Mission/Vision Statement and Funding

Vance County Schools (910) 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)

Vision Statement

The vision of the Vance County Schools Academically Intellectually Gifted Program is to discover, nurture, develop, and empower the potential in all AIG students.

Mission Statement

The mission of the Vance County Schools Academically Intellectually Gifted Program is to maximize the potential of gifted and talented learners by providing services and programs that match their unique social/emotional, academic, and intellectual needs

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 209,989.00	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

Vance County Schools has implemented thorough and equitable procedures for screening and referring academically and/or intellectually gifted students. Each year, the AIG Coordinator provides schools with information about these processes and procedures, engaging key stakeholders in the discussion. The district considers students from all grade levels for identification, provided there is supporting data; however, the specific screening and referral procedures differ by grade band, depending on the types of available data. Nominations for gifted identification are accepted year-round from various stakeholders, including teachers, parents, students, and administrators.

During the first nine weeks of school, students are screened using a combination of traditional assessments and non-traditional indicators from a variety of sources, such as those listed below. Student referrals for AIG identification are not confined to a specific grade or time frame. The process is continuous, allowing for ongoing identification as students' progress academically. Teachers, administrators, community members, parents, peers, and even students themselves can refer students at any time.

Approved Aptitude Test: CogAT or any other approved Aptitude (IQ) Assessment with percentile score

Approved Achievement test: IOWA, Woodcock Johnson, WIDA, Pre-ACT, ACT, SAT, BOG, EOG/EOC,

Approved Achievement Data: I-Ready, Math Quantile, Reading Lexile, mCLASS, Advanced Placement Scores, ELL Progression, and Weighted Grade Point Average of 3.70

Other Approved Data: Grades, Gifted Behavior Rating Scale, Report Card, Above Grade-level work samples, Portfolios, and Parent/Guardian, Teacher, or Student/Self Recommendation.

Screening and Referral Processes

K-2 Grade Span

1. 1. During the first marking period, AIG Specialist observes each K-2 classroom at least 2 separate times during the Reading and Math classes.

2. AIG Specialist teaches 2 whole group lessons in each K-2 classroom during the first marking period in Reading and Math.

3. AIG Specialists meet with each K-2 teacher to go over observations and lessons to discuss students showing potential in 1 or both subjects. Additional data is collected, e.g, I-ready data, M-Class data to identify students for possible placement for K-2 NETS programs.

4. A universal screener is administered to all 2nd graders in February each academic year. Students who score 80% or higher on the screener or score in the top 20% in *local norms are placed in the screening pool. Those students who score 92 or above on the subtest of the universal screener are automatically referred to the AIG program.

Screening or data point reviews for students in Kindergarten through fifth grade will be conducted at the middle and end of the year.

Particular attention during screening and the referral process is given to potentially gifted students from culturally diverse, economically disadvantaged, or special populations.

3rd -12th Grade Span

Data is collected and analyzed each quarter in grades 3rd -12th grade. EOG/EOC scores are also reviewed in the spring of each academic year, along with Beginning of Grade assessment for 3rd graders. Those students that score the highest level in Math are automatically referred for the AIG program. Students that score the Highest Level on the ELA or Science are referred , but additional data will need to be collected. Examples of other data are: Beginning, Middle, and End of Year Assessments (i.e., K-5 iReady, mClass), benchmarks (i.e, NC Check-in) in reading and mathematics, Gifted Behavior Scale, or Student Portfolios. Students scoring 80% or higher on Criterion-Referenced or Nationally Normed assessment will be placed in the screening pool throughout the school year.

AIG Specialists collaborates with special populational staff (ie Exceptional Children and English Language Learner) to review identified student data and all previous assessments, and , WIDA English Language Development (SLD) Standards, previous assessments for students in Exceptional Children services, additional measures that show student potential to ensure all students are part of the ongoing screening process.

An annual evaluation of all high school students is conducted by the High School Specialist to analyze achievement data in areas that qualify for automatic referrals. These areas include:

- EOC Data
- Pre-ACT, SAT, or ACT tests at or above the 90th percentile
- GPA
- Advance Placement tests at or above a level 3

For students in grades six through twelve, screening or data point reviews will take place at both the middle and end of the year.

K-12 Students are referred one of four ways: screening pool, self/student referral, teacher referral, or parent/guardian referral.

1. <u>Screening Pool</u>

a. All data collected during the screening process will be used to support the AIG identification process.

i.Data will be analyzed at each Benchmark and at the end of each semester for possible students.

b. The referral for differentiated services in the gifted education program is submitted to the Academically Gifted (AIG) Specialist at each individual school site. The Gifted Identification Team (GIT) at each site will then review the referral with the AIG Specialist.

c. The GIT reviews all available data and uses the Parental Notice for AIG Evaluation (Permission to Test Form, AIG 2) to communicate to parents the next phase of testing.

d. The Parents' Rights Handbook is provided to parents of students who are formally referred after achievement testing.

