources of Evidence

*	Nurturing schedules and Primary Education Thinking Skills (PETS) lessons
*	Lincoln County Schools MTSS Data Portal
*	Lincoln County Schools Local AIG Endorsement
*	Lincoln County Schools Differentiated Educations Plans (DEPs)
*	Behavioral resources located on the Lincoln County Schools MTSS Resources Site
*	Professional development (behavioral and learning needs of gifted learners) schedules/rosters
*	Professional development (differentiated instruction) schedules/rosters

Documents

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

Lincoln County Schools (550) 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.

Lincoln County Schools employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the LCS gifted program and plan. The District AIG team is comprised of the Associate Superintendent of Curriculum, Instruction, & Innovation; Chief Academic Officer; Director of Elementary Curriculum and Literacy; Director of Academic Readiness and Support (serves as middle school point person);Chief of Postsecondary Education and CTE (serves as high school point person); and the Director of Student Support Services (serves as AIG Coordinator). This team ensures program implementation through ongoing collaboration with school leaders, AIG specialists, and high school AIG counselors throughout the district. Additionally, the district AIG team meets regularly to review plan implementation and make revisions when necessary. The team attends regional and state meetings to collaborate with other AIG leaders that support AIG leaders. The district AIG coordinator oversees information dissemination with all stakeholders and plans information/professional development in collaboration with all members of the district team.

The district AIG coordinator also works closely with the district multi-tiered system of support (MTSS) Coordinator to ensure each school's MTSS team supports the academic and behavioral needs of gifted learners. Primarily schools are guided through continuous data and instructional analysis to ensure gifted students have access to all resources and opportunities listed in the Lincoln County Schools AIG Plan. Leveled points of contact collaborate with school MTSS teams as well to ensure MTSS frameworks, processes and protocols support the needs of gifted learners.

* **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.

Lincoln County Schools engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and behavioral needs of gifted learners at each level. Those tasks are listed below for each level:

Elementary: 7 full time and 1 part time AIG specialist support the district's 13 elementary schools. Specialists have no more than 2 school assignments to ensure, at minimum, 2-3 days of support services throughout each week.

Specialists at the elementary level oversee and manage each school's screening, referral, and identification process for all grade levels within each building. When screenings involve entire grade levels, AIG specialists collaborate with school testing coordinators to ensure assessments are conducted with fidelity.

Regarding services for gifted students, elementary AIG specialists collaborate with K-3 teachers to implement the district's nurturing plan. For K-3 students who demonstrate the need for extended or small group instruction, specialists work with school-based MTSS teams to ensure appropriate enrichment opportunities are offered throughout scheduled intervention times or at other designated times throughout the school day. Elementary AIG specialists also provide pull-out services for identified 4th and 5th grade students. At the principal's discretion, AIG specialists may be assigned a co-teaching assignment with a regular education teacher for gifted students who have been clustered into a classroom or assigned to an advanced flexible learning group.

Elementary AIG specialists and locally endorsed AIG teachers actively participate in an AIG Professional Learning Community designed to collaborate and plan instructional units that meet the various needs of students they serve. These collaborative sessions also address inclusion services, cluster grouping, data analysis, and resource review to ensure gifted programs at each school maximize learning opportunities for gifted learners. The district AIG coordinator holds quarterly PD sessions with elementary AIG specialists to provide on-going professional development regarding academic, intellectual, and behavioral needs of gifted learners. These quarterly sessions are rooted in the AIG plan, with standards reviewed regularly to identify areas where skills need strengthening to implement specific components of the plan. These sessions also address and review professional articles, books, NCDPI resources, and curricular materials used in each building to ensure the continuous improvement of gifted instruction. Locally endorsed teachers participate in a specific unit during the endorsement on the AIG plan and its implementation to ensure program consistency across all schools.

Middle: 6 full time AIG specialists support the district's 4 middle schools. Each specialist is assigned to 1 middle school to support advanced learning opportunities on a daily basis.

Specialists at the middle school level oversee and manage each school's screening, referral, and identification process for all grade levels within each building. When screenings involve entire grade levels, AIG specialists collaborate with school testing coordinators to ensure assessments are conducted with fidelity.

Middle school AIG specialists and locally endorsed AIG teachers actively participate in an AIG Professional Learning Community designed to collaborate and plan instructional units that meet the various needs of the students they serve. These collaborative sessions also address advanced classes, cluster grouping, data analysis, and resource review to ensure gifted programs at each school maximize learning opportunities for gifted learners. The district AIG coordinator holds quarterly PD sessions with middle school AIG specialists to provide on-going professional development regarding academic, intellectual, and behavioral needs of gifted learners. These quarterly sessions are rooted in the AIG plan, with standards reviewed regularly to identify areas where skills need strengthening to implement specific components of the plan. These sessions also address and review professional articles, books, NCDPI resources, and curricular materials used in each building to ensure the continuous improvement of gifted instruction. Locally endorsed teachers participate in a specific unit during the endorsement on the AIG plan and its implementation to ensure program consistency across all schools.

