

Mission/Vision Statement and Funding

Nash County Public Schools (640) 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)

Nash County Public Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE 2025). These Standards serve as a statewide framework and guide Local Educational Agencies(LEAs) 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 aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a LEA should have in place, and guide LEAs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each LEA has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided LEAs 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 comment.

The Nash County Public Schools System's Academics or Intellectually Gifted Education Program is a part of a continuum of services that promotes and supports the academic achievement of all students while emphasizing appropriate educational opportunities for the academically or intellectually gifted child.

The Academically or Intellectually Gifted (AIG) Education program recognizes that exceptional abilities can be found in students from all cultural and socioeconomic backgrounds. We are committed to providing a differentiated instructional program that meets the unique needs of gifted learners, empowering them to become globally competitive future leaders.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 776,492.00	* \$ 46,263.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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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.

Formal Identification Screening & Referral Process

Formal identification for Academically or Intellectually Gifted (AIG) services begin in second grade. Nash County Public Schools utilizes the Cognitive Abilities Test as a universal screener administered to all students in the spring of their second grade year.

Second grade students scoring at or above the 90th percentile are referred to the school's AIG Site Team for further screening. The AIG Site Team members for each school will be the AIG Facilitator, Counselor, School Administrator, Classroom teachers, and/or school psychologist.

In addition to the universal screener referral, students may be referred to the school's AIG Site Team through teacher recommendations and/or parent recommendations.

The AIG Site Team gathers additional student data including, but not limited to:

- North Carolina Beginning of Grade (BOG) percentile and Lexile measure,
- Dynamic Indicators of Early Literacy Skills (DIBELS) composite score, and
- Atlas Text Reading Comprehension (TRC) proficiency level.

Data is compiled on the NCPS Academically and Intellectually Gifted Eligibility Form and analyzed by the school level team guided by the school's AIG facilitator to determine if the student meets the eligibility criteria (further defined in Standard 1, Practice B) set by the district. The school level team documents their recommendation on the NCPS AIG Student Eligibility Documentation Form.

Students recommended by the AIG Site Team for Academically Gifted Identification in Math, Academically Gifted Identification in Reading, and/or Intellectually Gifted are referred to the NCPS' AIG Compliance Review Team (CRT). This team is composed of the district AIG leader and at least two AIG Facilitators. The NCPS' AIG Compliance Review Team reviews all available data for the student and makes a final decision for Academically or Intellectually Gifted identification. The district AIG Compliance Review Team documents their decision on the NCPS AIG Student Eligibility Documentation Form. The student's parents/guardians are informed in writing of the decision of the AIG Compliance Review Team's determination.

Prekindergarten -1st Grade Screening & Referral Process (Including Early Entry to Kindergarten Requests)

Students in prekindergarten through first grade may be formally identified for academically or intellectually gifted services when there is demonstration of extreme need for differentiated service that is at least two grade levels above the current grade level. Based on teacher observations or recommendations and/or parent recommendations, students in grades prekindergarten through first grade may be referred to the school's AIG Site Team for consideration. The AIG Site Team will review the recommendation and determine if additional screening is recommended. This team will gather student data including, but not limited to:

- Dynamic Indicators of Early Literacy Skills (DIBELS) composite score
- Atlas Text Reading Comprehension (TRC) proficiency level
- Teacher AIG Recommendation Checklist
- Student Portfolio (work samples demonstrating above level application of knowledge including Reading and Math Performance Tasks)
- Historical Grades
- Other school level screeners

Data is compiled on the NCPS Academically and Intellectually Gifted Eligibility Form and the AIG Site Team will complete the NCPS AIG Additional Assessment Request Form (for Approval) to submit to the district's AIG leader for approval to administer the Cognitive Abilities Test, Otis-Lennon School Abilities Test, and/or IOWA Test of Basic Schools. Upon approval, the student will be administered the screener and the formal identification process described above will ensue as outlined.

- Otis-Lennon School Abilities Test (nationally normed ability test),
- IOWA Test of Basic Skills (nationally normed achievement test),
- Teacher AIG Recommendation Checklist,
- Student Portfolio (work samples demonstrating above level application of knowledge including Reading and Math Performance Tasks),
- Other school level screeners.

Grades 2-12th Screening & Referral Process

Each Nash County Public School monitor a variety of student data on a yearly basis for possible AIG identification through twelfth grade. Students in grades 2 through 12 may be referred to the school's AIG Site Team for consideration through this comprehensive data review, as well as through teacher observations or recommendations and/or parent recommendations. The AIG Site Team will review the recommendation and determine if additional screening is recommended. This team will gather student data including, but not limited to:

- North Carolina End of Grade (EOG) percentile, Lexile, and/or Quantile measures,
- North Carolina End of Course (EOC) percentile, Lexile, and/or Quantile measures,
- Cognitive Abilities Test (nationally normed ability test)*,
- Otis-Lennon School Abilities Test (nationally normed ability test)*,

- IOWA Test of Basic Skills (nationally normed achievement test)*,
- Teacher AIG Recommendation Checklist,
- Student Portfolio (work samples demonstrating above level application of knowledge including Reading and Math Performance Tasks),
- Historical Grades,
- Other school level screeners.

* If these assessments are deemed necessary, the AIG Site Team will complete and submit the NCPS AIG Additional Assessment Request Form to the district's AIG leader for approval to administer the Cognitive Abilities Test, Otis-Lennon School Abilities Test, and/or IOWA Test of Basic Schools to non-second grade students. Upon approval, the student will be administered the screener and the formal identification process described above will ensue as outlined.

Add-On Identification/Reassessment Process

If a student exhibits the need for reassessment based on additional strengths, the procedures for evaluation and nomination will be followed. Referrals for adding on an area of identification must go through the AIG Site Team. This team will document on the NCPS Academically or Intellectually Gifted Eligibility form all updated student data used to support the add-on identification. The team will also document the meeting on the NCPS Academically or Intellectually Gifted Documentation form, checking Add-On for each new area of identification. This information will then be taken to the NCPS Academic or Intellectually Gifted Compliance Review Team for district documentation.

Transfer Students

Documented evidence of identification for gifted services from another school district will be used in accordance with the Transfer Policy. All available data from the transferred student records is compiled on the NCPS Academically and Intellectually Gifted Eligibility Form and the AIG Site Team will document acceptance on the NCPS AIG Student Eligibility Documentation Form checking the Transfer box to indicate the appropriate student identification area. Transfer student information is sent to the NCPS' AIG Compliance Review Team (CRT) for documentation. The NCPS' AIG Compliance Review Team reviews all available data for the student and documents acceptance of the transfer on the NCPS AIG Student Eligibility Documentation Form.

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.

Operational Definitions:

Academically Gifted (AG)- Student is identified gifted in the area of both math and reading; aptitude/achievement and/or artifacts support identification in reading and math.

Academically Gifted in Math (AM)- Student is identified gifted in the area of math; aptitude/achievement and/or artifacts support identification in math.

Academically Gifted in Reading (AR)- Student is identified gifted in the area of reading; aptitude/achievement and/or artifacts support identification in reading.

Intellectually Gifted (IG)- Student is identified intellectually gifted; aptitude composite score is 97th percentile or above.

Academically and Intellectually Gifted (AI)- Student is identified intellectually gifted and gifted in the area of math and/or reading; aptitude/achievement and/or artifacts support identification in reading and/or math.

Achievement Test- Tests designed to measure what students have already learned, mostly in specific content areas.

Aptitude Test- A test predicting a student's future performance in a particular domain; measures an inclination to excel in the performance of a certain skill.

Artifacts/Portfolio- An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test.

The Academically or Intellectually Gifted Program in the NCPS uses multiple criteria for student identification. Quantitative and qualitative measures that reveal student aptitude, achievement, or potential to achieve are part of each student's eligibility profile. Each school will identify an AIG Site Team composed of a school administrator, AIG Facilitator, and/or school psychologist, classroom teachers, and the school counselor. This team will review referrals to consider for Academically or Intellectually Gifted identification.

K- 12 Academically Gifted in Reading (AR)

Students meeting two (2) of the following criteria will be identified Academically Gifted in Reading(AR):

- composite or subscore at or above the 90th percentile on a nationally normed achievement test in reading and/or language/written expression
- composite or subscore at or above the 90th percentile on a nationally normed aptitude/ability test
- a minimum of two artifacts** of evidence that support the student's high ability/achievement and need for AIG services in reading and/or written expression

OR

Students scoring a Level 5 on the BOG, Reading EOG, English II EOC, or 90th percentile on the English/Reading Pre-ACT subtest with two supporting Reading Artifacts at 90th percentile.

**Artifacts should be both quantitative and qualitative in nature, showing clear supporting evidence for student identification. Artifacts may include, but are not limited to, the following (see full list of non-traditional artifacts below):

- other standardized assessment measures
- creativity, leadership, and adaptability with anecdotal notes
- above grade level work products; historical grades
- student writing reflections
- outstanding achievement outside of the classroom
- teacher observation/gifted checklist

K-12 Academically Gifted in Mathematics (AM)

Students meeting two (2) of the following criteria will be identified Academically Gifted in Mathematics (AM):

- composite or subscore at or above the 90th percentile on a nationally normed achievement test in mathematics
- composite or subscore at or above the 90th percentile on a nationally normed aptitude/ability test
- a minimum of three artifacts** of evidence that support the student's high ability/achievement and need for AIG services in mathematics

OR

Students scoring a Level 5 on the Math EOG, Math I/Math II EOC, or 90th percentile on the Math Pre-ACT subtest with two supporting Math Artifacts at 90th percentile.

**Artifacts should be both quantitative and qualitative in nature, showing clear supporting evidence for student identification. Artifacts may include, but are not limited to, the following (see full list of non-traditional artifacts below):

- other standardized assessment measures
- creativity, leadership, and adaptability with anecdotal notes
- above grade level work products; historical grades
- outstanding achievement outside of the classroom
- teacher observation/gifted checklist

K-12 Academically Gifted (AG)

Any student who meets the criteria for both Academically Gifted in Reading and Academically Gifted in Math is identified as Academically Gifted.

K-12 Intellectually Gifted (IG)

Any student who achieves a composite score at or above the 97th percentile on a nationally-normed aptitude/ability test will be considered for identification as Intellectually Gifted (IG). Students identified as Intellectually Gifted may have an Individualized Differentiated Education Plan/IDEP as opposed to a DEP. Students identified as Academically Gifted in a specific field will have a Differentiated Education Plan/DEP unless a strong need for further individualization is

required. Students identified as Academically and Intellectually Gifted will have a Differentiated Education Plan/DEP.

Nash County Public Schools accepts the following quantitative measures administered by the LEA or by a licensed psychologist:

Aptitude/IQ

- Cognitive Abilities Test (CogAT)
- Otis Lennon School Ability Test (OLSAT)
- Naglieri Nonverbal Ability Test (NNAT)
- Wechsler Intelligence Scale for Children — Fourth Edition (WISC-V)
- Other nationally normed standardized tests as approved by a Nash County Public School psychologist

Achievement

- Iowa Test of Basic Skills (ITBS)
- Woodcock-Johnson, Tests of Achievement (WJ-IV Achievement)
- Other nationally normed standardized tests as approved by a Nash County Public Schools psychologist
- Non-traditional artifacts for consideration may include, but are not limited to the following:
 - North Carolina Beginning of Grade Test
 - North Carolina End of Grade Tests
 - North Carolina End of Course Tests
 - Pre-ACT
 - NC Encase assessment
 - Dynamic Indicators of Early Literacy Skills (DIBELS) composite score
 - Atlas Text Reading Comprehension (TRC) proficiency level
- Other assessments, as approved by the Nash County Public Schools Compliance Review Team
- Performance-based assessments
 - Checklists
 - Portfolios
 - Observations

- Gifted Behavior Scale Checklists
- Individual work products with evaluation rubrics
- Literacy Assessments
- Anecdotal/Case Studies

K-12 Academically and Intellectually Gifted (AIG)

Students who meet the criteria to be identified as Academically Gifted and have an Aptitude Composite at the 97th percentile or higher are identified as Academically and Intellectually Gifted.

With all quantitative assessments, Testing Coordinators at each school are responsible for verifying that:

- In accordance with Programs for Exceptional Children, students with an Individual Education Plan (IEP) will be provided with appropriate accommodations and modifications as directed by the IEP*.
- In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, students with a 504 Plan are tested as directed by the 504 Plan with appropriate accommodations and modifications.

* Parents/Guardians of students with IEPs have the option to include their child in testing, otherwise the student will not be screened.

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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.