2. Teacher Referral (Can be submitted anytime throughout the academic school year.) May be modified since we are screening all year.)

a. Teachers complete AIG Teacher Referral Form (AIG1a) and submits to the Academically Gifted Specialist at the individual school site.

b. The GIT reviews teacher referral and uses the Parental Notice for AIG Evaluation (Permission to Test Form, AIG 2) to communicate to parents the next phase of testing.

c. The Parents' Rights Handbook is provided to parents of students who are formally referred after achievement testing.

3. Parent Referral (Can be submitted between August 1 and March 31 each academic school year.) May be modified since we are screening all year.)

a. Parents complete AIG Parent Referral Form (AIG1B) and submits to the Academically or Intellectually Gifted Specialist at the individual school site.

b. The GIT reviews parent referral. Parental Notice for testing is included in the Referral form.

C. The Parents' Rights Handbook is provided to parents of students who are formally referred after achievement testing.

4. Self/Student Referral (Can be submitted anytime throughout the academic school year.) May be modified since we are screening all year.)

a. A Student referral for AIG identification is not limited to a specific grade or time period. It is an ongoing process as students continue to grow academically. Teachers, administrators, community members, parents, or peers can refer students at any time, as well as student self-nomination

Each school site will include a listing of students from diverse cultural and economic groups who demonstrate a high interest or performance potential in any academic area. Schools will begin to develop a Portfolio of these students with required components to reflect their academic achievements.

*Local Norms= Scores based on comparative analysis of other students (same age or grade level) in their local district or school. (CogAT, Riverside Insight,2017)

* **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.

Vance County Schools have developed a process and criteria for identifying AIG students across all grade levels, K-12, offering multiple opportunities to demonstrate a student's aptitude, achievement, or potential for success. This criteria includes both quantitative and qualitative data to create a thorough learner profile.

In compliance with Article 9B, Vance County Schools has established identification criteria to recognize and identify students who demonstrate high performance or the potential to perform at advanced levels in academic areas (reading and/or math) and intellectual domains.

By providing individually appropriate differentiated services, Vance County seeks to address the needs of underrepresented populations.

*However, within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student from consideration.

*Information from any indicators in the identification process may be used in matching students with appropriate service options.

*Information used from each process indicator is directly related to the service option considered.

*Information from indicators may be given priority for specific service options.

Students can qualify for AIG services with one to three data points. No single data point can disqualify a child from being eligible for AIG.

K-2 Nurturing Educational Thinking Skill Program (NETS) Identification Process

- Grades K-2 Nurturing Educational Thinking Skills (NETS) Program Screening Process
- AIG Specialist observes each K-2 classroom at least 2 separate times during the first marking period.
- AIG Specialist teaches 2 whole group lessons in each K-2 classroom during the first marking period.
- AIG Specialists meet with each K-2 teacher to go over observations and lessons to discuss students showing potential. Additional data is collected, e.g, i-ready data, mCLASS data to identify students for possible placement for K-2 NETS programs.
- Look at students that have 2 scores of the highest level for I-Ready, Quantile, Lexile, mCLASS.
- *Particular attention during screening should be given to potentially gifted students from culturally diverse, economically disadvantaged, or special populations.*

Grades 3 – 8 Pathways

- Intellectually Gifted (IG):
    - Students whose score is 96% or above on the composite or non-verbal portions of the achievement or aptitude test

or

· Students who score the highest level on the Science NC End of Grade (EOG) Science **and** scores at the highest level on an approved Science Achievement data point

- Academically Gifted: Reading (AR):
  - 92% on the Reading (Verbal) portions of the achievement or aptitude test

or

· Students who score between 85% - 91% on the Reading portions of the achievement or aptitude test **and** scores the highest level on an approved Reading Achievement data point.

or

· Students who score the highest level on the 3rd Grade BOG or Reading EOG **and** scores at the highest level on an approved Reading Achievement data point

or

· Students who score between 80% - 84% on the Reading portions of the achievement or aptitude test **and** score the highest level on two approved Reading Achievement data points **and** perform well on a Reading other approved data points.

or

· Students who score the highest level on two of the approved Reading Achievement data points **and** perform well on two of the Reading other approved data points.

- Academically Gifted: Math (AM):
  - 92% on either of the Math (quantitative or non-verbal) portions of the achievement or aptitude test

or

· Students who score between 85% - 91% on either of the Math portions of the achievement or aptitude test **and** score the highest level on an approved Math Achievement data point.

or

· Students who score the highest level on the 3rd Grade Math EOG **and** scores the highest level on an approved Math Achievement data points

or

· Students who score between 80% - 84% on either of the Math portions of the achievement or aptitude test **and** score the highest level on two approved Math Achievement data points **and** perform well on a Math other approved data points.

or

· Students who score the highest level on two approved Math Achievement data points **and** perform well on two of the Math other approved data points.