High: Alpha-assigned counselors who are all trained in AIG serve individual students and parents to meet their differentiated education plan goals and assist with course selection, registration, and address behavioral needs. Additionally, these counselors collaborate with school leaders to ensure gifted learners are represented and supported within the school's tiered support system. High school counselors receive regular updates and professional development on advanced placement, Career and College Promise, NCVPS, North Carolina School of Science and Mathematics opportunities, and work-based learning to support comprehensive implementation of the AIG plan at the secondary level.

* **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.

Lincoln County Schools establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services at each level which are detailed below:

Elementary: Elementary AIG specialists are required to be active participants of the elementary AIG Professional Learning Community designed to collaborate and plan instructional units that meet the various needs of the students they serve. These collaborative sessions also address assessment, identification, inclusion services, cluster grouping, data analysis, and resource review to ensure gifted programs at each school maximize learning opportunities for gifted learners. The district AIG coordinator holds quarterly PD sessions with elementary AIG specialists to provide on-going professional development regarding academic, intellectual, and behavioral needs of gifted learners. These required sessions also address curricular materials used in each building to ensure they meet the needs of gifted students, specifically student learning styles and preferences.

Beyond AIG specialists, elementary general education teachers who participate in the Lincoln County Schools Local AIG Endorsements are provided professional development regarding best practices to address the academic, intellectual, and behavioral needs of gifted learners. Teachers are provided

resources and strategies to implement in their classrooms that include differentiation, acceleration, self-selected independent study, and compacting. AIG specialists collaborate with general classroom teachers as they implement those resources and strategies in their classrooms. While not required, school leaders are strongly encouraged to advocate participation of teachers throughout their buildings who teach identified students, cluster groups, and/or advanced flexible groups.

School leaders are required to attend monthly meetings with the Director of Elementary Curriculum and Literacy where professional development regarding AIG programs and services are delivered and any AIG concerns regarding programs and services are addressed.

Elementary school counselors are required to attend monthly counselor meetings with the Lead Counselor where the social/emotional learning needs of all students are addressed and supported through resources and strategies. The Lead Counselor collaborates with the district Student Services team to ensure professional development aligned with district SEL and mental health priorities.

Middle: Middle school AIG specialists are active participants of an AIG Professional Learning Community designed to collaborate and plan instructional units that meet the various needs of the students they serve. These collaborative sessions also address assessment, identification, inclusion services, cluster grouping, data analysis, and resource review to ensure gifted programs at each school maximize learning opportunities for gifted learners. The district AIG coordinator holds quarterly PD sessions with middle school AIG specialists to provide on-going professional development regarding academic, intellectual, and behavioral needs of gifted learners. These sessions also address curricular materials used in each building to ensure they meet the needs of gifted students, specifically student learning styles and preferences.

Beyond AIG specialists, middle school general education teachers who participate in the Lincoln County Schools Local AIG Endorsements are provided professional development regarding best practices to address the academic, intellectual, and behavioral needs of gifted learners. Teachers are provided resources and strategies to implement in their classrooms that include differentiation, acceleration, self-selected independent study, compacting, and behavior. While not required, school leaders are strongly encouraged to advocate participation of teachers throughout their buildings who teach identified students, cluster groups, and/or advanced flexible groups.

All middle school AIG specialists are required to participate in Pre-AP English 1 Curriculum trainings. This ongoing training is provided in collaboration and partnership with the North Carolina Advanced Placement Partnership and College Board. This series of professional development will ensure middle school specialist are equipped with strategies and resources to effectively implement the Pre-AP English framework in 8th grade English 1 classes.

School leaders are required to attend monthly meetings with the Director of Academic Readiness and Support, who serves as the middle school point of contact, where professional development regarding AIG programs and services are delivered and any AIG concerns regarding programs and services are addressed. Middle school leaders also attend the NCAPP Middle School Colloquium with the directors of middle and high school education to ensure vertical alignment of all AP courses and frameworks implemented throughout the district.

Middle school counselors are required to attend monthly counselor meetings with the Lead Counselor where the behavioral and learning needs of all students are addressed and supported through resources and strategies. The Lead Counselor collaborates with the district Student Services team to ensure professional development in aligned with district SEL and mental health priorities.