Universal Screener

All students are screened in the spring of their second grade year to measure aptitude using the Cognitive Abilities Test (CogAT), predicting a student's future performance in a particular domain and measuring their inclination to excel in the performance of a certain skill and show the need for Academically Gifted and/or Intellectually Gifted services. Students identified as EC (exceptional children) will not be required to test unless a parent requests participation in the district wide screening; existing aptitude scores will be considered for EC students.

Second Opportunity Screener

Students who score 80th percentile or higher on 2 EOGs in grades 3-5 will be screened in the fall of their sixth grade year using the Iowa or the Cognitive Abilities Test (CogAT) for identification.

Pre-teach Thinking Skills

All second grade students are pre-taught thinking skills prior to the administration of the universal screener in an effort to support student's performance on the CogAT assessment. AIG Facilitators will support second grade classroom teachers in the utilization of BLOOM or other similar lessons to pre teach thinking skills. (See Standard 2, practice H for more detailed information for BLOOM) AIG Facilitators will support teachers in the early recognition of outstanding potential in children from all populations and share opportunities for nurturing these students.

Twice Yearly Data Review

In partnership with the Nash County Public Schools Department of Testing and Accountability, AIG Facilitators review a variety of data to identify high potential students and evaluate AIG program goals. A greater awareness of students from traditionally-underrepresented populations of the gifted who show a need or the potential need for differentiated services has emerged through these data review practices and through ongoing awareness sessions for upper elementary and middle school teachers.

Multiple Measures

Nash County Public Schools utilizes multiple measures, including non-standardized assessments and artifacts to identify students for gifted programming (see Standard 1, Practice B for further explanation).

AIG Facilitator Allotment

Nash County Public Schools allots AIG Facilitators to schools based on Average Daily Membership (as opposed to AIG identified students). This allows schools to provide programming and support to the top 5 to 10 percent of each school's population.

All students in Nash County Public Schools receive differentiated instruction in their core classroom from the assigned regular education teacher. This practice is supported through our district Multi-Tiered System of Support process.

Building Awareness

The AIG Department will provide education on the characteristics of gifted children from all populations, as well as traits that can obscure gifted behaviors.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	---	6.36%	---	---	13.14%
Male	15.56%	<5%	5.43%	---	6.30%	---	13.52%

Total	11.11%	<5%	<5%	---	---	13.34%
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Percent of Total AIG Students Identified as Dual Exceptionality

* **Practice D**

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

Student referrals for AIG identification can be made by classroom teachers, administrators, parents or AIG Facilitators and is an ongoing practice. Referrals are based on classroom performance, standardized test scores, and observations.

In addition, second grade students in the district are screened with an aptitude test and results are carefully reviewed for students reflecting strong performance or the potential to show strong performance.

All referrals are reviewed by the nominating school's AIG Site Team. Identification and differentiated services are recommended. To ensure consistency across the district, all recommendations are presented to the District Level Compliance Review Team for review and final placement decision(s).

An aptitude and achievement test can be administered to a student twice during the student's enrollment in Nash County Public Schools. Students who do not meet identification criteria but show evidence of a need for differentiated services may continue to be observed through 12th grade.

The AIG Department will work in conjunction with the EC Department to provide professional development sessions for classroom teachers to recognize and refer twice-exceptional students - those showing giftedness in one area with learning difficulties present in other areas. Working together, the AIG Department and the ML Department will provide assistance to classroom teachers on recognizing and nurturing ML students showing traits of giftedness. Practices to increase students nominated and identified should include authentic procedures for evaluation such as portfolios or performance assessment, analyzing subtest scores for strengths and developing culture-specific checklists and rating scales.

* **Practice E**

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

Each school in the Nash County Public School district has an AIG Site Team that works with its assigned AIG Facilitator to make recommendations on student identification and placement, contributes to the decisions regarding AIG programming, and communicates these components to the staff. Information regarding the referral and procedures for identification is shared with personnel, parents/families, students and the community-at-large through various forms of media.

A clear description of each of the following is available on the Nash County Public Schools website and embedded within the local AIG plan:

- Screening
- Referral and nomination procedures for the AIG program, including transfer students
- Identification procedures at the school and district level

Each school's AIG Site Team has an intentional process of disseminating information to their school personnel, students, and parents/families. Actions may include, but are not limited to:

- linking information from the school website to the AIG Departmental district website,
- sharing information at Open House about the AIG program and its components, and
- providing the staff and parents an overview of AIG at the beginning of the school year.

*** 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.

In accordance with state law, the Nash County Public Schools employs consistent processes for safeguarding the rights of AIG students and their parents/families.

Written procedures that articulate informed consent regarding evaluation and placement are followed throughout the district. Parents/families are informed of the procedures to resolve disagreements when a child is not identified as needing academically or intellectually gifted services or concerning the appropriateness of services offered to the academically or intellectually gifted student.

Every student who qualifies for additional screening for identification must have a signed Nash County Public School Academically or Intellectually Gifted Consent to Evaluate form. These documents must be kept on file with student AIG records. (Yellow folders are to be kept by grade level for nurture/eligibility purposes.)

- If a student was nominated or referred for further evaluation, but not identified as needing differentiated services through the Academically or Intellectually Gifted Program, the parents will receive the NCPS Academically or Intellectually Gifted Notice to Parent(s)/Guardian(s) - Screening Results form.
- The NCPS Academically or Intellectually Gifted Compliance Review Team reviews evidence and may recommend the need for continued observation. This decision will be noted on the NCPS Academically or Intellectually Gifted Student Eligibility Documentation form.
- The NCPS Academically or Intellectually Gifted Compliance Review Team reviews evidence and may determine a student needs differentiated services through the Academically or Intellectually Gifted Program, the following documents serve to inform the parent/guardian of this decision:
 1. Academically or Intellectually Gifted Notice to Parent(s)/Guardian(s) - Screening Results form,
 2. Academically or Intellectually Gifted Student Eligibility Documentation form,
 3. Invitation for Initial Placement Conference,
- 4. Academically or Intellectually Gifted Differentiated Education Plan (DEP) and/or Individualized Differentiated Education Plan (IDEP), and
- 5. Academically or Intellectually Gifted Procedures to Resolve Disagreements.

Intervention Plan

If concerns about an identified student's performance and placement arise, the AIG Facilitator, student's classroom teacher, parent/families and a member of the AIG Site Team should collaborate to establish an Intervention Plan and/or modifications in the student's Differentiated Education Plan(DEP). After a minimum of one grading period, the AIG Facilitator, student's classroom teacher, parent/families, and a member of the AIG Site Team should reconvene to review the student's progress and current progress. If improvement has not been made, then an Individualized Differentiated Education Plan (IDEP) should be developed and support is provided to the student. The student's formal identification is not removed from the local and state headcount.

Due Process - Appeals Procedures:

Parents/families have the right to disagree with Nash County Public School Academically or Intellectually Gifted Department screening, placement, or service options outlined in the student's Differentiated Education Plan (DEP) and are guaranteed the due process procedures following:

Intellectually Gifted Programming may be Step I – AIG Site Team Conference

A. Parent/guardian may make a request for a conference with the AIG Site Team to discuss concerns. (A written request is required and should be filed for documentation.)

B. AIG Site Team reviews the student's record and their previous nomination, identification and service option decisions. The committee may gather additional information about the student from the teachers and/or parents as needed. The individual Student Profile may be updated.

C. Within 10 school days of the request, the AIG Site Team grants the conference and responds to the parent/guardian and principal concerning the outcome of the review within 10 school days. If the disagreement is not resolved at the AIG Site Team conference, then an appeal to the Nash County's Academically or Intellectual Review Team is made.

Step II – Appeal to District Academically or Intellectually Gifted Department

A. The parent/guardian may appeal the AIG Site Team's decision in writing to the Executive Director of Advanced Programs within 10 school days of receiving written response from the AIG Site Team.

B. The Nash County Public Schools Academically or Intellectually Gifted Department will review the grievance within 10 school days of receipt of the appeal.

C. The Nash County Public Schools Academically or Intellectually Gifted Department will respond in writing to the parent/guardian and school principal concerning the outcome of the review within 10 school days of receipt of the appeal. If the disagreement is not resolved, then an appeal to the Superintendent may be made.

Step III – Appeal to the Superintendent

A. The parent/guardian may appeal the AIG Coordinator's decision in writing to the Superintendent or his/her designee within 10 school days of receiving written response from the AIG Coordinator.

B. Superintendent reviews the grievance within 10 school days of receipt of appeal.

C. Superintendent responds in writing to the parent/guardian, principal, and AIG Coordinator concerning the outcome of the review within 10 school days. In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance procedure would be implemented.

Step IV – State Level Grievance Procedure

The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150 B of the General Statutes. The scope of the review shall be limited to:

- Whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student
- Whether the local plan has been implemented appropriately in regard to the child following the hearing, the administrative law judge shall make a decision that contains fact and conclusions of law. Notwithstanding the provisions of Chapter 150 B of the General Statutes, the decision of the administrative law judge becomes final, is binding on all parties and is not subject to further review under Article 4 of Chapter 150 B of the General Statutes.

*** 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.

All AIG identified students have a Differentiated Education Plan (DEP) that is revised and reviewed annually with parents/families and the AIG Facilitator. During the annual meeting, the parents/families and AIG facilitator will evaluate the match of services based on student progress reports, report cards, standardized achievement test scores, alternative assessment data pertaining to the student's progress provided to parents by the teacher. The student, counselor, and other personnel may be invited to the conference if needed. If the yearly performance review indicates that a student is not performing satisfactorily and a change in services may be required, the team and parent/family will collaborate to match service needs or develop an Intervention Plan. At the non-traditional high schools, counselors will meet with the parent to sign/review the DEP. If changes are to be made to the DEP, the AIG Coordinator will update the plan.

Differentiated Education Plans (DEP) will be developed yearly in order to reflect the individual academic needs of AIG students. The Elementary and Middle School Differentiated Education Plans both require AIG Facilitators to identify the learning environment and the content modification/instructional strategies that are most appropriate for the student.

Elementary Differentiated Education Plan Components Learning Environment options for students in Kindergarten through 5th grade include:

- Regrouping for Specific Instruction: A group of exceptionally capable students from across several classrooms are pulled together to receive instruction in a specific content (core instruction).
- Cluster Grouping: A group of five to eight identified gifted students are clustered in the classroom of one teacher who has training and/or support in how to teach exceptionally capable students.
- Flexible Skill Grouping: A flexible group of students are pulled together to receive enrichment. Groups are dynamic and flexible to address the material being taught according to individual student's needs. AIG Facilitators will specify if the flexible grouping will be within class or between class groupings.
- Other: If there are other learning environments that the school offers which is not described above, the AIG Facilitator will describe the environment here. Elementary classroom teachers will provide ongoing enrichment, extension, and acceleration as appropriate to meet the needs of students identified through the AIG Program.

Options for the Content Modification/Instructional Strategies that the student will benefit from include:

- Tiered Assignments: Assignments may be varied by levels of complexity, depth, and abstractness with various degrees of scaffolding, support, and instruction.
- Multi-Disciplinary Units or Integrated Projects: Students explore complex concepts or abstract themes to make connections across academic disciplines.
- Advanced, Applied and Integrated Skills: Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for leadership, moral and ethical academic conduct, accountability, responsibility, self-direction, and interpersonal skills to a variety of assignments.
- Other: If there are other content modifications and/or instructional strategies that the student will experience which are not described above, the AIG Facilitator will describe them here.

Middle School Differentiated Education Plan Components Learning Environment options for students in 6th through 8th grades include:

- Compacted Courses: Advanced level courses which prepare a student to enroll in high school courses while in middle school.
- Cluster Grouping: A group of five to eight identified gifted students are clustered in the classroom of one teacher who has training and/or support in how to teach exceptionally capable students.
- Flexible Skill Grouping: A flexible group of students are pulled together to receive enrichment. Groups are dynamic and flexible to address the material being taught according to individual student's needs. AIG Facilitators will specify if the flexible grouping will be within class or between class groupings.
- Other: If there are other learning environments that the school offers which is not described above, the AIG Facilitator will describe the environment here. Middle school classroom teachers will provide ongoing enrichment, extension, and acceleration as appropriate to meet the needs of students identified through the AIG Program. Options for the Content Modification/Instructional Strategies that the student will benefit from include:

- Tiered Assignments: Assignments may be varied by levels of complexity, depth, and abstractness with various degrees of scaffolding, support, and instruction.
- Multi-Disciplinary Units or Integrated Projects: Students explore complex concepts or abstract themes to make connections across academic disciplines.
 - Advanced, Applied and Integrated Skills: Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for leadership, moral and ethical academic conduct, accountability, responsibility, self-direction, and interpersonal skills to a variety of assignments.
 - Other: If there are other content modifications and/or instructional strategies that the student will experience which are not described above, the AIG Facilitator will describe them here.