- Academically Gifted: Reading and Math (AG):
  - 92% on Reading (Verbal) and Math (quantitative or non-verbal) portions of the achievement or aptitude test

or

· Students who score at least an 85% - 91% on the Verbal and Math portions of the achievement or aptitude test **and** score the highest level for both an approved Reading and Math achievement data point.

or

· Students who score the highest level on Reading and Math EOG **and** score the highest level for both an approved Reading and Math achievement data point.

or

· Students who score the highest level on two each of the approved Reading and Math Achievement data points **and** perform well on two each of the Reading and Math other approved data points.

- Academically and Intellectually Gifted (AI or AIG) :
  - Academically and Intellectually Gifted (AI): Students who have met the criteria for academically gifted in math, reading, or both through pathway 1 (92), **and** have met the superior range (96) in the non-verbal for Intellectually Gifted.

- AR, AM, AIG, Alternative Pathway for Placement (Special Classes EC, ML and 504):
  - 85% or higher on any Aptitude or Achievement in Math and /or Reading **and** perform well on three of the Math and/or Reading other approved data points.
  - The following assessments are being utilized to increase the representation of Hispanic, African American, and low-socioeconomic status students in the AIG program. While VCS has a significant exceptional children's population, the number of twice-exceptional students remains low, making them an underrepresented group.
  - Some of these assessments are already in place.

· Performance-based assessments

· Checklists with anecdotal notes

· Portfolios of demonstrated evidence

· Observations with anecdotal notes

· Gifted Behavior Scale Checklists

· Individual work products with evaluation rubrics

- *Particular attention during screening should be given to potentially gifted students from culturally diverse, economically disadvantaged, or special populations.*

Grades 9 – 12 (13) Pathways

· IG:

· Students whose score is 96% or above on the composite or non-verbal portions of the achievement or aptitude test

or

· Students who score the highest level on the Science End of Course (EOC) Biology **and** scores at the highest level on an approved Science Achievement data point

· AR, AM, AG:

· 92% on Reading (Verbal) and Math (quantitative or non-verbal) portions of the achievement or aptitude test

and/or

· Students who make the highest level on the Math EOC and/or Reading EOC **and** have met one of the following criteria:

· Level 3 or above on an Advance Placement (AP) test

· Score of Achievement on the PSAT, SAT, ACT at or above 29

· Weighted Grade Point Average of 3.70

· Portfolio assessment that supports the student's advanced ability/achievement and has a need for AIG services.

Transfer students- Transfer students maintain their gifted identification and services upon receipt of official documentation. In the interim, until documentation is received, administrators use available data to place students in appropriate learning environments.

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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.

The majority underrepresented population across the district is African American; however, Hispanics also make up a large portion of underrepresented students in AIG. VCS has a large exceptional children's population, but a low twice exceptional population, this too is recognized as an underrepresented population.

· Vance County's NETS program provides opportunities for K-2 students to demonstrate gifted behaviors in Reading and Math

· Nomination by any school personnel, parents, and other stakeholders is used to increase the screening pool.

· Utilize culturally responsive learning strategies in the regular classroom that meet individual and cultural learning needs

· Use of Gifted Rating Scales for additional evidence for underrepresented populations

· Portfolios of work samples, projects, videos, higher order thinking, and problem solving

· Interventions to support unique learning styles, multiple intelligences, and differentiated content and instruction

· Use of portfolio and Pathway 5 to provide an alternate identification pathway for students who have a 504, or IEP or are EL to qualify.

· Use of Individual Differentiated Education Plans (IDEPs) to provide an alternate educational plan to incorporate other additional education needs due to 504s, EL plans, or IEPs.

· Professional development is provided for AIG Specialists and other teachers to support the learning characteristics and gifted behaviors of students from underrepresented populations.

· Encouragement of parent participation in annual course selection

· Continuous monitoring and review of nominations and referrals for AIG services

· The AIG Program uses individual assessment instruments (standardized tests) for referral and identification of underrepresented populations does may include non-verbal intelligence tests.

· Modifications are allowed on assessments (e.g., EOG, EOC, etc) for any student with a 504, EL, or IEP for Aptitude and Achievement testing.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	8.64%	---	11.11%	---	15.00%
Male	---	<5%	7.68%	---	---	---	14.94%
Total	---	<5%	8.13%	---	7.62%	---	14.97%

Percent of Total AIG Students Identified as Dual Exceptionality

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* **Practice D**

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

Vance County Schools maintains procedures that ensure fair, equitable, and consistent screening, referral, and identification of students who demonstrate the need for rigorous differentiation.

To ensure that all schools understand the AIG screening, referral, and identification process, the district will create a Google Folder with all relevant documents outlining the steps and criteria for each process. Since these processes can occur year-round, this folder will serve as a valuable resource and support.