High: High school Advanced Placement teachers are required to attend an AP Summer Institute which is offered through collaboration and partnership with the North Carolina Advanced Placement Partnership and College Board. All AP teachers have access to additional professional development opportunities including the AP Teacher Symposium and AP 1-Day Workshops. Additional specialized professional development is provided for all AP teachers by leaders of NCCAPP and by the Director of Academic Support and Readiness on a regular basis.

All high school English 1 teachers are trained in the Pre-AP framework. This ongoing training is provided in collaboration and partnership with the North Carolina Advanced Placement Partnership and College Board. This series of professional development will ensure all high school English 1 teachers are equipped with strategies and resources to effectively implement each Pre-AP Curriculum.

High school leaders are required to attend monthly meetings with the Chief of Postsecondary Readiness and CTE where professional development regarding honors, AP, CDM, and CCP programs and services are delivered. AIG concerns regarding programs and services are addressed as well. High school

administrators also attend the annual NCAPP Leadership Colloquium with the Director of Academic Support and Readiness and the district's AIG coordinator.

High school counselors are required to attend monthly counselor meetings with the Lead Counselor where the behavioral and learning needs of all students are addressed and supported through resources and strategies. The Lead Counselor collaborates with the district Student Services team to ensure professional development in aligned with district behavioral and mental health priorities

* **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.

Elementary and middle school leaders are strongly encouraged to cluster gifted students throughout each grade level. Cluster groups are organized by the individual student's identification along with multiple sources of data to ensure effective service delivery match. School leaders make every effort possible to ensure cluster groups are served by an appropriately licensed or prepared teacher. All teachers who serve cluster groups are strongly encouraged to obtain their AIG licensure or participate in the Lincoln County Schools Local AIG endorsement. Teachers who successfully complete the endorsement will receive local recognition for their accomplishments. The district AIG Coordinator collaborates with the Human Resources licensure specialists to maintain and disseminate up-to-date lists on teachers holding AIG licenses.

Additionally, general education teachers who serve AIG students will participate in required professional development sessions specifically designed to meet the needs of gifted learners. Those sessions are implemented in collaboration with school leaders and the Lincoln County Schools Instructional Services Center.

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

Lincoln County Schools ensures the recruitment and retention of AIG licensed professionals through access to professional development opportunities regarding gifted learners. Professional development opportunities are offered in collaboration with the the district's AIG coordinator and the Instructional Services Center.

The district also provides professional development through the Lincoln County Schools Local AIG Endorsement to continue to recruit and retain teachers who have interest in gifted education or are assigned a gifted cluster or advanced flexible learning group. The local endorsement provides year-long professional development regarding the following components of gifted learning:

- *Overview of the Lincoln County Schools AIG Plan
- *Behavioral and Learning Needs of Gifted Learners
- *Curriculum Differentiation and Compacting
- *Content Acceleration
- *Self-Selected Independent Study
- *Grading and Assessments
- *Utilizing Technology with Gifted Students
- *Grouping Gifted Student Best Practices
- *Praxis Preparedness

Following completion of the endorsement, participants will have the option to take the Praxis exam. Each unit of the endorsement includes Praxis exam review to ensure licensure assessment preparedness. Teachers who successfully complete the endorsement and take the Praxis will have their exam fees reimbursed by the district.

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

Lincoln County Schools provides focused professional learning opportunities to ensure that all students are given the opportunity to demonstrate giftedness. Those professional development opportunities ensure that stakeholders understand and can implement procedures and implementation practices that align with access excellence initiatives of the State Board of Education. Additionally, Lincoln County Schools ensures the following professional development opportunities occur:

1. The district AIG coordinator provides PD during yearly screening/assessment windows to all AIG specialists, school leaders, and testing coordinators. Professional development ensures all students have multiple pathways for identification which include non-verbal assessments and portfolios of evidence to determine student need and service delivery options.
2. The district AIG coordinator provides professional learning opportunities for AIG Specialists to ensure the K-3 nurturing program that supports critical thinking and demonstrated mastery of personalized/blended learning tasks. This ensures talent development is focused on student strengths and characteristics rather than grades, standardized assessments, or appropriate developmental experiences.
3. The district AIG coordinator works with the points of contact of elementary, and middle schools to ensure school leaders are equipped with the knowledge and understanding to implement a sound multi-tiered system of support. This includes a comprehensive talent development program for all students, using multiple sources of data, a continuous monitoring and screening schedule, and flexible/cluster/enrichment groups.
4. The district's director of academic readiness and support, through collaboration with the North Carolina Advanced Placement Partnership, provides continuous professional development for all district English 1 and Math 1 teachers to ensure successful implementation of the the Pre-AP framework for those respective subjects. The curriculum, which is delivered to all English 1 students, ensures all students are prepared for college level courses and their future careers through an emphasis on four shared principles. Those include close observation/analysis, evidence-based writing, higher-order questioning, and academic conversations.