The High School Differentiated Education Plan (DEP) is completed by the student's AIG Facilitator and/or guidance counselor to include the advanced classes course(s) the student will be enrolled in for the next school year. Effort is made in the middle school years to scaffold student's ability to self-advocate and plan a high school pathway aligned to their individual future goals to prepare students to make choices in high school that align with their career aspirations.

High School Differentiated Education Plan Components

Learning Environment: AIG Facilitators, counselors, parents, and students should work together to plan a four-year course of study reflecting advanced classes based on student strengths. Open enrollment is available for all courses; however, some may require prerequisites or recommend criteria for student success. AIG students are encouraged to maintain a rigorous course of study throughout high school. AIG Facilitators/Guidance counselors will select from the following course options each year for AIG identified students in 9th through 12th grades:

- Honors Level Courses
- Advanced Placement Courses
- International Baccalaureate Courses
- College and Career Promise Dual Enrollment Courses
- Other: If a student will be enrolled in other advanced courses offerings not described above the AIG facilitator/counselor will describe it here.

Individualized Differentiated Education Plan Components Individualized Differentiated Education Plans (IDEP) may be completed for AIG identified students with unique needs including, but not limited to:

- students in kindergarten through 2nd grade;
- students with special social and emotional needs;
- twice-exceptional students;
- intellectually gifted students;
- students who qualify for single subject or grade acceleration; or other specialized needs.

In addition to identifying the specialized need for the IDEP, the AIG Facilitator will clearly describe the individualized learning environment and content modifications/learning strategies on the Individualized Differentiated Education Plan.

*** Ideas for Strengthening the Standard**

NCPS will work to develop a comprehensive plan for embedding above level student needs into the district Multi-Tiered System of Support process to explicitly outline how schools use of data to meet the instructional needs of advanced learners through the three tier support system.

Planned Sources of Evidence

* LEA's AIG Plan		
	* Records of all testing data from screening procedures	
		* Outline of referral process in AIG plan and district website

Type	Documents	Document/Link
AIG Standard 1 Additional Resources	N/A	

Standard 2: Comprehensive Programming within a Total School Community

Nash County Public Schools (640) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 A/G 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 A/G program with comprehensive services that address the academic and intellectual needs of A/G 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 A/G identification.

Operational Definitions:

Acceleration- A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through whole grade acceleration or single subject acceleration (e.g., a fifth-grade student taking sixth-grade math).

Advanced, Applied and Integrated Skills- Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for leadership, moral and ethical academic conduct, accountability, responsibility, self-direction, and interpersonal skills to a variety of assignments.

Advanced Placement (AP)- High school courses developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. High school students can earn college credits with a qualifying score on the AP course exam in specific content areas (as this credit varies between colleges and universities, it is suggested that questions about this process be forwarded to the college or university of the student's choice).

Cluster Grouping- A group of five to eight identified gifted students are clustered in the classroom of one teacher who has training and/or support in how to teach exceptionally capable students.

College and Career Promise (CCP) Dual Enrollment- This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who successfully complete college courses earn college credit they can take with them after graduation. In many cases, students can also earn dual credit - meeting high school graduation requirements with college courses.

Compacted Courses- Advanced level courses which prepare a student to enroll in high school courses while in middle school.

Differentiation- Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.

Enrichment- Activities that add to or go beyond the existing curriculum. They may occur in the classroom or in a separate setting such as a pull-out program.

Flexible Skill Grouping- A flexible group of students are pulled together to receive enrichment. Groups are dynamic and flexible to address the material being taught according to individual student's needs. A/G Facilitators will specify if the flexible grouping will be within class or between class groupings.

International Baccalaureate (IB)- A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the successful completion of the IB program, which allows graduates access to

universities worldwide.

Multi-Disciplinary Units or Integrated Projects- Students explore complex concepts or abstract themes to make connections across academic disciplines.
Regrouping for Specific Instruction- A group of exceptionally capable students from across several classrooms are pulled together to receive instruction in a specific content (core instruction).

Tiered Assignments- Assignments may be varied by levels of complexity, depth, and abstractness with various degrees of scaffolding, support, and instruction.

Delivery of services for AIG students will be continuously examined and adjusted by the Nash County Public School Academically or Intellectually Gifted Department to ensure that students receive appropriate instruction in their identified area.

Continuous focus on AIG programs and services at all levels is critical to ensure alignment with the needs of each student. Differentiated Education Plans (DEP) will be developed yearly in order to reflect the individual academic needs of AIG students.

The Elementary, Middle and High School Differentiated Education Plans both require AIG Facilitators to identify the learning environment and the content modification/instructional strategies that are most appropriate for the student.

Elementary (K-5) Differentiated Education Plan (DEP) Components/Learning Environment options:

- Regrouping for Specific Instruction: A group of exceptionally capable students from across several classrooms are pulled together to receive small group direct instruction for specific core content.
- Cluster Grouping: A group of five to eight identified gifted students are clustered in a classroom with other capable learners and a teacher who has training and/or support in how to teach exceptionally capable students.
- Flexible Skill Grouping: A flexible group of students are pulled together to receive enrichment. Groups are dynamic and flexible to address the material being taught according to individual student's needs. AIG Facilitators will specify if the flexible grouping will be within class or between class groupings.
- Other: If there are other learning environments that the school offers which are not described above, the AIG Facilitator will describe the environment on the student's DEP.
- Elementary classroom teachers will also provide ongoing enrichment, extension, and acceleration as appropriate to meet the needs of students identified through the AIG Program.

Options for the Content Modification/Instructional Strategies that the K-5 student will benefit from include:

- Tiered Assignments: Assignments may be varied by levels of complexity, depth, and abstractness with various degrees of scaffolding, support, and instruction.
- Multi-Disciplinary Units or Integrated Projects: Students explore complex concepts or abstract themes to make connections across academic disciplines.
- Advanced, Applied and Integrated Skills: Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for leadership, moral and ethical academic conduct, accountability, responsibility, self-direction, and interpersonal skills to a variety of assignments.

- Other: If there are other content modifications and/or instructional strategies that the student will experience which are not described above, the AIG Facilitator will describe them on the student's DEP.

Middle School (6-8) Differentiated Education Plan (DEP) Components/Learning Environment options for students include:

- Compacted Courses: Advanced level courses which prepare a student to enroll in high school courses while in middle school.
- Cluster Grouping: A group of five to eight identified gifted students are clustered in a classroom with other capable learners and a teacher who has training and/or support in how to teach exceptionally capable students.
- Flexible Skill Grouping: A flexible group of students are pulled together to receive enrichment. Groups are dynamic and flexible to address the material being taught according to individual student's needs. AIG Facilitators will specify if the flexible grouping will be within class or between class groupings.
- Other: If there are other learning environments that the school offers which is not described above, the AIG Facilitator will describe the environment on the student's DEP.
- Middle school classroom teachers will provide ongoing enrichment, extension, and acceleration as appropriate to meet the needs of students identified through the AIG Program.

Options for the Content Modification/Instructional Strategies that the student will benefit from include:

- Tiered Assignments: Assignments may be varied by levels of complexity, depth, and abstractness with various degrees of scaffolding, support, and instruction.
- Multi-Disciplinary Units or Integrated Projects: Students explore complex concepts or abstract themes to make connections across academic disciplines.
- Advanced, Applied and Integrated Skills: Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for leadership, moral and ethical academic conduct, accountability, responsibility, self-direction, and interpersonal skills to a variety of assignments.
- Other: If there are other content modifications and/or instructional strategies that the student will experience which are not described above, the AIG Facilitator will describe them on the student's DEP.

High School Differentiated Education Plan

Middle school AIG facilitators are assigned to their corresponding feeder high schools, as reflected in the facilitators' weekly schedules. In collaboration with high school counselors, facilitators will meet with identified students and their families to complete the High School Differentiated Education Plan (DEP). They will also provide support in developing a high school academic pathway aligned with each student's goals and future career aspirations.

High School Differentiated Education Plan Components Learning Environment: Counselors, AIG facilitators, students, and parents should work together to plan a four-year course of study incorporating advanced classes based on student strengths. Open enrollment is available for all courses; however, some may require prerequisites or recommend criteria for student success. AIG students are encouraged to maintain a rigorous course of study throughout high school. Schedules for identified students will include options from the following:

- Honors Level Courses

- Advanced Placement Courses
- International Baccalaureate Courses
- College and Career Promise Dual Enrollment Courses
- Other: If a student will be enrolled in other advanced courses offerings not described above the AIG facilitator will describe it on the student's DEP.

Individualized Differentiated Education Plan Components Individualized Differentiated Education Plans (IDEP) may be completed for AIG identified students with unique needs including, but not limited to:

- students in kindergarten through 2nd grade;
- students with special social and emotional needs;
- twice exceptional students;
- intellectually gifted students;
- students who qualify for single subject or grade acceleration; or
- other specialized needs.

In addition to identifying the specialized need for the IDEP, the AIG Facilitator will clearly describe the individualized learning environment and content modifications/learning strategies on the Individualized Differentiated Education Plan.

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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.

Collaborative networking occurs at both the school level, as well as the district level. At the school level, elementary and middle school staff will collaborate with the AIG Site Team to address the academic, behavioral, or social and emotional needs of gifted students. These teams include school counselors, school psychologists, classroom teachers, AIG Facilitators, administrators and social workers. In addition, the AIG Facilitators meet in school level Professional Learning Communities to collaboratively plan for upcoming lessons, review student assessment data, and identify individualized supports for groups of

students. The Nash County Public School Academically or Intellectually Gifted Department facilitates monthly meetings intended to engage AIG Facilitators in cross grade span, cross school problem solving and collaboration. Topics AIG Facilitators discuss include, but are not limited to:

- AIG Program Evaluation
- AIG Data Review
- Equitable practices for both serving, screening, and identifying gifted learners
- Evidence-based Instructional Practices
- Compliance review

At the district level, the Nash County Public Schools Academically or Intellectually Gifted Department works closely with the Academics and Accountability and Student Services Department to ensure that programming and services reflect a broad spectrum of supports at all levels. Intentional strategies for differentiating core instruction to meet the academic needs of gifted learners are embedded in district level supports offered to all schools through school-based instructional coaches.

Regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators will use knowledge of the unique needs of gifted students to ensure appropriate programming and services for the gifted population.

The Nash County Public School System strives to create an environment in which the distinct social and emotional needs of gifted learners at all ages are understood, valued, nurtured and supported. The district has several processes that assist schools in supporting extreme social and emotional needs of students. These processes include a District Threat Assessment Protocol which allows student support staff at each school to assess the threat level of a student in crisis. This protocol includes a threat to self as well as a threat to others component that culminates in a detailed plan if a high level of threat was noted by the team. Through this process, families are connected to community level services to assist in addressing the unique mental health issue that may be exhibited.

In addition to the Threat Assessment Protocol, the Nash County Public School Multi-Tiered System of Supports framework has expanded to encompass not only academic needs, but also behavioral and social/emotional needs of groups of students. These processes include staff trained in Youth Mental Health First Aid and resiliency interventions to better meet the needs of students with social-emotional concerns. For students with higher level mental and behavioral health needs, select schools provide school-based mental health staff onsite, and student services refer students to community resources when on-site resources are unavailable.

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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.

Based on North Carolina's definition of giftedness, Nash County Public Schools identifies students as academically gifted in a specific field, English Language Arts/Reading and/or Mathematics. Delivery of services will be examined and adjusted at least yearly, more frequently as the need arises, to ensure that students receive appropriate services in their identified area. Continuous focus on AIG programs and services at all levels is critical to ensure alignment with the needs of students. Based on current funds and resources, the Nash County Public School System will continue to work to further align AIG programs and services with specific areas of identification that modify, supplement, and build on the academic skills and knowledge attained at all grade levels.

AIG Facilitators will develop Differentiated Education Plans (DEP) or Individualized Differentiated Education Plans (IDEP), as described in Standard 2- Practice A, to address the learning environment and content modification/instructional strategies to serve gifted students. The expectation that students are intentionally

placed in academic classes with other students of their cognitive ability is vital to the academic, intellectual, social and emotional needs of AIG students.