· The screening and referral processes occur all year.

· The AIG Coordinator will meet with all school staff at the beginning of each school year to provide training on the process and procedures of the screening and referral processes. Staff will be trained to see which students may need further assessment and/or eventual placement in the differentiated service continuum of gifted education. Particular attention during screening should be given to potentially gifted students from culturally diverse, economically disadvantaged, or disabled populations, many of whom are included in the nurture program.

· There are students who are academically strong and those who show potential to be AIG. Staff will be trained to recognize which students should be referred. Teachers and administrators can refer a student for AIG at any time during the year. It is essential for teachers to advocate for students when they observe significant potential in academics and/or intellect.

· Identification Process will occur each quarter.

· There are several pathways at different stages and grade levels when students will be identified. With the different pathways, school staff will be provided in this process, so data points can be gathered during the year to support possible identification.

· The AIG Coordinator monitors the effective and efficient flow of students through the screening, referral, and identification process throughout the district.

· Flowchart will be used to assist GIT and teachers of the screening, referral, and identification processes.

* **Practice E**

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

School Personnel

· Beginning of the year teachers and school staff are informed during a staff meeting about the AIG program and the screening, referral, and identification process.

· Each school will hold a parent meeting to discuss the AIG program.

Parent/Guardians/Students

· Information will be disseminated to parent/guardians through the use of Parent/Guardian Consent for Evaluation, Summary of Evaluation Results, and Differentiated Education Plan forms.

· Conferences are held to inform parents/guardians of their child's eligibility.

· Parents are provided copies of all documents.

· Parents of identified children will be invited to attend a group meeting each year to develop a DEP/IDEP. Parents are provided a copy of the DEP/IDEP.

· The Parents' Rights Handbook is provided for those students who are formally referred.

· All communication is provided in Spanish as well as English.

Community-at-Large

· VCS AIG Website contains up-to-date information about the AIG program. Parent AIG Webinar recordings are housed on the District AIG website.

· The AIG Informational Brochure is available on the website.

· Twitter- We invite school personnel, parents/guardians, students, and the community-at-large to follow us on Twitter at @VCS_AIG

· Other Social Media-The VCS Communications Department receives curated information and photographs pertaining to our AIG program for dissemination across their social media platforms

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

The VCS AIG team systematically documents and analyzes a variety of evidence to support each AIG identification decision. Below is an overview of the comprehensive identification process.

· During the identification process, all data gathered for the student is placed in the file. Data includes but is not limited to classroom observations, behavior scales, achievement and aptitude testing records and any evidence provided by the classroom teacher and/or parents.

· All data is recorded on the AIG 3 form, which is placed in the file.

· If the student meets identification criteria for AIG services or Nurture program:

o School staff are notified of the student's eligibility for AIG services

o Parents are notified by an AIG staff member and a meeting is scheduled.

o During the parent meeting, the following will be discussed: data used for qualification, Nurture or AIG services, develop a DEP and student folder contents.

· If No Services are needed, the sleeve is placed in the DNQ (Does Not Qualify) folder for the specified school

o School staff are notified of the student DNQ.

o Parents are notified by an AIG staff member and a meeting is scheduled.

o Data is reviewed with the parents for the reason of the DNQ.

· Folders are maintained at each school. Each folder contains:

o AIG1 Referral

o AIG 1C Behavioral scales completed by teachers/parents

o AIG 4 Portfolio (as needed)

o Classroom evidence provided by the teacher

o Observation data gathered by the AIG Specialist

o Work samples

o AIG 2 Permission to Test

o Test/Scores

o AIG 3 Summary

o AIG 5 Data Card [Green form Includes name and date of birth labels, labels with all scores from (CogAt, ITBS, Kbit) placement (AR, AM, AG, IG, or AI), and updated EOG scores.]

o DEPs and IDEPs

* **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 students have Differentiated Education Plan (DEP) plans in place throughout the district. At the beginning of each academic school year, the DEP is written to address appropriate differentiation and services for each gifted student. The Classroom Teacher, the AIG Specialist, and School Counselor

collaborate to match services with needs based on student data prior to the formal DEP meeting. A formal DEP meeting is then scheduled with parents/guardians to collaborate about the options recommended by school personnel. If more specific needs other than those listed on the DEP are needed, an IDEP is developed.

DEPs/IDEPs are written and reviewed each fall with parents/guardians. Once students reach grades 5, 8, and 12 plans are revisited in a transition meeting.