* **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.

Lincoln County Schools aligns professional development opportunities best practices in gifted education in the following ways:

1. The district's AIG coordinator serves on the district's strategic planning committee to ensure the gifted needs of students are considered throughout the comprehensive improvement process.
2. School leaders at each level connect the needs of gifted learners with their school improvement plans and align professional learning activities accordingly.
3. The district's AIG coordinator ensures all AIG specialists, high school counselors, and school leaders are provided professional development at the beginning of each school year to review the local AIG plan.
4. AIG specialists collaborate with teachers who have completed or are enrolled in the local AIG endorsement to provide continuous professional learning opportunities. Using current research and instructional models/frameworks, those professional learning opportunities include curricular strategies and behavioral/learning characteristics intended to support the academic growth and development of gifted students.
5. The district promotes opportunities for professional development outside of the district with the University of North Carolina at Charlotte and other regional colleges/universities to support best practices and state/national standards.
6. The district's MTSS coordinator provides all school leaders and school improvement teams with continuous learning opportunities regarding the necessity of high-quality differentiated instruction within a tiered system of support.

*** Ideas for Strengthening the Standard**

1. Increase participation in the K-8 Lincoln County Schools Local AIG Endorsement or participation in a collegiate AIG certification cohort
2. Provide teachers with support and resources to pass the Gifted Education Praxis
3. Ensure all professional development listed in the 2026-29 AIG Plan aligns with the Lincoln County Schools Strategic Plan
4. Ensure English 1 teachers are supported through Pre-AP framework implementation
5. Ensure beginning teachers are provided support and resources to address the academic, behavior, and learning needs of gifted learners
6. Strengthen professional development opportunities for AIG specialists with an extended emphasis on rigor and future-ready skills
7. Provide comprehensive professional development annually with all AIG stakeholders to outline the AIG plan

Planned Sources of Evidence

*	Lincoln County Schools Local AIG Plan
*	Instructional Services Center Professional Development Schedules
*	Lincoln County Schools Strategic Plan
*	Instructional and behavioral resources located within the Gifted Learners Platform of the MTSS Resources Site
*	Differentiated Education Plans for AIG Students

Documents

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

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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.

Lincoln County Schools develops intentional, two-way partnerships with parents/families to support the academic and behavioral needs of gifted students in the following ways:

Elementary: The district's AIG coordinator and Director of Elementary Curriculum and Literacy work with school leaders and AIG specialists to ensure annual parent meetings, curriculum nights, conferences, school announcements, district/school meetings, and 5th to 6th transition meetings equip parents/families with knowledge and understanding of the following:

- How a multi-tiered system of support serves students demonstrating various levels of mastery through enrichment activities and the overall the K-3 nurturing program
- Screening, referral, and identification procedures for K-3 students including grade acceleration
- Screening, referral, and identification procedures for 4th/5th grade students
- Service delivery options for identified students for 4th/5th grade students
- Services and opportunities offered as student's transition to middle school including advanced classes, cluster grouping, and enrichment

During DEP meetings, parents/guardians are invited to be an active voice and collaborate with AIG specialists to articulate goals and services that address both academic achievement and social-emotional wellbeing. Parents are encouraged to participate as mentors and guest speakers, particularly in areas aligned with career awareness, student interests, and community events such as service-learning. School leaders are highly encouraged to recruit a parent/guardian of an AIG student as one of their School Improvement Team (SIT) parent representatives.

Middle: The district's AIG coordinator and Director of Academic Readiness and Support, who serves as the middle school point of contact, works with school leaders and AIG specialists to ensure annual parent meetings, curriculum nights, conferences, school announcements, district/school meetings, and 8th to 9th transition meetings equip parents/families with knowledge and understanding of the following:

- How a multi-tiered system of support serves students demonstrating various levels of mastery through enrichment activities, cluster grouping, and advanced classes

- Screening, referral, and identification procedures for 6-8 grade students
- Service delivery options for identified students for 6-8 grade students
- Services and opportunities offered as student's transition to high school including honors courses, advanced placement classes, and College & Career Promise courses

During DEP meetings, parents/guardians are invited to be an active voice and collaborate with AIG specialists to articulate goals and services that address both academic achievement and social-emotional wellbeing. Parents are encouraged to participate as mentors and guest speakers, particularly in areas aligned with career exploration, student interests, and community events such as service-learning. School leaders are highly encouraged to recruit a parent/guardian of an AIG student as one of their School Improvement Team (SIT) parent representatives.