At the elementary level, the practice of regrouping for specific instruction, cluster grouping, and flexible skill grouping will be the learning environment options for those students being served by an AIG facilitator. At the middle school level, compacted courses, cluster grouping, and flexible skill grouping will be the preferred method of serving gifted students in their area(s) of identification.

At the high school level, a full continuum of service options, differentiated curriculum, and instructional opportunities are present through Advanced Placement, Honors level, International Baccalaureate, and CCP Dual Enrollment courses; as well as opportunities for Virtual Learning and Credit by Demonstrated Mastery. The progress of the high school students will be monitored by the NCPS Academically or Intellectually Gifted Department in conjunction with the Secondary Instruction Department.

The NCPS Academically or Intellectually Gifted (AIG) Education Program is designed to intersect with and enrich the overall instructional program of the district. Committed to preparing all students to become productive, engaged citizens in a global society, NCPS emphasizes high-quality education for every learner. The AIG Program Standards are embedded throughout the services provided by the district, ensuring alignment with the broader educational mission.

With a strong focus on literacy and the adoption of the Rigor/Relevance Framework, the district's commitment to excellence mirrors the goals of the AIG program. Differentiation is a core component of the NCPS Instructional Framework and is emphasized in all classrooms. AIG Facilitators, MTSS Facilitators, Content Specialists, and district instructional coaches collaborate with classroom teachers to strengthen and support differentiated core instruction. The NCPS AIG Department will continue to partner closely with the Academic and Accountability Department to ensure the academic, social, and emotional needs of AIG students are met and supported.

*** Practice D**

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

Nash County Public Schools implements the Multi-Tiered System of Support model to analyze data and address the learning needs of all students. Every school utilizes a problem-solving model to analyze multiple pieces of data to determine how all students (including high ability/high achieving students) are responding to instruction. Schools have established processes to engage staff in analyzing student data (including academic, behavior, and social/emotional data) to ensure all students are provided differentiated core instruction (Tier I), to identify students in need of supplemental (Tier II) support, or individualized (Tier III) instruction. NCPS defines core instruction as the task that results from the intersection of rigorous and relevant standards based content, a teacher's knowledge and skills, and student engagement. AIG Facilitators, instructional coaches, and other support staff work to assist teachers in providing differentiated core instruction that supports the needs of all learners. This differentiation may take the form of:

- Learning environment differentiation- Where the students learn including, but not limited to regrouping for specific instruction, cluster grouping, flexible grouping, and advanced/compacted courses.
- Content differentiation- What the students learn including, but not limited to compacted curriculum, single subject/grade level acceleration, multi-disciplinary units.

***Process differentiation-** How the students learn including, but not limited to scaffolding; tiered assignments that adjust the length, depth, or complexity of a task.

***Product differentiation-** How students demonstrate their learning including, but not limited to integrated projects, inquiry/problem based learning, voice and choice in how students demonstrate standard mastery.

Each school has identified how they provide Tier II and Tier III intervention and enrichment to groups of students. This support may include, but is not limited to:

- Scheduling a separate intervention/enrichment block of time and flexible grouping students across grade levels or teacher teams;
- Embedding flexible grouping within scheduled core instruction to provide targeted academic, behavioral, or social and emotional support for students in need of intervention and/or enrichment.

The Academically or Intellectually Gifted Department is working to develop a repository of evidence based enrichment practices that schools will draw from to address high ability/high achieving student needs. At the present time, AIG Facilitators and Instructional Coaches support teachers in identifying lessons and instructional practices for students who are in need of Tier II or Tier III enrichment. The supplemental support and individualized instruction include enrichment options that address a student's academic, behavioral, or social and emotional needs.

*** 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 Nash County Public School Academically or Intellectually Gifted Department also develops an annual presentation reflecting current data related to our local program, best practices, and policies that govern AIG. This yearly presentation includes, but is not limited to information pertaining to:

- Screening and referral process;
- Characteristics of gifted learners;
- Criteria the AIG Site Team collects to determine eligibility;
- AIG Identification areas;
- Descriptions of how the MTSS Tiers support advanced learners including:
 - Differentiated Core Instruction (Tier I) including learning environment, content, process, and product differentiation;
 - Supplemental Support (Tier II);
 - Individualized Instruction (Tier III);
- House Bill 986 processes for each grade span;

- Credit By Demonstrated Mastery procedures;
- Single Subject/Grade Level Acceleration. AIG Facilitators are responsible for sharing the presentation with teachers, school administrators and support staff at the beginning of each academic year.

Communication will further be shared by:

- Collaborative planning meetings between AIG Facilitators, instructional coaches, and classroom teachers,
- District and School websites,
- School based AIG Site Team,
- District meetings and professional development.

* **Practice F**

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

Several measures are used to ensure effective communication between teachers and schools, including the following:

- AIG Facilitator will present AIG Services to school staff.
- At the Elementary, Middle and High School levels Facilitators will review AIG student's DEPs with Core teachers and parents.
- District wide AIG Confidential Folder exchange allowing AIG Facilitators opportunity to communicate with the AIG Facilitator at the receiving school.
- Forms indicating students identified for differentiated services and students the MTSS, or AIG Site Team identify as Continue to Observe are shared.
- Each year during schedule counseling, high school counselors and AIG facilitators will review advanced course offerings and sign the Nash County Public School Academically or Intellectually Gifted High School Differentiated Education Plan.

Attention has been given to key transition grades to ensure that there is a continuation of services. The Nash County Public School System uses a consistent format for all 5th grade students transitioning to middle school and 8th grade students transitioning to high school that includes qualitative and quantitative review of data related to each student.

All middle and high school students, with parent input and signatures, complete course selection forms to identify courses they are interested in enrolling in for the upcoming school year. AIG Facilitators and/or school counselors ensure that each student's AIG identification area is clearly marked on the course selection forms. These course selection forms are utilized by school administration and data managers to build a student's schedule for the upcoming school year. This form of communication, along with the Differentiated Education Plans (DEP) and Individualized Differentiated Education Plans (IDEP), have been key in successful transitioning and continuation of services

* **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.

Informational sessions will be conducted making all information available to stakeholders through multiple media forms. Nash County Board of Education Policy on Student Promotion and Accountability, Acceleration, states "Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore the subject in greater detail or providing different types of educational experiences. To sufficiently challenge the student, the principal may reassign the student to a different class or level of study and/or may identify other concurrent enrollment or other curriculum expansion options. The principal, after consulting with the professional staff and parents, may determine that skipping a grade level is appropriate."

Early Entry to Kindergarten Process and Procedure

Consideration for a four-year-old child to be granted early admission to kindergarten, the child must meet the following Admission Criteria:

1. The child must have had his/her fourth birthday by April 16 of the current year.
2. The child must be tested (at parent's expense) by a licensed psychologist for aptitude (intelligence) and achievement in reading and/or mathematics. Testing must occur after April 16th of the current year.
3. The child must score at 98th percentile on the aptitude test and the 98th percentile on either the reading or mathematics achievement test.
4. A completed early admissions application should be submitted to the school principal no later than 3:00 p.m. one week prior to the first day of school.
5. The parents (or guardians) and the child must be interviewed by school staff members.

A completed early admissions application contains all of the following:

- Early Admission to Kindergarten application with copies of the testing results attached.
- Parent/Guardian checklist completed.
- Two letters of recommendation from a pediatrician, preschool teacher, or other adult having direct knowledge of the child.

Single Subject/Grade Level Acceleration Process and Procedure

"Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore the subject in greater detail or providing different types of educational experiences. To sufficiently challenge the student, the principal may reassign the student to a different class or level of study and/or may identify other concurrent enrollment or other Curriculum Expansions). The principal, after consulting with the professional staff and parents, may determine that skipping a grade level is appropriate." Nash County Board of Education Policy 3420, Student Promotion and Accountability, Section F

Acceleration

To be considered for grade acceleration, a student must consistently demonstrate evidence of mastery of the curriculum that is well above grade level in English Language Arts and Mathematics. Multiple measures that reveal student aptitude, achievement, and social and emotional readiness should be a part of each student's comprehensive profile. To be considered for subject acceleration, a student must consistently demonstrate evidence of mastery of the curriculum that is well above grade level in English Language Arts or Mathematics. Multiple measures that reveal student aptitude, achievement, and social and emotional readiness should be a part of each student's comprehensive profile.

The following criteria should be utilized when considering grade or subject acceleration for a student: (Criteria as articulated in the Nash County AIG Plan and to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5))

- Using the IOWA Grade Acceleration Guide, the student should be working at a minimum of one full grade level ahead in English Language Arts and/or Mathematics. Ex: Student completing second grade should be working at a 4.0 grade level or higher when consideration is being given to accelerating to fourth grade.
- The student's composite aptitude score should be at the 95th percentile or higher.
- Consultation with professional staff should include the student's current teacher(s), AIG Facilitator, school's guidance counselor, school psychologist, and other staff members who have worked closely with the student regarding his/her aptitude, achievement, and social and emotional readiness.

Compacted Content Process and Procedure

At the middle school level, students have the opportunity to enroll in compacted courses to prepare for enrollment in high school credit bearing courses in middle school. Nash County Public Schools offers compacted math courses in grades 6 and 7 to prepare students for Integrated Math 1 in 8th grade. In addition to these face to face advanced course opportunities, middle school students may also enroll in virtual high school courses if there is a demonstrated need.

Each middle school develops local criteria to enroll students in compacted courses. In this way, Nash County Public Schools is able to equitably provide face to face advanced content at all middle schools across this district. While these local criteria are in place, in response to North Carolina House Bill 986, at a minimum any student scoring the highest level on the previous year math End of Grade assessment must be enrolled in the compacted math or Integrated Math 1 course for the following school year.

College and Career Promise Dual Enrollment Process and Procedure

Nash County Board of Education Policy, Concurrent Enrollment and Other Curriculum Expansions addresses enrollment of students in the community college. Nash County Public School students may enroll in a community college under the following conditions:

Ninth and Tenth Grade High School Students:

- Principal Recommendation
 - Community College Recommendation
 - Unweighted GPA of 2.8 on Official High School Transcript
 - College Readiness Scores
 - Parental Permission Form
 - AIG Identified in both Reading and Math
- Eleventh and Twelfth Grade High School Students:**
- Unweighted GPA of 2.8 on Official High School Transcript
 - May enter a CTE pathway with an unweighted GPA less than 2.8 with principal and college consent

Credit by Demonstrated Mastery Process and Procedure

Working collaboratively with district leadership and site-based leadership team, an outline of procedures, policies and guidelines in accordance with the state's Credit by Demonstrated Mastery policy was developed. Credit by Demonstrated Mastery Participants State Board of Education (SBE) policy GCS-M-001 policy defining Course for Credit provides guidelines for offering Credit by Demonstrated Mastery (CDM) to North Carolina (NC) students. CDM is the process in which local education agencies (LEAs) employ a body-of-evidence to award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. The CDM process is open to all NC public school students in grades 9–12 in high school courses and in grades 6–8 for

high school courses offered in middle school. In the English course sequence, only English I may be taken in middle school. LEAs/charter schools may choose to open CDM for students in grades 6–8 for middle grades content by creating and using locally developed assessments. Note: CDM is optional for charter schools.

Process to Demonstrate Mastery

Phase I Student completes a standard examination required for the course to demonstrate foundational knowledge. Examinations shall include, where applicable. (Re-testing is not permitted.)

- End-of-Course (EOC)
 - For EOC courses, students must achieve the following scale scores:
 - NC Math 1 > 264 Biology > 261 English II > 165
 - North Carolina Final Exam (NCFE)
 - For NCFE courses, students must achieve the minimum CDM score. Minimum CDM scores for NCFEs are set at 90 percent.
 - Career and Technical Education (CTE) Post-Assessment or
 - For CTE courses, students must achieve a scale score of 90 to qualify for Phase II.
 - Locally developed final exam
 - For non-EOC courses, students must achieve a 90 or higher on the local exam to successfully complete Phase I.

Phase II Student completes the artifact development process and any other criteria a local school district requires to demonstrate deep understanding and application of course content. Credit is indicated on transcripts as follows:

- EOC courses "CDM"
- NCFE courses "CDM"
- non-EOC courses "CDM" Schools participating in CDM must complete the test administration (i.e., Phase I) during one of three 10-day testing windows during the months of July, September, and February. LEAs/charter schools are encouraged to set a deadline for student CDM applications no less than one week prior to each testing window.

Additional Information

North Carolina's Implementation Guide for Credit by Demonstrated Mastery is located at <https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/creditdemonstrated-mastery>. Documentation available on this website offers detailed procedures for implementing the CDM policy and answers several frequently asked questions from schools and districts interested in offering CDM for students.