*** Ideas for Strengthening the Standard**

Ideas for Strengthening the Standard

- Consistently work with ESL and Twice Exceptional Populations that demonstrate potential for identification.
- Provide more professional development for teachers to ensure they know the difference between a smart and an AIG student. This is ensure most students being referred will hopefully place.
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Planned Sources of Evidence

*	AIG Headcounts
*	Increasing numbers of students identified from under-represented populations and 2Es.
*	Screening and Referral Data Sheets

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	CogAT Opt-out testing Letter

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Standard 2: Comprehensive Programming within a Total School Community

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

* **Practice A**

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

Vance County Schools operates on the belief that we must develop the maximum potential in all of our students. The Gifted Education Program is part of a continuum of services that promotes and supports the academic achievement of all students and that provides appropriate educational opportunities for the academically and/or intellectually gifted child. The learning needs of students who exhibit gifted behaviors are different from other students of their age, experience, or environment. Students exhibiting exceptional abilities exist in all cultural and socioeconomic groups. We believe that giftedness develops through diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, psychological, and social needs of students through an array of service options. These service options teach, challenge, and expand students' knowledge, while emphasizing the development of independent and self-directed learners. Programs and services for all grade levels are in place in Vance County Schools. Differentiated Education Plans (DEP) or Individual Differentiated Education Plans (IDEP) are created for each identified student with the teacher, AIG specialist, parent, and student to ensure the educational and intellectual needs of the students are being met. In the case of students who have special considerations, an IDEP may be created with the assistance of EL, EC teachers, or school counselors.

To effectively address the academic needs of gifted students Vance County Schools has implemented comprehensive services that seek to address the academic and intellectual needs of gifted learners across all grade levels and learning environments. In order to ensure that services match student’s educational needs we offer differentiated instruction, we have enrichment opportunities, and we foster challenging and engaging learning environments that cater to the unique strengths of our students. As we differentiate instruction we ensure that the process, content, product, and learning environment is adjusted as needed.

Content accessed by our AIG students should be more complex and challenging so that students are able to explore topics in greater depth. Process encompasses varied learning opportunities so that students can not only choose how they learn, but also be able to demonstrate their understanding of the taught content. Students are also able to create diverse products, such as projects, research papers, or presentations which are based on their learning interests and learning styles.

Our enrichment opportunities allow students to pursue their passions and interests through self-directed learning.We offer advanced courses for all students that vary based on grade level, and seek to provide opportunities for students to explore topics beyond the formal curriculum. Vance County Schools encourages AIG students to participate in competitions, science fairs, robotics competitions as we promote intellectual curiosity and challenge at all grade levels. As a result, we create a challenging and engaging learning environment that sets high expectations for all students and provides them with the resources that they need to be able to succeed. In several of our schools we have zSpace units and carts in classrooms.

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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.

Classroom instruction is student centered rather than being based on a one size fits all approach. As we expand excellence we embrace diversity, interest, abilities, and create an environment that is inclusive where all students feel valued and respected. Teachers work collaboratively vertically, horizontally, and cross curricula as lessons are planned for students at all grade levels.

Vance County Schools strives to have our AIG students available and accessible to them, highly skilled and specially trained school counselors who understand, are motivated, and enjoy working with students whose personalities, intellects, and behaviors are unique, unconventional, and often not "age specific" in their development. Nurturing and meeting the social and emotional needs of these students is just as crucial to their overall well-being and success as meeting and challenging their intellectual acuity and academic needs. Students in grades K-12 that are identified as academically and intellectually gifted require counseling services for the socio-emotional needs of diverse learners. In order to meet these needs, school counselors plan to include group and/or individual counseling sessions and peer support groups on a regular basis with identified students to assist them in dealing with their giftedness. Individual sessions are scheduled as needed, with underachieving gifted students, twice-exceptional students, gifted students from diverse populations and accelerated students are highly recommended to provide these students with educational encouragement and direction as well as support. Our school counselors work in conjunction with the AIG coordinators to keep students informed concerning after-school programs and/or summer enrichment programs that foster effective growth.

School counselors serve on the Gifted Identification Team to provide expertise concerning the social and emotional ramifications of acceleration options such as grade skipping, subject acceleration, early entrance to kindergarten, and concurrent enrollment.

In the middle and high schools, career counseling, which provides families and students with information regarding changing career paradigms, academic planning, and sessions on personal/social awareness, is provided as needed to foster academic and emotional support for gifted students. Assistance in applying for scholarships, internships, and educational enrichment activities is provided through counseling services to gifted students. Opportunities for participation in mentor-mentee relationships are also emphasized. The goal of counseling services in Vance County Schools in regards to the academically and intellectually gifted students is to ensure that each identified student fully maximizes his/her potential for academic success and develops as a contributing member of our global economy. Every effort will be made to provide counseling services to our identified students in Vance County Schools.