High: The district's AIG coordinator, Chief of Postsecondary Education and CTE , and the Lead Counselor work with school leaders and counselors to ensure annual parent meetings, curriculum nights, conferences, school announcements, district/school meetings, and post-secondary planning meetings equip parents/families with knowledge and understanding of the following:

- Opportunities of advanced learning course options through honors and Advanced Placement classes
- College & Career Promise courses
- Governor's School, North Carolina School of Science and Math, and the North Carolina School of the Arts

During DEP meetings, parents/guardians are invited to be an active voice and collaborate with school counselors to discuss and set goals related to the 4-year academic plan and post-secondary aspirations. These meetings provide an opportunity for parents to help shape post-secondary goals, ensuring they align with the student's future plans, whether in college, career, or other pathways. Parents are encouraged to participate as mentors and guest speakers, particularly in areas aligned with career readiness, student interests, and community events such as service-learning. School leaders are highly encouraged to recruit a parent/guardian of an AIG student as one of their School Improvement Team (SIT) parent representatives.

* **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.

Lincoln County Schools partners with community stakeholders to enhance and support the AIG program and services in the following ways:

1. Ongoing collaboration with the Lincoln Economic Development Association (LEDA) to develop and implement mentoring and/or job shadowing opportunities for students
2. Partnerships with the Regional Education Service Alliance (RESA), North Carolina Association for the Gifted and Talented (NCGAT) and the National Association for Gifted Children (NAGC) to share enrichment, extension and acceleration resources/opportunities for students
3. Partnerships with Gaston College, North Carolina Schools of Science and Math, North Carolina Virtual Public School, and local/regional universities to support the AIG programs through student resources and opportunities for advanced learning experiences
4. Career interest/development opportunities at the elementary and middle school level through enhanced career-based curriculum and fairs in collaboration with local companies, agencies, and organizations.
5. High school career fairs in collaboration with local companies, agencies, and organizations.
6. Collaboration with the Director of Career & Technical Education to ensure gifted students are aware and have access to career acceleration camps offered in the district.
7. Partnership with NCAPP to support Pre-AP and AP programs throughout the district.

* **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.

The Lincoln County Schools AIG District Task Force is comprised of K-12 teachers, AIG Specialists, parents, school leaders, and community members from the western, central, and eastern regions of the district. This task force works collaboratively with the district's AIG team to implement, monitor, and revise the overall AIG Plan. The Task Force is also comprised of stakeholder focus groups that assist the AIG team with addressing feedback, analysis of district data, funding, and resources. Focus groups also collaborate with the district's AIG coordinator to ensure all components of the AIG plan are implemented and monitored with fidelity. This ongoing collaboration ensures continuous improvement of K-12 gifted program delivery.

The district employs strategies to build an advisory group with representatives of the community and school. These include maintaining an open invitation on the district website, extending personalized invitations to parents, and strategic outreach to community members across the county. Additionally, parents who provide program feedback are always invited to participate in the advisory process to incorporate multiple perspectives.

While formal task force meetings occur periodically for specific agenda items, ongoing advisory input is gathered through established channels including instructional services team collaboration, the Superintendent's Parent Advisory Council, community-based meetings and school-based feedback mechanisms. This multi-faceted approach allows stakeholder perspectives to continually inform AIG programming without creating redundant meetings.

School leaders, at each level, also solicit feedback regarding their AIG programs to ensure school-based services are responsive to stakeholder feedback and student need.

* **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.

Lincoln County Schools informs all students, parents/families, and the community of the AIG plan, gifted services, policies and procedures related to advanced/gifted learning, and ways to access available advanced learning opportunities for gifted learners in the following ways:

1. The local AIG Plan is linked to the district's webpage. School-based websites provide a link to the district plan as well.
2. AIG Specialists and high school counselors will share upcoming advanced learning opportunity dates, timelines, and relevant information via school based communication systems, school websites, and parent conferences (virtual/face-to-face) as needed.
3. Information regarding AIG services and advanced learning opportunities will be available at all school curriculum events throughout the school year.
4. Procedures for identifying students and detailed information about AIG program services are clearly outlined and accessible on the district website.

To ensure communication is responsive to the needs of the community, the district will do the following:

1. Provide AIG forms and information regarding AIG services and/or opportunities in Spanish. If other languages are needed, school will work with the Instructional Services Center to ensure those resource needs are met.
2. When needed, provide interpreters to support AIG related parent meeting or conferences.