*** Practice H**

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

The Nash County Public Schools AIG Facilitators will support K-3 classroom teachers in developing and implementing strategies to meet the needs of all learners through differentiated instruction in core classrooms and enrichment opportunities.

For kindergarten through second grade, AIG Facilitators will support the implementation of BLOOM (Building Logical, Original, Outstanding Minds). Facilitators will schedule and lead whole-group lessons using the PETS (Primary Education Thinking Skills) program, modeling higher-order thinking strategies to nurture student potential. K-2 classroom teachers will actively participate in these lessons to observe student responses, identify emerging talent, and experience effective modeling of advanced instructional strategies. BLOOM for Kindergarten will begin second semester to allow the kindergarten students to adjust to school and scheduling.

Based on observations during these lessons and data from assessments such as mClass and Exact Path, AIG Facilitators will form small focus groups to provide targeted enrichment and extend academic growth.

In grades K-3, AIG Facilitators will collaborate with classroom teachers to address students' learning profiles and interests by varying content, instructional strategies, and product choices within the general education setting. They will model a range of differentiated activities rooted in higher-order thinking, the Depth of Knowledge framework, and the PETS program. This collaboration ensures classroom teachers are equipped with effective instructional tools to develop student potential and foster a culture of intellectual growth.

BLOOM enrichment for kindergarten students will begin in the second semester to allow time for students to adjust to the school environment, classroom routines, and daily scheduling.

AIG Identification and Services Timeline (Grades 2-3)
Nash County Public Schools administers the AIG screener in the spring of second grade. As a result, formal AIG identification begins at the end of second grade, with AIG services starting in third grade for students who are identified.

Student data monitoring will continue into third grade to ensure appropriate academic support. CogAT (Cognitive Abilities Test) reports will be shared with third-grade teaching teams to inform instructional planning and support the development of differentiated strategies to meet the needs of all learners.

*** 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.

Each school within the Nash County Public School System ensures collaboration among school personnel through Professional Learning Communities (PLC). AIG Facilitators are involved in school PLC's as their schedule permits, allowing collaboration among themselves and other professional staff, including exceptional children's personnel, Multi-Language personnel and others related to AIG students. Using student assessment data, development of differentiated curriculum and instruction is a primary focus of these Professional Learning Communities (as described in Standard 3, Practice A, B, and E). AIG Facilitators work with classroom teachers to further respond to students' learning profiles and interests by varying content, process, and products within the regular classroom setting. Evidence based learning activities will be shared with classroom teachers to assist them in offering multiple instructional options based on students' learning profiles, interests and strengths. AIG Facilitators work closely with the school level MTSS committee and the Exceptional Children's department to ensure that twice-exceptional students are receiving appropriately challenging instruction.

*** Practice J**

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

All AIG identified students have a Differentiated Education Plan (DEP) that is revised and reviewed annually with parents/families and the AIG Facilitator. During the annual meeting, the parents/families and AIG facilitator will evaluate the match of services based on student progress reports, report cards, standardized achievement test scores, alternative assessment data pertaining to the student's progress provided to parents by the teacher. The student, counselor, and other personnel may be invited to the conference if needed. If the yearly performance review indicates that a student is not performing satisfactorily and a change in services may be required, the team and parent/family will collaborate to match service needs or develop an Intervention Plan. At the non-traditional high schools, counselors will meet with the parent to sign/review the DEP. If changes are to be made to the DEP, the AIG Coordinator will update the plan.

Differentiated Education Plans (DEP) will be developed yearly in order to reflect the individual academic needs of AIG students. The Elementary and Middle School Differentiated Education Plans both require AIG Facilitators to identify the learning environment and the content modification/instructional strategies that are most appropriate for the student.

Elementary Differentiated Education Plan Components Learning Environment options for students in Kindergarten through 5th grade include:

- Regrouping for Specific Instruction: A group of exceptionally capable students from across several classrooms are pulled together to receive instruction in a specific content (core instruction).
- Cluster Grouping: A group of five to eight identified gifted students are clustered in the classroom of one teacher who has training and/or support in how to teach exceptionally capable students.
- Flexible Skill Grouping: A flexible group of students are pulled together to receive enrichment. Groups are dynamic and flexible to address the material being taught according to individual student's needs. AIG Facilitators will specify if the flexible grouping will be within class or between class groupings.
- Other: If there are other learning environments that the school offers which is not described above, the AIG Facilitator will describe the environment here.
 - Elementary classroom teachers will provide ongoing enrichment, extension, and acceleration as appropriate to meet the needs of students identified through the AIG Program.

Options for the Content Modification/Instructional Strategies that the student will benefit from include:

- Tiered Assignments: Assignments may be varied by levels of complexity, depth, and abstractness with various degrees of scaffolding, support, and instruction.
- Multi-Disciplinary Units or Integrated Projects: Students explore complex concepts or abstract themes to make connections across academic disciplines.
 - Advanced, Applied and Integrated Skills: Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for leadership, moral and ethical academic conduct, accountability, responsibility, self-direction, and interpersonal skills to a variety of assignments.
 - Other: If there are other content modifications and/or instructional strategies that the student will experience which are not described above, the AIG Facilitator will describe them here.

Middle School Differentiated Education Plan Components Learning Environment options for students in 6th through 8th grades include:

- Compacted Courses: Advanced level courses which prepare a student to enroll in high school courses while in middle school.
 - Cluster Grouping: A group of five to eight identified gifted students are clustered in the classroom of one teacher who has training and/or support in how to teach exceptionally capable students.
 - Flexible Skill Grouping: A flexible group of students are pulled together to receive enrichment. Groups are dynamic and flexible to address the material being taught according to individual student's needs. AIG Facilitators will specify if the flexible grouping will be within class or between class groupings.
 - Other: If there are other learning environments that the school offers which is not described above, the AIG Facilitator will describe the environment here.
- Middle school classroom teachers will provide ongoing enrichment, extension, and acceleration as appropriate to meet the needs of students identified through the AIG Program. Options for the Content Modification/Instructional Strategies that the student will benefit from include:
- Tiered Assignments: Assignments may be varied by levels of complexity, depth, and abstractness with various degrees of scaffolding, support, and instruction.
 - Multi-Disciplinary Units or Integrated Projects: Students explore complex concepts or abstract themes to make connections across academic disciplines.
 - Advanced, Applied and Integrated Skills: Students apply communication and collaboration skills; media and technology skills; real world learning; community and global awareness; social responsibility; and life skills for leadership, moral and ethical academic conduct, accountability, responsibility, self-direction, and interpersonal skills to a variety of assignments.
 - Other: If there are other content modifications and/or instructional strategies that the student will experience which are not described above, the AIG Facilitator will describe them here.

The High School Differentiated Education Plan (DEP) is completed by the student's AIG Facilitator and/or guidance counselor to include the advanced course(s) the student will be enrolled in for the next school year. Effort is made in the middle school years to scaffold student's ability to self-advocate and plan a high school pathway aligned to their individual future goals to prepare students to make choices in high school that align with their career aspirations.

High School Differentiated Education Plan Components Learning Environment: AIG Facilitators, counselors, parents, and students should work together to plan a four-year course of study reflecting advanced classes based on student strengths. Open enrollment is available for all courses; however, some may require prerequisites or recommend criteria for student success. AIG students are encouraged to maintain a rigorous course of study throughout high school. AIG Facilitators/Guidance counselors will select from the following course options each year for AIG identified students in 9th through 12th grades:

- Honors Level Courses
- Advanced Placement Courses
- International Baccalaureate Courses
- College and Career Promise Dual Enrollment Courses
- Other: If a student will be enrolled in other advanced courses offerings not described above the AIG facilitator/counselor will describe it here.

Individualized Differentiated Education Plan Components Individualized Differentiated Education Plans (IDEP) may be completed for AIG Identified students with unique needs including, but not limited to:

- students in kindergarten through 2nd grade;
- students with special social and emotional needs;
- twice-exceptional students;
- intellectually gifted students;
- students who qualify for single subject or grade acceleration; or other specialized needs.

In addition to identifying the specialized need for the IDEP, the AIG Facilitator will clearly describe the individualized learning environment and content modifications/learning strategies on the Individualized Differentiated Education Plan.

***Ideas for Strengthening the Standard**

Compacted courses for ELA and English I in the middle schools, if auto enrollment for ELA becomes state policy.

Planned Sources of Evidence

*	Student/District Data
*	Student DEPs
*	Consistent AIG services among the district schools, matched to student needs

Type	Documents	Document Template	Document/Link
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Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

AG Facilitators and classroom teachers offer a challenging, rigorous curriculum based on the North Carolina Standard Course of Study that meets the diverse needs of gifted learners at all grade levels. All differentiated curriculum developed by the gifted program and classroom teachers begins with the North Carolina Standard Course of Study and seeks to modify content, process, product, learning environment and affect with the needs of high-end learners in mind. In all cases, differentiated strategies and instruction are designed to support and extend the regular education curriculum. Using the Rigor/Relevance Framework as a guiding focus, AG Facilitators will continue to plan and develop curriculum-based instruction that will enrich, extend and accelerate appropriately for students' learning. As classroom teachers throughout the district continue to receive professional development on classroom instruction that leads students through higher level questioning and critical thinking skills and real-world application, the AG Department will offer support on differentiating for high achieving students. In collaboration with the Secondary Educational Specialists, the AG Department will work to support differentiation strategies with Honors and Advanced Placement Courses. Enrichment and extension learning activities of the North Carolina Standard Course of Study are achieved as classroom teachers and AG Facilitators use pre and ongoing assessments of high-end learners to further direct their instruction. In many circumstances within the elementary classroom, students use time gained through compacting to participate in independent study, choice boards, Project Based Learning activities, Breakout EDU with curriculum-based goals, learning stations and centers, task cards, and flexible grouping opportunities that add depth and complexity to the curriculum. In this manner, classroom teachers are able to adapt the traditional curriculum using differentiation while continuing to meet state standards of learning.

Middle and secondary classroom teachers primarily serve classes grouped by ability allowing for greater depth, breadth, and complexity to course objectives. When academic needs are greater than can be offered within the regular classroom setting, multiple opportunities exist for students, such as flexible scheduling, dual enrollment, and Credit by Demonstrated Mastery. Nash County Public Schools implements the Multi-Tiered System of Support model to analyze data and address the learning needs of all students. Every school utilizes a problem-solving model to analyze multiple pieces of data to determine how all students (including high ability/high achieving students) are responding to instruction. Schools have established processes to engage staff in analyzing student data (including academic, behavior, and social/emotional data) to ensure all students are provided differentiated core instruction (Tier I), to identify students in need of supplemental ('Tier II) support, or individualized ('Tier III) instruction.

MTSS Tier I – Differentiated Instructional Core - Nash County Public Schools defines core instruction as the task that results from the intersection of rigorous and relevant standards-based content, a teacher's knowledge and skills, and student engagement. AG Facilitators, instructional coaches, and other support staff work to assist teachers in providing differentiated core instruction that supports the needs of all learners.

This differentiation may take the form of:

- Learning environment differentiation- Where the students learn including, but not limited to regrouping for specific instruction, cluster grouping, flexible grouping, and advanced/compact courses.
- Content differentiation- What the students learn including, but not limited to compacted curriculum, single subject/grade level acceleration, and multi-disciplinary units.

- Process differentiation- How the students learn including, but not limited to scaffolding, tiered assignments that adjust the length, depth, or complexity of a task.
- Product differentiation- How students demonstrate their learning including, but not limited to integrated projects, inquiry/problem-based learning, voice, and choice in how students demonstrate standard mastery

* **Practice B**

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

Curricular accommodations in math and language arts, as well as other content areas as appropriate, occur in a blend of regular classroom settings and small group settings to provide continuous levels of challenge for all identified high-ability students through differentiated curriculum instruction, content acceleration, or grade skipping. Advanced and Honors classes, as well as Early College and International Baccalaureate, offer further specialized instruction to address a range of high ability levels. With the drive for continuous improvement, the AIG Department will focus on providing additional support to classroom teachers that focus on differentiation strategies.

The AIG Department will focus on ways to provide continuous support to classroom teachers for the effective implementation of differentiation strategies. Professional learning will occur through PLCs and other professional development opportunities. Within the elementary schools throughout the NCPS district, accommodations for gifted learners in math and language arts are met through cluster groups, tiered assignments, curriculum compacting, flexible grouping, AIG resource rooms, district offerings or district initiatives, and individual conferencing.