The AIG department has collaborated with our district behavior health team to address the social and emotional needs of gifted learners as well. This team participates in the support that we give to AIG students in our experiences that we have with AIG students throughout the school year. The District Behavior Health team consists of professionals such as psychologists, school counselors, social workers, and behavior specialists. The primary goal of this department is to ensure that students' emotional and psychological needs are addressed. The AIG department has had the team work with AIG students on a preventative measure so that we can ensure that students are given the tools they need to self-regulate and be aware of the options that are available to them. The AIG department is working with the District Behavior Health team to ensure that prevention programs are in place and that promotes the emotional well-being and safety, such as developing programs that focus on social-emotional learning. The aim is to also normalize conversations about mental health and encourage students to seek help they may need. By addressing both the emotional and behavioral health needs of students, a behavior health team helps create an environment where students can thrive academically, socially, and emotionally. Their work is essential in ensuring that mental health is prioritized and that students receive the care and support they need.

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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.

High expectations are a priority and differentiation is a necessity; as such, integrating AIG programs and services into the total instructional program of the PSU benefits not only gifted learners, but all students as well. Goals and services are aligned to the NCSCOS and provide rigor, which aligns programs and services with the areas of identification. At the elementary level, programs and services are provided based on identified areas of Reading and Math.

Curriculum is modified and differentiated based on students needs within the regular classroom with AIG Specialists assisting or co teaching. At the middle or high school level, differentiated curriculum, and instructional opportunities are delivered through advanced classes such as Advanced Placement, Honors, Credit by Demonstrated Mastery, College and Career Promise (Dual Enrollment) courses through the local community college, Distance Education, and the opportunity to apply to attend Early College or the NC School of Math and Science. High school students will be allowed to self-select their courses based on their academic needs. Students are encouraged to take a minimum of 1 advanced class a semester.

The AIG program is woven throughout all programs and services offered by Vance County Schools. Students who are identified as gifted will receive instruction in their identified area(s) through placement in cluster groups or advanced content classes. Service options will be included on the student's DEP and reviewed as needed with classroom teachers and parents to ensure services are appropriate for each student. Collaboration among AIG Specialists, classroom teachers, and other personnel will be ongoing to ensure the needs of gifted students are met. Ongoing collaboration among classroom teachers, AIG Specialists, counseling services, and other personnel involved with gifted education connect and enhance curriculum at all levels through PLCs and district wide initiatives.

The AIG Coordinator will attend district leadership meetings when appropriate. All common resources are stored with the AIG Coordinator so that they are available to every AIG specialist, or other educators who wish to use. Professional Development is provided for all teachers on strategies to address the needs of all levels of learners. To ensure integration of AIG services with the total school program, the AIG Coordinator collaborates with the Superintendent of Schools, Assistant Superintendent of Curriculum and Instruction and School Administrators.

AIG students are scheduled in classes with like-ability learners. Clustering is highly recommended for reading and math from grades 3-8, based on student area(s) of identification in groups of 5 to 10.

* **Practice D**

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

Clustering is highly recommended for reading and math from grades 3-8, based on student area(s) of identification in groups of 5 to 10. Students identified as AIG or as Nurture should be grouped together.

In grades 3-8, identified students are clustered together. Cluster grouping allows gifted students to work together throughout the day, yet they are never totally separated from the other students. The AIG Specialist is responsible for providing the Principal and School Counselor a list of identified AIG students prior to the placement of students in classes. This information is also available in PowerSchool. The purpose of the list is to intentionally serve as a tool to ensure students are placed with an AIG certified teacher or a teacher that has a good understanding and willingness to develop and implement service options for gifted learners. It is also recommended that the comprehensive needs of AIG students be considered when grouping for instruction. The review of testing and other data should be used to determine effective grouping practices.

In grades 6-8, identified students are placed in advanced math and language arts classes. Student achievement data are reviewed and considered for the placement of students in advanced courses. In our middle schools students are placed in special programs that are specifically for our gifted students so that

we can ensure that they get the advanced courses and compacted math as needed. This specialized placement also allows students to be exposed to differentiated instruction and the needed flexible grouping to meet their needs.

In grades 9-12, students are encouraged to take honors and/or advanced placement classes. They also have the opportunity to participate in Career and College Promise (CCP) or apply to attend Early College. Vance County Schools high school students are also able to enroll in college courses. Many of our high school students graduate with college credits, and at the early college they are able to get their transcripts evaluated and exempted from some of the first two years of college courses based on the credits they were able to earn at Vance Granville Community College.

To ensure the needs of gifted learners are being met, school counselors, principals, regular education teachers and AIG specialists analyze collected data to support placement and/or provide appropriate services for students. School counselors, principals, regular education teachers and AIG specialists also meet with both parents and students to discuss the educational needs for gifted students.

During AIG parent nights AIG coordinators ensure that there are break out sessions that incorporate the relevant district department such as Music, to ensure that parents and students are given the opportunity to and needed information as students move from one grade level to the next.

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

The AIG Coordinators and AIG Advisory Board works together to decide what information is pertinent to share with internal stakeholder groups for successful implementation of the AIG plan. Once the plan is created it is posted on the district's website at the Advanced Learning location that is accessible from the main page. Any addendums will be posted on the district webpage as well.