*** Ideas for Strengthening the Standard**

1. Support and monitor schools when advertising their gifted programs and learning opportunities for the overall AIG program in the following ways:

a. Increase awareness of the K-3 nurturing framework and K-3 identification process, early entrance to kindergarten, and grade acceleration

b. Increased collaboration with parents/families during transition years (5th to 6th / 8th to 9th) to ensure all stakeholders are aware of advanced learning opportunities

c. Increased awareness of CCP courses, Governor's School, the North Carolina School of Science and Math, and the North Carolina School of the Arts

2. Collaborate with the Lead Counselor to establish clear and consistent communication procedures with high schools counselors when guiding and planning academic opportunities for high school AIG students

3. Collaborate with the Career & Technical Education to ensure gifted students have access to summer CTE programs

4. Support and monitor schools when soliciting annual feedback for their school-based AIG programs

5. Ensure school and district websites are continually updated with accessible and relevant AIG information for parents/families

Planned Sources of Evidence

*	Lincoln Cty. Schools High School Curriculum Guide
*	District AIG Team meeting notes
*	School-based stakeholder feedback responses
*	School-based curriculum night/event agendas

Documents

Type	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.

Lincoln County Schools develops and implements a written AIG plan to describe the K-12 gifted education program throughout the district upon completion of a comprehensive evaluation of the local AIG program.

Prior to plan development, the AIG team conducts a comprehensive evaluation in the final year of the plan's duration to ensure revisions are reflective of all stakeholder recommendations for improvement. Components of this evaluation include:

1. Needs Assessment & Self-Evaluation - The district AIG team and stakeholders participate in a needs assessment and self-evaluation to identify program strengths and areas of improvement.

2. Stakeholder Feedback - The AIG team solicits feedback from the following stakeholders through interviews, focus groups, and/or surveys: parents/families and community members, school administrators, elementary AIG specialists, middle school AIG specialists, and high school counselors.

3. Data Analysis & Program Evaluation - The AIG team analyzes multiple data sources to evaluate success of program implementation. Those data sources include the following: Student performance of gifted students on yearly assessments, Screening, referral, and identification reports, Stakeholder survey statistics, identified student data, Middle school advanced classes enrollment data, High school honors and AP enrollment data, High school CCP enrollment data, student behavior and behavioral assessment data, acceptance rates to Governor's School, North Carolina School of Science and Math, North Carolina School of the Arts

Following this comprehensive evaluation, under the supervision of the district's AIG coordinator, who serves as the Director of Student Support Services, the plan is written in a collaborative effort with the following stakeholders: Associate Superintendent of Curriculum, Instruction & Innovation, Director of Elementary Curriculum and Literacy, Director of Academic Readiness and Support, Chief of Postsecondary Education and CTE, Lead Counselor, AIG Specialists, Parents & Community Members

Utilizing the evaluation data, the AIG Team ensures areas of need and high priority are addressed during the plan development process. Additionally, focus group discussions and survey results drive plan revisions and implementation to ensure the needs of gifted learners is supported at all levels. The evaluation results and plan are approved by the Lincoln County Schools Board of Education and reviewed by the North Carolina Department of Public Instruction and the State Board of Education.

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

The AIG coordinator, in collaboration with the district AIG team monitors the implementation of the local AIG plan to ensure fidelity of all gifted services provided in Lincoln County Schools. The district and schools use monitoring processes to verify that practices and policies are being carried out:

School leaders conduct instructional walkthroughs with data available at the district level. These walkthroughs have integrated several elements of the AIG plan's service delivery and differentiation components. Principals are provided with "Local AIG Endorsement Look Fors" to guide their observations, post-conferences, and summative evaluations of teachers working with gifted students. Evidence of proper AIG service delivery and cluster grouping can be verified through review of master schedules at each school and for AIG specialists. AIG Specialists maintain service schedules that document when and how students are being served. Participation rates in advanced programming at the high school level are tracked and analyzed to ensure access and appropriate service delivery.

The district AIG team solicits feedback annually from stakeholders to ensure implementation fidelity through interviews, focus group sessions, and surveys. Those stakeholders include:

- *School Leaders
- *Classroom Teachers assigned gifted clusters of advanced flexible groups
- *Participants of the Lincoln County Schools Local AIG Endorsement
- *AIG Specialists (elementary & middle)
- *High School AIG Counselors
- *High School Honors and Advanced Placement Teachers
- *Parents & Community Members

When monitoring reveals the plan components are not being implemented with fidelity, the AIG coordinator and, when appropriate, school leadership initiate crucial conversations with relevant personnel and develop action steps to address gaps in implementation. Additionally, the AIG team solicits comprehensive feedback in the final year of the plan's duration to ensure revisions for the next AIG plan are reflective of all stakeholder recommendations for improvement.

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

The district AIG coordinator confers with the Chief Finance Officer regarding PRC 034 funds and then collaborates with the AIG team to make sure funds are expended appropriately on personnel to support the program.