All elementary and middle schools are partnered with an AIG Facilitator to assist classroom teachers in enriching, extending, and accelerating the curriculum. Curriculum differentiation and acceleration at middle schools include subject grouping based on ability, flexible classroom grouping, tiered assignments, curriculum compacting, independent studies, and mentorships.

The high school AIG services/plan will be monitored and coordinated by the assigned AIG facilitator and /or counselor. Academic provisions at the High School level include, but are not limited to the following:

- Diploma Program
- Advanced Placement Capstone Diploma/Certificate
- Internships, mentorships
- Honors Classes
- Distance Education (Nash Everywhere Digital Academy (NEDA), Edmentum and/or North Carolina Virtual High School)
- Independent study (student need-based)
- Grade acceleration(based on School Board Policy)
 - Differentiated curriculum in pace, content, sequence, and depth
 - Curriculum compacting and tiered curriculum
 - Early College High School options:

o Nash-Rocky Mount Early College High School (College Transfer Associate Degree)

o Center for Industry, Technology, and Innovation (CIT) High School (Associate in Applied Science Degree)

MTSS Tier II & Tier III – Evidence-Based Intervention and Enrichment - Each school has identified how they provide Tier II and Tier III intervention and enrichment to groups of students. This support may include, but is not limited to:

- scheduling a separate intervention/enrichment block of time and flexible grouping students across grade levels or teacher teams;
- embedding flexible grouping within scheduled core instruction to provide targeted academic, behavioral, or social and emotional support for students in need of intervention and/or enrichment.

The Academically or Intellectually Gifted Department is working to develop a repository of evidence-based enrichment practices that schools will draw from to address high-ability/high-achieving student needs. At present, AIG Facilitators and Instructional Coaches support teachers in identifying lessons and instructional practices for students who are in need of Tier II or Tier III enrichment. The supplemental support and individualized instruction include enrichment options that address a student's academic, behavioral, or social and emotional needs.

* Practice C

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

Nash County Public Schools defines core instruction as the task that results from the intersection of rigorous and relevant standards-based content, a teacher's knowledge and skills, and student engagement. AIG Facilitators, instructional coaches, and other support staff provide professional development and job-embedded support to classroom teachers to ensure that students engage in instructional tasks that are differentiated to challenge each student at a high level. The Nash County Public Schools Instructional Framework includes components that ensure all teachers design consistent, quality instruction. The framework components include:

- Learning Purpose
- Anticipatory Set
- Direct Instruction
- Guided Practice
- Collaborative Practice
- Independent Practice
- Review
- Closure

AIG Facilitators and classroom teachers of AIG students use a variety of curriculum instructional practices and materials that respond to the strengths and needs of gifted learners. These may include, but are not limited to the following:

- Rigor/Relevance with Nash County Public Schools Instructional Design Framework
- Advanced Organizers and Thinking Maps
- Project-Based Learning Activities
- Paideia Teaching and Seminars
- Curriculum Based Digital Escape Room using BreakOutEDU
- Cooperative Learning
- Experimental Inquiry Literature Circles
- Tiered Lessons, Centers and Products
- Research-Based Strategies for Increasing Student Achievement/Robert Marzano/Kaplan's Depth and Complexity
- Model How to Differentiate Instruction in Mixed-Ability Classrooms/Carol Ann Tomlinson
- Talents Unlimited/C Calvin Taylor, Ph.D.
- Multiple Intelligences/Howard Gardner
- Units of Study from William and Mary School of Education/Jacob's Ladder
- Materials and resources gained through Conference Sessions at the NCAGT Annual Conference
- Learning Centers and Contracts
- Independent Projects Curriculum compacting
- Critical Thinking using strategies from Colin Seale's "Thinking Like a Lawyer"
- PETs (K-3rd)
- Explicit Instruction by Anita Archer
- M2 (K-2)

NCPS provides opportunities for enrichment through programs and activities outside the classroom. Enrichment opportunities include the School/District Spelling Bee, Battle of the Books, STEM Design Team, and summer enrichment programs through NC State Collaborative Institute & Nash Community College. AIG Facilitators utilize weekly small group enrichment opportunities to allow AIG students to connect and collaborate with peers to deep dive into content. Facilitators focus on providing a safe space within the school environment for gifted learners to participate in productive struggle as well as finding value in their voice and the voice of others.

NCPS implements yearly transition programs at key grade levels to support the social and emotional learning of all students as they move from elementary to middle school and from middle to high school. These transition activities include, but are not limited to:

- Information sessions at students' current schools that outline coursework, instructional and behavioral expectations, extracurricular opportunities, and available support services at the next school;
- Student speakers who provide firsthand accounts of their experiences and share what to expect at the next school level;
- Field trips to the next school during the instructional day, allowing students to explore the environment and build familiarity;
- Family Transition Nights where students and their parents/guardians can ask questions, meet school staff, and connect with other families.

*** 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.

The Nash County Public School System supports the mission of the North Carolina State Board of Education to help students graduate from high school, prepared for postsecondary education and/or the workforce. The Nash County Public Schools Instructional Framework, combined with district approved instructional resources ensure all instructional staff have the knowledge and resources to engage students in instructional tasks that foster the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

In collaboration with the Academics and Accountability department, the AIG Department is dedicated to the district's implementation of the Nash County Public Schools Instructional Framework. Incorporating more rigorous and relevant instruction in classrooms is critical to meet and exceed the future-ready content and skills for a stronger focus on global awareness; creativity and innovation; real-world learning in local, regional and global contexts; applied life skills for leadership, accountability, productivity, and responsibility.

AIG Facilitators will collaborate with school-based instructional coaches to offer professional learning opportunities, classroom modeling, and application of instructional practices that merge higher-level, inquiry-based thinking with authentic real-world applications.

These may include, but are not limited to the following:

- Interest-based studies to develop students' curiosity
- Academic Club of Excellence (ACE),
- National Honor Society (High Schools),
- STEM Design Challenge (elementary/middle schools)
- Encourage participation in Battle of the Books (elementary and middle schools)
- Encourage Spelling Bee
- Encourage participation in an oratorical contest
- NCASA - North Carolina Association for Scholastic Activities (dance, acapella, forensics, quiz bowl, debate, writing, show choir, art competitions)

- Odyssey of the Mind (encourage community leadership in coaching)
- Encourage exploratory camps (veterinary, science, drama, Agriculture, STEM)
- Development of higher-order thinking skills to extend lessons to real-world applications to foster critical thinking, collaboration, creativity, and leadership skills through Visual Thinking Hands-on and Digital Based learning through Project-Based Learning and BreakOutEDU
- Support and Encourage collaboration between AIG Facilitators and regular-education classroom teachers to modify instruction to foster advanced skills and growth (strategies, best practices, research-based strategies); modeling lessons and co-teaching to strengthen instruction for all learners and advanced learners.
- Encourage exploration of educational options: Early College, Advanced Placement with Capstone Project, Center for Industry, Technology, and Innovation, International Baccalaureate programs.
- 4 C's: Communication, Critical Thinking, Collaboration, and Creativity
- NCPS AIG STEM Enrichment Day for all AIG 5th and 8th Graders

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

Nash County Public Schools uses multiple district-wide assessments to monitor student achievement and adjust instruction accordingly. Through data-driven Professional Learning Communities (PLCs), teachers collaborate using both formal and informal assessment data to develop, refine, and enrich classroom instruction. All teachers participate in grade-level and discipline-focused PLCs that support thoughtful, responsive teaching practices.

By analyzing ongoing assessment data, teachers and AIG Facilitators work together to design instruction and curriculum supplements that challenge high-achieving students. This data informs planning for whole group, small group, and individualized instruction. Each school embeds a problem-solving process within its PLCs—aligned with the MTSS framework outlined in Standard 2, Practices A and B—to ensure that instructional staff identify students performing above, at, and below proficiency.

This targeted approach helps teachers plan differentiated core instruction, as well as supplemental and individualized support through both interventions and enrichment. Nash County Public Schools is committed to ensuring that advanced learners not only receive differentiated instruction but are also provided with meaningful enrichment opportunities so they continue to grow at the same, if not greater, rate than their peers.

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

The AIG Department collaborates with district personnel to provide differentiated curriculum and instruction for students. The following team members play a key role in supporting the implementation of differentiated instruction:

- STEM Coordinator: Assists with the development and implementation of innovative STEM activities in classrooms and supports the planning of district-wide AIG STEM Days.

- Director of Digital Technology: Provides training and instructional tools to enhance and support effective instructional delivery.
 - Executive Director of Testing and Accountability: Offers guidance in analyzing data to inform data-driven decisions for the identification, remediation, and enrichment of gifted and nurtured students.
 - Multilingual Education Department: Supports high-achieving multilingual learners and helps bridge communication with their parents/guardians.
- AIG Facilitators will collaborate with instructional personnel to create a resource bank designed to support high-achieving students in the general education setting.

* Ideas for Strengthening the Standard

Develop resource bank for district teachers to help support high-achieving students.

Planned Sources of Evidence

*	District Curriculum Resources - PBL, Breakout EDU, Byrdseed TV, etc
*	NCPS Framework
*	AIG Facilitator and Student Schedules

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

Standard 4: Personnel and Professional Development

Nash County Public Schools (640) 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.

Nash County Public Schools employs an AIG-licensed coordinator responsible for developing, implementing, monitoring, and evaluating the AIG program. The coordinator's role includes, but is not limited to, the following best practices:

- Ensures consistency of clear, comprehensive and equitable screening, referral, and identification processes for grades K-12.
- Establishes written policies that safeguard the rights of AIG students and their parents/families.
- Organizes ongoing professional development opportunities for all personnel involved in the AIG program and services.
- Collaborates with AIG Facilitators and classroom teachers to enrich, extend and accelerate the curriculum to address a range of ability levels in content areas.
- Provides support to personnel in fostering the development of 21st century content skills at an advanced level and portrait of a graduate.
- Ensures the intentional programming for cultivating and developing the potential of young (K-3) students.
- Partners and communicates all areas of the AIG program, plan and other policies related to gifted education with parents/families and the community at large.
- Uses and monitors state funds allotted for the local AIG program according to state policy.
- Monitors programs and services to ensure that they are effective in meeting the academic, intellectual, social and emotional needs of gifted learners.
- District Advanced Placement Coordinator.

Specific Responsibilities:

- **Chairing** the Compliance Review Team for the identification and placement of gifted students.
- **Supporting** countywide assessment processes, including ability and achievement testing in grades 2-8 for AIG identification.
- **Coordinating** the North Carolina Governor's School application process.
- **Working** with school personnel to facilitate appropriate mentorships, internships, and acceleration opportunities for AIG students.
- **Supporting** district-wide competitions and programs, including:
 - *Battle of the Books*
 - *Quiz Bowl*
 - *Spelling Bee*

- **Brick City (Grades 3-5) & Future Cities (Grades 6-8)**

- *Additional programs as established*
- **Meeting** with AIG Facilitators monthly to provide guidance and support with local and state Advanced Programming.
- **Collaborating** with AIG leadership across the state to exchange best practices, discuss trends, and stay informed on upcoming changes in advanced programming.
- **Coordinating** with professionals in gifted education to support educators seeking AIG certification.

* **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.

AIG Facilitators work directly with students and teachers to ensure that the academic, intellectual, social, and emotional needs of gifted learners are met. Through co-teaching and/or pull-out instruction, they provide direct student support.

Each elementary, middle, and traditional high school is assigned a licensed AIG Facilitator responsible for:

- Supporting AIG students and high-potential learners.
- Collaborating with classroom teachers to differentiate instruction.
- Ensuring clear expectations and continuous support for effective programming.

AIG Facilitators participate in **monthly meetings** that include professional development focused on enhancing services for gifted learners. The AIG Coordinator monitors programs to ensure alignment with best practices.

Responsibilities of AIG Facilitators

AIG Facilitators' duties include, but are not limited to:

- **Adapting** the NC Standard Course of Study to meet the abilities, readiness, interests, and learning profiles of K-8 AIG students.
- **Employing** diverse instructional strategies to modify content, process, products, and learning environments based on the needs of gifted learners.
- **Selecting and integrating** research-based supplemental resources that enhance curriculum and instruction.
- **Using ongoing assessments** to differentiate classroom instruction.
- **Ensuring collaboration** among AIG personnel, general education teachers, EC teachers, specialists, instructional staff, parents, and administrators to support differentiated programming.
- **Coordinating** student screening, nomination, referral, and identification at the school site.