Presentations are created and outlined/discussed with each group of stakeholders (Regular Education teachers, Administration, Resource/Counselors/ESL Teachers) at varied times throughout the school year. At the start of the school year for example, the AIG Plan and expectations for all stakeholders will be presented in session during the district Professional Development days. Throughout the school year we have several additional district professional development days, during those sessions we offer professional development sessions about differentiation and instruction for AIG students. The AIG coordinators host informational sessions throughout the school year so that regulations related to gifted education and the local AIG program and plan can be presented to all stakeholders. AIG Coordinators also has bimonthly newsletters that is sent out to all stakeholders that also reaffirms how to deliver differentiated services and instruction to AIG students, lists applicable AIG resources, regulations and the local AIG program updates and plan.

There is a Presentation and Information Sheet that is made available on our AIG website. The Presentation and Information Sheet includes screening and our referral process, services offered, and general information about Vance County Schools AIG program and plan.

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

The needs of the advanced learner are best met when teachers maintain communication between schools to ensure effective continuation of AIG services. The AIG Specialists meet with parents and students of all AIG students at least one time per year to complete the annual review and complete DEPs and/or IDEPs. When a student approaches a key transition time (i.e. 5th, 8th, or 12th grade), a transition meeting will occur during the early spring (e.g., February or March).

- Transitioning from 5th to 6th
  AIG specialists/leads will work with principals and school counselors to ensure that the AIG students transitioning to middle school are placed into

advanced learning classes.

- Transitioning from 8th to 9th
  AIG specialists/leads will work with students, parents, principal, and school counselors to ensure students transitioning to high school are placed into Honors, or AP classes. Students transitioning from 8th grade to high school work with their parents, teachers, and a guidance counselor to complete a plan for their four-year course of study with consideration given to Advanced Placement, Honors, and Career and College Promise (CCP) courses. Differentiated Education Plans (DEP) and/or Individual Differentiated Education Plans (IDEP) for secondary students allow for self-selected courses based on a student's strengths.

- Transitioning from 12th to Life Beyond High School
  AIG specialists/leads will work with students, parents, principals. and school counselors to support decisions about college, career, and/or military options.

* **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.

VCS has a variety of acceleration opportunities we offer to our middle and high school students.

Compacted Content

Compacting Content is a technique used to identify skills students have already mastered. Students are given a pretest to identify mastery of skills for a unit of study. Once mastered skills are identified, the teacher can differentiate instruction by making adjustments to the curriculum by replacing content students know with new content, enrichment options, or other activities. Most of Vance County Schools compacted content is offered in math for our middle school students.

Credit by Demonstrated Mastery

Credit by Demonstrated Mastery (CDM) is a process that employs a body of evidence to award a student credit in a particular course without requiring the student to complete classroom instruction. The process is open to all students in grades 9-12 for high school courses and students in grades 6-8 for any high school course offered in middle school. VCS follows the state procedural guidelines for implementing CDM.

Dual Enrollment

Career and College Promise (CCP)- Students are allowed to enroll and take college classes at Vance Granville Community College. These classes will count toward high school and college credits. Many of our students at the Early College take advantage of this opportunity and that is why that school is located on the grounds of Vance Granville Community college. We also bus students from Vance County High school so that they can take advantage of the opportunity to earn college credits as well.

Subject and/or Grade Acceleration

Subject acceleration moves students ahead in one or two specific content areas,whereas grade acceleration moves students ahead a whole grade level. Subject and/or Grade acceleration is considered upon request of the parent or teacher of a student. This process is taken very seriously, as it may have an impact on the social and emotional well-being of students. This is offered K-12 for all Vance County Schools students as their need may stipulate.

An Aptitude and Achievement test must be given; scores of 98% or higher must be made. If grade/ subject acceleration is approved, school staff will meet with the student on a regular basis throughout the year to make sure the student is comfortable in the environment and to make sure the workload is appropriate. The AIG Specialist, School Principal, and School Counselor meet annually with the student and parent of any grade accelerated student to determine scheduling needs for the next school year.

Early Admission to Kindergarten

VCS follow the state requirements- Age 4 by April 16th, Testing cannot take place until after April 16th, Aptitude & Achievement Test scores of 98% by Licensed Psychologist, 2 Non-Family Recommendations, and Interview with School Principal.

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

Vance County Schools strives to cultivate and develop the potential of our K-3 students by providing early intervention and talent development opportunities through purposeful and intentional programming in a variety of ways. The aim is to ensure that we foster a nurturing, inclusive, and enriching environment that provides the needed opportunities for every child to reach their full potential. We intend to do the following in order to cultivate and develop the potential of our K-3 students.

Early Intervention Programs

- Screening and Assessment: Screenings early can help us as a district to identify students who may have advanced abilities. We intend to work closely with the needed departments such as our Exceptional Children's Department as well and screen for developmental delays, language skills, and academic readiness. Regular formative assessments can ensure that students' needs are being met at all times.
- Tiered Instructional Model: Once we identify students as a district we can ensure that the needed interventions, be it nurturing, special education services or small group instruction, can be implemented as soon as a need is identified.