Additional funding sources include the yearly Instructional Services budget which ensures the AIG program has access to assessment and curriculum resources to implement the AIG plan. This budget also provides funding for professional development and reimbursements that are AIG related.

Outside agencies and partnerships also allocate funding to support the AIG plan.

* **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 AIG coordinator collaborates with the Coordinator of Accountability & Student Information and school-based MTSS teams to maintain and analyze multiple sources of student achievement and growth data throughout each school year (beginning, middle, and end). All data is analyzed to recognize patterns and trends to inform the AIG program's policies and practices to ensure all gifted students are supported. This data analysis not only informs actions but also

challenges paradigms and mindsets to ensure access and excellence for all gifted learners. When data reveals unfavorable results, both practices and underlying mindsets are examined and adjusted accordingly. Data sources maintained and analyzed are listed below:

- *universal screeners
- *diagnostic assessments
- *benchmark assessments
- *End-of-Grade (EOG) assessments
- *End-of-Course (EOC) assessments
- *Advanced Placement (AP) assessments
- *Advanced Placement (AP) Potential reports
- *college readiness assessments
- *student performance tasks

Additionally the AIG coordinator serves on the Student Services Team which maintains and analyzes data sources to ensure the overall behavioral well-being of gifted students throughout the district. Those data sources include the following:

- *student discipline records
- *student-specific behavior support plan documentation/data
- *student behavioral assessments (DESSA, SRSS)

These data sources are also continually reviewed by the Dropout Prevention Team to ensure targeted support at the school level for gifted students who are not on a pathway to successfully earn a high school diploma. The district is committed to examining longitudinal data and patterns over time to ensure that AIG practices and mindsets evolve with our changing community and student populations, fostering access and excellence for all learners with gifts and talents.

* **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.

To ensure the Lincoln County Schools AIG program refers, identifies, and serves all potential students the district AIG team maintains and analyzes the following data sources:

- *AIG screening assessment results
- *Student performance results (grades, performance tasks)
- *Education Value-Added Assessment System (EVAAS) data
- *Advanced Placement (AP) potential results
- *college readiness assessments

In addition to data analysis, the district AIG coordinator collaborates with school-based MTSS teams, AIG specialists to evaluate program representation. The AIG plan ensures multiple pathways to demonstrate mastery for each of the district's AIG qualification criteria. Those pathways include:

- *Non-verbal Aptitude Assessments
- *Subject-based student portfolios
- *Alternate measures of student performance in place of student grades
- *Nurturing opportunities that emphasize critical thinking and inquiry

To future support program improvements, the district is enhancing its screening spreadsheet to include data on the source of student referrals and referred vs qualify status. This will allow tracking of trends in identification to ensure access.

* **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 AIG coordinator collaborates with the district's licensure specialist to ensure all K-8 AIG specialists hold or are in the process of obtaining their AIG licensure.

The AIG coordinator collaborates with K-8 school leaders to strongly encourage teachers of gifted clusters or advanced flexible groups to participate in the Lincoln County Schools Local AIG Endorsement with an option to obtain AIG licensure by taking the Gifted Praxis at the conclusion of the endorsement.

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

The district AIG team solicits annual programmatic feedback from stakeholders to ensure ongoing implementation fidelity and effectiveness through focus groups and surveys. Those stakeholders include:

- *School leaders
- *Classroom Teachers assigned gifted clusters of advanced flexible groups
- *Participants of the Lincoln County Schools Local AIG Endorsement
- *AIG Specialists (elementary & middle)
- *High School AIG Counselors
- *High School Honors and Advanced Placement Teachers
- *Parents & Community Members

Additionally, administrators and AIG specialists are tasked with soliciting annual feedback specific to their school-based gifted services to ensure continuous program improvement.

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

The district AIG coordinator will share all AIG program data with stakeholders to ensure the following:

1. Evaluation data is shared with district leaders to ensure schools are equipped with resources to implement a comprehensive AIG program and to ensure AIG resources are allocated appropriately
2. Evaluation data is shared with school leaders to ensure all are aware of program strengths and areas of concern to be included in each school's continuous improvement process
3. Evaluation data is shared with AIG specialists and high school AIG counselors to ensure each school program provides access and opportunity that supports the academic, behavioral, and learning needs of AIG students
4. Evaluation data is shared with parents/families and community stakeholders during each school's continuous improvement process and during each revision cycle of the AIG plan

To ensure program evaluation data is accessible and understandable to all stakeholders, the district will establish the following strategies:

- Documentation of longitudinal data trends to demonstrate program growth and areas for continued improvement
- Presentation of data trends and patterns during AIG advisory meetings, AIG specialist meetings, principal and assistant principal meetings, senior leadership meetings, and community stakeholder meetings
- Development of graphics and visual representations of data to make complex information accessible to all audiences

* **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.