- **Facilitating testing for AIG/IG student referrals.**
- **Maintaining accurate student and program records in accordance with local and state policies.**
- **Developing and documenting Differentiated Education Plans (DEPs/IDEPs)** that outline curriculum and services tailored to each AIG student's needs.
These plans are reviewed annually with families to ensure effective programming, a continuum of services, and smooth school transitions.
- **Informing teachers, administrators, and support staff about AIG services, differentiated instruction, and state/local gifted education policies.**
- **Communicating across grade levels and schools to support K-12 service continuity, especially at key transition points.**
- **Serving as a liaison between the AIG program, school administration, families, and the AIG Site Team.**
- **Creating instructional practices** that support the social and emotional needs of AIG students.
- **Encouraging extracurricular activities and events that nurture AIG students' talents and interests.**

Advanced Learning & 21st-Century Skill Development

AIG Facilitators also help students develop essential 21st-century skills by incorporating:

- **Advanced content** in global awareness, civic and economic literacy, and health awareness.
- **Critical thinking and problem-solving** strategies.
- **High-level communication and collaboration** techniques.
- **Applied information and media literacy**, including complex research skills.
- **Creativity and innovation** in real-world learning experiences.
- **Leadership, ethics, adaptability, productivity, and digital citizenship** skills for lifelong success.

*** 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.

Appropriate professional development for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors and school administrators will be provided by the AIG team. Professional development requirements for all personnel involved in AIG programs and services is critical to the ongoing success of the students. Creating opportunities for delivering such sessions will be a priority for the AIG Department. In collaboration with the Exceptional Children's department, Multi Language Learner department, and the Academics and Accountability Department, specific professional development offerings for each of the following groups involved in AIG programs have been established:

Classroom teachers who have AIG identified students enrolled in their classes-

- Co-teaching Structures for Inclusion Classrooms

- Characteristics of Gifted and Talented Students (AIG Booster Shot modified)
- Differentiation for AIG Learners: The Basics, Tiered Assignments, Asking Good Questions (AIG Booster Shots modified)
- Social and Emotional Needs of AIG Learners: Perfectionism, Underachievement, and AIG Learners;
- Asynchronous Development, Impostor's Syndrome, and Social Development; Overexcitability (AIG Booster Shot modified)

School counselors –

- Characteristics of Gifted and Talented Students (AIG Booster Shot modified)
- Social and Emotional Needs of AIG Learners: Perfectionism, Underachievement, and AIG Learners;
- Asynchronous Development, Impostor's Syndrome, and Social Development; Overexcitability (AIG Booster Shot modified)
- Second Step Curriculum for SEL needs

Exceptional children, Multi-Language, and/or Administrators-

- Characteristics of Gifted and Talented Students (AIG Booster Shot modified)
- Characteristics of Twice Exceptional AIG Students
- Attend NCAPP Middle/High Colloquiums (Middle/High administrators rotation)

*** 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.

Nash County Public Schools is committed to supporting teachers who are seeking add-on licensure and/or are serving cluster groups of AIG students.

Open invitation to all professional development sessions offered by the district for classroom teachers, school counselors, exceptional children teachers, or Multiple language learner teachers (described in Standard 4, Practice C). It is the district's expectation that teachers serving AIG students in their gifted area complete the associated professional development modules. These modules will include, but are not limited to the following:

- Co-teaching Structures for Inclusion Classrooms
- Characteristics of Gifted and Talented Students (AIG Booster Shot modified)
- Differentiation for AIG Learners: The Basics, Tiered Assignments, Asking Good Questions (AIG Booster Shot modified)
- Social and Emotional Needs of AIG Learners: Perfectionism, Underachievement, and AIG Learners;
- Asynchronous Development, Impostor's Syndrome, and Social Development; Overexcitability (AIG Booster Shot modified)

*** Practice E**

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

AIG Professional Development Cohort

The 2022-25 AIG Cohort will be changed to help introduce more teachers to best classroom practices and overall understanding of AIG students. The goal is to strengthen the AIG understanding in each school and support recruitment of more AIG teachers throughout the district.

AIG Professional Development Cohort:

(Year 1):

Each elementary principal may nominate one to two teachers from their school who teach 3rd–5th grade and have at least four years of teaching experience. Selected teachers will participate in monthly professional development sessions focused on identifying characteristics of gifted and high-achieving students, gaining deeper insights into their needs, and implementing effective differentiation strategies.

(Year 2):

Each middle school principal may nominate one to two core content teachers (ELA, Math, Science, or Social Studies) who teach 6th–8th grade and have at least four years of teaching experience. Selected teachers will participate in monthly professional development sessions focused on identifying characteristics of gifted and high-achieving students, gaining deeper insights into their needs, and implementing effective differentiation strategies.

(Year 3):

Principals may nominate one to two K–12 teachers with at least four years of teaching experience. Selected teachers will attend monthly professional development sessions focused on identifying characteristics of gifted and high-achieving students, gaining deeper insights into their needs, and implementing effective differentiation strategies.

CEUs will be awarded after completion of the cohort.

Praxis Gifted Education test fees will be reimbursed for teachers who select to take this Praxis and earn a passing score.

In addition, the AIG District Coordinator will collaborate with the Nash County Schools Human Resources Department to strengthen hiring practices for teachers with an AIG add-on license. This includes using the application system to filter for licensed AIG candidates and actively recruiting based on the specific needs of schools across the district.

* Practice F

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

Through monthly AIG Facilitator Professional Learning Communities, structured time is given for AIG specialists to plan, implement and refine applications of their professional development learning. Smaller Learning Communities involve AIG Facilitators and classroom teachers working together to further strengthen AIG programming. Nash County provides ongoing professional learning opportunities in all content areas, pedagogy, digital learning competencies, and data based problem solving to its employees. In addition to the districts offerings, the AIG Department will provide professional learning that aligns with the North Carolina Professional Teaching Standards

* Practice G

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

The Nash County's AIG Department will partner with the Professional Development director to provide professional development which aligns with the district's strategic plan and focuses on the curriculum and instructional best practices for the Academically Gifted and advanced learners.

AIG Facilitators work with classroom teachers to ensure AIG perspective is reflected in school based professional development sessions, as well as professional development opportunities aligned with AIG program goals. A strong commitment to strengthening all teachers through ongoing professional learning has been and remains a primary focus within Nash County Public Schools. In alignment with the district's goals, the AIG Department will continue to seek and facilitate professional development opportunities that allow classroom teachers and AIG Facilitators to further application of district initiatives in direct relation to the gifted learner. As part of the required professional development requirements for classroom teachers who work with AIG students, professional development will be offered that has a strong emphasis on, but are not limited to the following topics:

- Gifted Education
- Needs of the Gifted Learner
- Social and Emotional Needs of the Gifted Learner
- Differentiating Instruction for the Gifted Learner
- Curriculum Acceleration, Enrichment, and Extension

The NCPS AIG Facilitators will also focus on professional development opportunities during the AIG monthly scheduled roundtable meetings. At various times throughout each school year, Leads from service programs (ML, EC, CTE, IB, AP, Testing, etc.) will be invited for professional learning with AIG team. These PLC will be offered to enhance knowledge of programs and have a better understanding of how other service areas align with the NCPS' AIG goals.

* Ideas for Strengthening the Standard

Search for grants to support targeted professional development for current AIG facilitators on relevant topics to address the needs of gifted learners. Also to possibly develop the course materials to provide the NCPS classroom teachers the opportunity to earn local AIG teaching requirements

Planned Sources of Evidence

* AIG Cohort	
* Agenda of PD opportunities aligned with AIG program Goals	
* AIG Cohort Presentation Slides, Google Classroom	

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

Standard 5: Partnerships

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Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

The Nash County Public School A/G Department supports the belief that A/G students should be placed in an appropriate learning environment with the program option that matches his/her cognitive and affective needs and aligns with the individual's schools A/G service delivery options. Parents are invited annually to participate and review the most appropriate services for their child. In an effort to engage all stakeholders in ensuring that the most appropriate services for the academic, intellectual, social and emotional needs of A/G students are aligned, NCPS's A/G department utilizes the following strategies:

- Parents/guardians are invited to participate in the initial placement conference to discuss service delivery options.
- The annual performance review for identified students ensures that ongoing appropriate program options are matched to current needs. Parent/family and regular education teachers involvement is requested each year even when no changes in the DEP/IIDEP are warranted.
- A/G program surveys are made available to parents, administrators, school personnel, teachers and community members.
- NCPS A/G department will communicate effectively using social media, district digital newsletters and monthly/quarterly updates with district staff, school administrators and parents from the school and within the community.
- Develop A/G podcasts to highlight district initiatives, showcase students, and address parent/guardian needs.
- Provide input on school board policies that are not mandated by the state or federal government.
- Review the budgets and provide input on district need's and financial spending.
- Provide recommendations regarding interest and involvement efforts of parents. For example, parent survey for district and school based questions/concerns and the initiation of PAGE organization.
- Advocate for student needs, rights, a safe and orderly learning environment, the core programs and resources used as well as the district initiatives for all students.

While the Nash County Public Schools District Parent Advisory Council addresses a variety of topics spanning many departments throughout the system, advanced learning is discussed each semester. Advanced learning topics for select DPAC meetings include, but are not limited to:

- AIG Identification and services available to students.
- Provide feedback on district level initiatives that will impact student achievement. For example, feedback from AIG Facilitators, parents/guardians and students regarding Camp Invention, NCC Summer Programs, and NC State collaboration.

- Advanced learning options such as:

- Advanced Placement Courses, Capstone Diploma/Certificate program

- International Baccalaureate Diploma Program

- College and Career Promise Dual Enrollment

- Honors level classes

- Compacted course offerings

- High school courses offered to middle school students

- Differentiated Core Instruction

- Academic competitions and enrichment opportunities

* **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.

Parent and community involvement is critical to the success of the AIG program. Nash County Public Schools and the AIG program share a commitment to enhancing student achievement through collaboration among educators, administrators, parents, and the community. This collaboration promotes a positive vision of the AIG program, its purpose, and its goals.

Nash County Public Schools are fortunate to have opportunities to expand Connect/Engage/Inform programming, including YouTube channel recordings that highlight educational initiatives for high-achieving students. Outreach partnerships with area colleges and universities—such as NCAGT, NC Wesleyan University, and NCSU programs—further support AIG students. Additionally, local businesses and organizations contribute to the success of the AIG program. The Strategic Twin Counties Education Partnership (STEP) sponsors the STEM Challenge and connects students with industry mentors from Pfizer and Cummins. Word Tabernacle supports educational initiatives by hosting the district spelling bee and providing valuable resources for students and staff.

* **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.

Nash County Public Schools AIG Advisory Council

Nash County Public Schools has established an AIG Advisory Council to engage stakeholders from all aspects of AIG programming and ensure representation of the district's diverse population. The council includes parent representatives from across the district and grade levels, the AIG Coordinator, AIG Facilitators, and district representatives from Exceptional Children (EC) and Multilingual Learners (ML) programs.

Each school's AIG Facilitator will recruit two AIG parents/guardians to participate in the council. Meetings will be held three times per year with the following goals:

- **Discuss, review, and refine** the local AIG program and plan.
- **Advocate** for the needs of gifted students across all grade levels and populations.

Duties and Responsibilities

The Nash County Public Schools AIG Advisory Council will:

- **Annually review** and revise the local AIG education plan.
- **Evaluate implementation** of the previous year's plan.
- **Analyze survey results** and establish annual goals and priorities.
- **Ensure diverse representation** that reflects the community.
- **Foster collaboration** between school personnel, Central Office staff, and the community.
- **Stay informed** on current programs, research, and best practices in gifted education.
- **Focus on continuous improvement** in educational services for gifted students.

* 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.

To strengthen parent/guardian and community support for the Nash County Public Schools AIG program, information regarding the local AIG plan, policies, and services will be shared through multiple platforms, including the district website, school presentations, and AIG updates.

The following methods will be used to ensure transparency and accessibility:

- District Website: The Nash County Public Schools AIG Department will maintain an updated website with information on the local AIG plan, programs, policies, and opportunities for involvement.
- Initial Placement Conference: Parents/guardians will receive an outline of the local AIG plan, program details, policies, service options, parent/student rights, and opportunities for engagement during their child's initial placement conference.
- Annual AIG Presentation: The AIG Department will provide an annual presentation reflecting current program policies, services, data, and involvement opportunities. This presentation will be shared at school and parent informational meetings, with materials available in multiple languages as needed.
- Social Media Outreach: Social media platforms will be used to highlight program achievements, share updates, and engage the community.
- Differentiated Educational Plans (DEPs & IDEPs): Parents/guardians will attend the initial placement conference to discuss service options and collaborate on their child's Differentiated Educational Plan (DEP) or Individualized Differentiated Educational Plan (IDEP).
- Annual DEP/IDEP Review: Parents/guardians will be invited to participate in the yearly review process for their child's DEP/IDEP to ensure continued alignment with academic needs.
- Informational Parent Meetings: During the first nine weeks of each academic year, informational meetings will be held to discuss AIG services at the elementary and middle school levels.
- Career Development Plan: The Career Development Plan will be reviewed annually with each AIG middle and high school student to guide course selection and outline educational opportunities available through Nash County Public Schools. This Career Development Plan will replace the Academic Blueprint used in 22-25.