Lincoln County Schools safeguards the rights of all AIG students and their parents/guardians through established written, policies, procedures, and practices which are detailed in the table below.

Process Procedure Informed consent for identification

Informed consent for identification from Parents/guardians is obtained following the student's eligibility determination for the Lincoln County Schools AIG program. Parents are notified of the identification their child will be given which includes the following:

- *AI - Identified as Academically and Intellectually Gifted
- *AG - Identified as Academically Gifted in Reading & Math
- *AM - Identified as Academically Gifted in Math
- *AR - Identified as Academically Gifted in Reading
- *IG - Identified as Intellectually Gifted

Informed consent is documented on the AIG II form which is kept in the student's AIG identification folder. Additionally, parents are informed of any universal/grade-level AIG screening assessments and are encouraged to contact the school if they have any questions or concerns. Regarding assessments specific to AIG identification, informed consent for assessment is required prior to student administration and is documented on the AIG I which is kept in the student's AID identification folder.

Informed consent for placement

Informed consent for placement from Parents/guardians is obtained following the student's eligibility determination for the Lincoln County Schools AIG program. Parents are notified of their child's placement regarding AIG services which includes the following:

- *Classroom differentiation
- *Cluster grouping
- *Advanced flexible grouping
- *Enrichment
- *Acceleration
- *Direct Services (elementary/middle)

- *Advanced courses (high school)
- *Consultative

Informed consent is documented on the AIG II form which is kept in the student's AIG identification folder.

Transfer Procedures

If a gifted student transfers from another LEA, the school AIG team reviews the student's data and previous placement to determine the appropriate level of service. Informed consent for placement is obtained by the parent prior to the start of service delivery. The team may determine additional assessments are needed to appropriately place the student in gifted services. If additional assessments are warranted, informed consent for assessment is obtained by the parent/guardian. Informed consent is documented on the AIG I & II and kept in the student's AIG identification folder.

Reassessment Procedures

If a student needs to be reassessed for AIG purposes, informed consent is obtained from parents/guardians. Reasons for reassessment could include the following:

- *Student transfer
- *Recommendation for services or additional services
- Informed consent for reassessment is documented on the AIG I and kept in the student's AIG identification folder.

Procedures to resolve disagreement

Parents/guardians who have questions or concerns should first consult with their child's teacher, AIG specialist, and/or school administrator. If parents/families disagree with a decision related to the local AIG program the following procedures should be followed:

1. If the parent/guardian has a disagreement concerning, nomination, screening, referral, identification, and/or services, they may request a meeting with the teacher, AIG specialist, and principal. The principal may convene the school's AIG team to review referral and placement records to assist with addressing the concern. The suggested resolution is then communicated to the parent/guardian.
2. If the disagreement is not resolved at the school site, the issue/concern will be reviewed by the district's AIG coordinator. Resolutions will be communicated directly to the parent/guardian.
3. Should the disagreement not be resolved, the Associate Superintendent of Curriculum, Instruction & Innovation will review the concern and provide a suggested resolution which will be directly communicated to the parent/guardian.
4. If the parent/guardian remains in disagreement, the issue/concern is then reviewed by the Superintendent (or designee). A resolution will be communicated with the parent/guardian.
5. If an agreement cannot be reached administratively, the issue/concern will be reviewed by the Lincoln County Board of Education.
6. 115C-150.8 Review of Disagreements: In the event that the procedure developed under G.S. 115C-150.7 (b)(7) fails to resolve a disagreement, the parent/guardian may file a petition for a contested case hearing under Article 3 - 150B of the General Statutes. Legal fees are the responsibility of the parent/guardian.

Click here to remove the table and use only the narrative field.

*** Ideas for Strengthening the Standard**

1. Support and monitor schools when soliciting annual feedback for their school-based AIG programs

2. Ensure the AIG plan is driven by data and reflective of stakeholder feedback

3. Share comprehensive evaluation data with stakeholders as needed

Planned Sources of Evidence

*	Local AIG Plan
*	Lincoln County Schools Website (lcsnc.org)
*	Feedback surveys and recommendations for improvement
*	Focus group session notes and interview notes
*	AIG program needs assessment results
*	AIG screening and referral data
*	Honors, AP, CCP, CDM data NCDPI program review feedback
*	Lincoln County Schools Board of Education feedback
*	Student AIG identification folders

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	

Local Board of Education Approval

Lincoln County Schools (550) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
05/13/2025

AIG Related Documents

Lincoln County Schools (550) 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	CCP Guidance High School Identification Middle School Identification Middle School Advanced ELA Middle School Advanced Math Elementary Identification Glossary
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	

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Phrase	Definition