* Ideas for Strengthening the Standard

Utilizing the Career Development Plan to help guide AIG students. AIG facilitators will be trained to utilize this format to better serve.

Planned Sources of Evidence

* AIG Podcast training/links	
* NCPS Website	

* NCPS AIG Advisory Council

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

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Standard 6: Program Accountability

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

* Practice A

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

Using the North Carolina Academically or Intellectually Gifted Program Standards (State Board of Education Policy GCS-U-000 – Dec. 2012) and Article 9B [N.C.G.S. 115C-150.5-8], the district's written plan reflects the statewide framework for quality AIG programming. The AIG plan for the NCPS reflects state legislation and policy. Clear articulation is given to student identification, differentiated curriculum and instruction, personnel and professional development, comprehensive programming, partnerships and program accountability. Feedback from stakeholders is used to guide the plan development to ensure a thoughtful and comprehensive plan.

The process used by NCPS Academically or Intellectually Gifted Department to develop a written AIG plan, solicit approval from the NCPS Board of Education, and send to the North Carolina State Board of Education/Department of Public Instruction for review included:

- Student Achievement Data reviewed by principals and AIG Facilitators. This data included:

- EVAAS growth and proficiency of AIG subgroup
- EVAAS predicted achievement of AIG and all high ability students

- AIG Stakeholder Surveys sent to the following groups in November 2024:

- O K-12 Teachers/certified staff-105 responses were recorded

- O 3-5 AIG Identified Students - 156 identified students responded

- O 6-13 AIG Identified Students -113 secondary identified students responded

- O Parents of K-12 AIG Identified Students- 92 responses were recorded

- AIG Advisory Board including AIG facilitators met quarterly from September through May, 2024-2025

- Unpack the 2025 North Carolina Academically or Intellectually gifted Program Standards
 - Review the existing 2022-2025 AIG Plan comparing it to the 2025 AIG Program Standards and noting where there are differences
 - Review survey and student identification data
 - Draft the 2025-2028 AIG Plan informed by notes from unpacking sessions

*** Practice B**

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

To monitor the successful implementation of the local AIG program and plan according to current legislation and state policies [Article 9B, Academically or Intellectually Gifted Students [N.C.G.S. 115C-150.5-.8] and North Carolina Academic or Intellectually Gifted Program Standards (State Board of Education Policy GCS-U-000 – June 2024], the AIG Coordinator and AIG Facilitators meet monthly to review practices and work towards continual improvement. The AIG Coordinator meets monthly with other members of the Academic and Accountability Team. In addition, the AIG Coordinator will share an annual AIG report to the Members of the Academics & Accountability Department and all other stakeholders. The report should articulate the status of current programming and assessment data.

The Academically or Intellectually Gifted Department will conduct ongoing program evaluation in the following consistent ways:

- Monitoring of student referrals and identification to ensure equity
- Ongoing program evaluation at monthly AIG meetings and Academic and Accountability Team Meetings
- Collaboration with other AIG Coordinators across the state
- Opportunities for professional development in the area of differentiated curriculum and instruction for AIG Facilitators of AIG students
- Monitoring of service delivery options at each school to ensure that the academic and instructional needs of AIG learners are being met
- Placement of students in classrooms with AIG licensed teacher and/or AIG facilitator available as resource
- Data reflecting growth of AIG students
- Disbursement report of AIG funds
- Department of Public Instruction AIG headcount

- * **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 AIG Coordinator, the Director of Finance, and Assistant Superintendent of Academics and Accountability work together to ensure that state funds allotted for the local AIG program are used according to state policy. State and local funds allotted for Academically/Intellectually Gifted Programming are monitored by the AIG Coordinator to ensure adherence to state and local policy.

AIG Funding supports, but is not limited to the following areas:

- AIG Personnel
- Professional Development
- Special/Innovative Programs
- Instructional/Curriculum Products
- Academic Competitions

- * **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.

NCPS Academically or Intellectually Gifted Department, Testing and Accountability Department, and Student Information Department work together to compile student achievement, student growth, and annual drop-out data for AIG students. This data is analyzed by AIG Facilitators, district administrators, and school administrators each year along with additional data to inform program goals for the following year.

Elementary and Middle school facilitators, maintain comprehensive spreadsheets that track district benchmarks, historical End-of-Grade (EOG) scores, and other assessment data to analyze trends and identify areas where students may need additional support or enrichment.

High school facilitators collaborate with high school students to review and monitors their academic performance throughout high school. The students Career Development Plan is utilized to access the appropriate enrichment opportunities through extracurricular activities and thoughtful course selection. By integrating data analysis with student development, we aim to foster a supportive and enriching educational environment. This monitoring also enables the AIG facilitator to recognize students who are struggling and are in need of additional counseling.

*** Practice E**

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

The Academically or Intellectually Gifted Program recognizes the importance of having a database to monitor all populations represented in the local AIG program and has implemented a systematic procedure for collecting this data.

Every child referred and tested for AIG is entered into a database to give further study towards under-represented populations. This monitoring process provides information about subgroup representation in students who were tested and did not qualify, as well as to those students who did meet the criteria. Students who are identified as AIG/I/G are entered into a database that includes each of the following:

- area(s) of identification
- exceptionailities
- ethnicity/culturally disadvantaged
- Multi Language learner
 - highly gifted

The AIG Department works with the Multi Language and Exceptional Children's departments to further increase referrals, identification, and support for the needs of all learners.

*** 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 Nash County Public Schools Academically or Intellectually Gifted Department, Professional Development Department, and Human Resource Department closely monitor the credentials of personnel serving AIG students including AIG Facilitators and classroom teachers. Current data regarding the credentials of personnel serving AIG students is made available from the Nash County Public Schools System Human Resource Department. Professional development hours accrued through opportunities that address gifted education are maintained and monitored.

*** 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 Nash County Public School System conducts an annual survey for all stakeholders to elicit feedback on the district's advanced learning programs. This annual survey addresses program strengths and areas for improvement, as well as critical issues that might influence program standards.

In addition, the AIG Department provides formal and informal opportunities for stakeholders to participate in providing feedback regarding the quality and effectiveness of the local AIG program.

Opportunities for students, parents/guardians, teachers, and other stakeholders to provide feedback on the quality and effectiveness of the local AIG program include, but are not limited to the following:

- Initial Placement meeting with parents/guardian. The AIG facilitator will explain the process for placement of new students into the AIG program. Explanation of the service delivery options offered to meet the academic needs of each student will be shared in order to elicit understanding and feedback from parents/guardians.
- Annual DEP/IDEP meetings.

- Parent meetings and conferences. AIG facilitators and/or the AIG Coordinator will regularly meet with parents as needed to review all aspects of the AIG Program and facilitate discussion to continually improve elements of the plan based on stakeholder feedback.

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

The AIG Department collects data from multiple sources for use in reviewing and revising the local AIG plan and program for continuous improvement. In accordance with North Carolina legislation, Article 9B, Academically or Intellectually Gifted Students, each LEA is required to develop a three-year local plan to be approved by the local school board. To effectively monitor ongoing planning and programming, the following forms of data are used:

- Surveys involving all stakeholders
 - Evaluation results from End of Grade, End Of Course, Advanced Placement and International Baccalaureate assessments
 - Demographic results from student screening and identification
 - LEA's enrollment data
- Evaluation and feedback from professional development sessions

*** 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.

Due Process - Appeals Procedures: Parents/families have the right to disagree with NCPS Academically or Intellectually Gifted Department screening, placement, or service options outlined in the student's Differentiated Education Plan (DEP) and are guaranteed the due process procedures following:

Step I – AIG Site Team Conference

Parents/guardians may make a request for a conference with the AIG Site Team to discuss concerns. (A written request is required and should be filed for documentation.) AIG Site Team reviews the student's record and their previous nomination, identification and service option decisions. The committee may gather additional information about the student from the teachers and/or parents as needed. The Individual Student Profile may be updated.

o AIG Site Team grants the conference within 10 school days of requests and responds to the parent/guardian and principal concerning the outcome of the review within 10 school days. If the disagreement is not resolved at the AIG Site Team conference, then an appeal to the NCPS Academically or Intellectually Gifted Programming may be made.

Step II – Appeal to District Academically or Intellectually Gifted Department

The parent/guardian may appeal the AIG Site Team's decision in writing to the Executive Director of Advanced Programs within 10 school days of receiving written response from the AIG Site Team. The NCPS Academically or Intellectually Gifted Department will review the grievance within 10 school days of receipt of the appeal. The NCPS Academically or Intellectually Gifted Department will respond in writing to the parent/guardian and school principal concerning the outcome of the review within 10 school days of receipt of the appeal. If the disagreement is not resolved, then an appeal to the Superintendent may be made.

Step III – Appeal to the Superintendent

The parent/guardian may appeal the AIG Coordinator's decision in writing to the Superintendent or his/her designee within 10 school days of receiving written response from the AIG Coordinator. Superintendent reviews the grievance within 10 school days of receipt of appeal. Superintendent responds in writing to the parent/guardian, principal, and AIG Coordinator concerning the outcome of the review within 10 school days. In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance procedure would be implemented.

Step IV – State Level Grievance Procedure

The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to

- Whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student.
- Whether the local plan has been implemented appropriately in regard to the child.

Following the hearing, the administrative law judge shall make a decision that contains facts and conclusions of law. Notwithstanding the provisions of Chapter 150 B of the General Statutes, the decision of the administrative law judge becomes final, is binding on all parties and is not subject to further review under Article 4 of Chapter 150 B of the General Statutes. In accordance with state law, the NCPS employs policies, procedures and practices that safeguard the rights of AIG students. Written policies guide all aspects of the process for identification, referral, placement and service options. Clear procedures are outlined to protect the rights of AIG students who transfer into the system, demonstrate the need for reevaluation and show signs that may result in a plan for intervention. Policies, procedures and practices that protect the rights of all AIG students are clearly outlined in the NCPS System's AIG Plan.

Add-On Identification/Reassessment Process

- If a student indicates the need for reassessment based on additional strengths, the procedures for evaluation and nomination will be followed.
- Appeals Procedures
 - Parents/guardians have the right to disagree with nomination, placement or service options outlined in the student's DEP and are guaranteed due process.

Differentiated Education Plan (DEP)/Individual Differentiated Education Plan(IDEP)

- The classroom teacher(s), parents/guardians, AIG Facilitator and other personnel when required collaborate to ensure that the AIG identified student's DEP or IDEP is developed in his/her areas of strength and available services are matched to needs.

Reevaluation Process

- If concerns about an identified student's performance and placement arise, the AIG Facilitator, student's classroom teacher, parent/guardian and a member of the AIG Site Team should convene to discuss establishing an Intervention Plan and/or modifications in the student's Differentiated Education Plan

(DEP). After a minimum of one grading period, the AIG Facilitator, student's classroom teacher, parent/guardian and a member of the AIG Site Team should reconvene to review the student's progress and current eligibility status. If improvement has not been made, then an Individual Differentiated Education Plan should be developed and support is provided o the student in order to reenter the gifted service option(s) at a later date, if and when appropriate. The student's formal identification is not removed from the local and state headcount.

Transfer Students

- The AIG Team is obligated to consider students identified in gifted programs outside of the NCPS school system for local AIG service eligibility based on individual needs and local options available. When an identified K-5 student enrolls, the parent/guardian will receive a letter of consent for temporary AIG services with an outline of NCPS' process for placing transfer students. Students enrolling in NCPS middle and/or high schools, previously identified in another county, will automatically receive local service options.

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* Ideas for Strengthening the Standard

Utilize Local Norm from universal screeners for each school.

Planned Sources of Evidence

* Survey Results		
* NCDPI 22-25 Plan Feedback		
* NCPS NC Assessment Data, CogAT/Iowa Data		

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

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* Approved by local Board of Education on:

06/02/2025 

AIG Related Documents

Nash County Public Schools (640) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Type	Required Documents Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 25-28 Signature Page
Type	Optional Documents Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Phrase	Definition