Talent Development Programs

- Academically Gifted: Vance County Schools intends to identify our gifted students for this is critical to ensuring that we provide the needed and appropriate educational challenge and opportunities to our students. We will screen as early as in Grade 2 using the COGAT and then ensure that the necessary nurturing is done for K-3 students.
- Enrichment Opportunities: Students who show potential and/or interest in areas such as music, art, science, mathematics, will be given the opportunity to participate in varied enrichment activities such as after school activities and trips during the school day to our Center for Innovation. The aim is to offer exposure to various fields so that students can discover their strengths early.

Social - Emotional Learning

- Positive Behavioral Support : As we develop the academic aspects of the opportunities afforded to our students, the AIG Coordinators want to ensure that K-3 students are provided with the tools to be able to manage their emotions from an early age. The aim is to provide programs that focus on skills like self-awareness, self-regulation, and empathy. This skill building can be fostered through teaming up with the PBIS support that the district offers and is available at the school level. The aim to ensure that we collaborate with the needed departments as we attempt to create a safe and supportive environment where we can harness not only academic abilities but also develop social skills.

Differentiated and Inclusive Curriculum

- Tailoring Learning: It is important to recognize that in early grades, teachers can provide differentiated instruction that adjusts content, process, and also product based on the learning styles, needs, and academic ability of their students. The AIG Coordinators intend to ensure that teachers are given the tools to be able to be responsive to the needs of the students in K-3

Professional Development for Educators

- Teacher Training: AIG Coordinators will provide ongoing professional development and incorporate the district curriculum specialists in the professional development sessions as well. Teachers are the primary drivers of early intervention, as a result they must be given the tools that will assist them to identify and support the varying levels of academic support.

Collaboration with Families and Communities

- Parent Involvement and Community Partnerships: Vance County Schools knows that strong communication between schools and families is key to supporting student growth. AIG Coordinators will provide resources, workshops, and strategies for parents so that we can extend learning beyond the classroom. We intend to collaborate with local businesses, universities, and organizations so that we can provide additional opportunities for students and expose them to diverse opportunities from an early age.

Data Driven Decision Making

- Ongoing Monitoring and Adjustments : Vance County Schools AIG Coordinators will provide the necessary support to teachers and schools so that we can ensure that data is used continuously to monitor student progress. The data can include formal assessments, teacher observations, and student work samples. By using ongoing data we can adjust nurturing as needed so that we are meeting the needs of K-3 students. Particular talents will have an individual plan that is tailored to meet the needs of the student. Ongoing data collection can ensure that we are intervening early and developing student talents.

Flexible Learning Environments

- Technology: The use of technology can support personalized learning and allow students to work at their own pace while exploring areas of interest. Technology can be used to provide experiences that reach beyond the walls of a classroom. K-3 students can take virtual educational field trips, visit interactive websites, and extend their knowledge using technology.

* **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.

Vance County Schools has developed a nurturing program to identify and nurture high potential in students of all grade levels. Through the nurture programs as described below, the representation, participation, and performance of special populations in academically and/or intellectually gifted programs will increase.

Grades K-2

Vance County Schools will nurture and develop the academic and/or intellectual potential of all K-2 students through Nurturing Elementary Thinking Skills (NETS) program. The AIG Specialist presents inclusion activities, giving an entire class exposure to higher order thinking skills.

Grades 2-8

EOG/EOC scores are reviewed yearly to screen all students. In the spring the Cognitive Abilities Test (CogAT), which is a universal screener, is given to all 2nd grade students. Students can be referred by parents, teachers, or administration. Students who are tested and do not qualify yet display advanced skills and abilities are identified as nurtured. These students are clustered with AIG students to receive services, and are retested the following year with parental approval.3-8 students also attend experiences at our Center for Innovation where they are exposed to real life content and applications in engaging ways. For example, students may have a session on robotics, engineering practices, and medical lab scenarios for the day at our Center for Innovation.

Grades 9-12

High school students are encouraged to take advanced course offerings such as Honors Classes, Advanced Placement, Dual Enrollment/ Career and College Promise, and/or apply to attend the NC School of Science and Mathematics. 9-12 students also have the opportunity to attend experiences at our Center for Innovation where they are exposed to real life content and applications in engaging ways. For example, students may have a session on augmented reality through zSpace (with a lab being at one of our high schools and our other high schools having access to a zSpace cart), robotics, engineering practices, and medical lab scenarios for the day at our Center for Innovation.

K-12 Teachers

All teachers have the opportunity to be trained on the use of technology in varied ways. We offer a zSpace lab that allows for teachers to teach their content in a learning environment that utilizes augmented reality (AR) and virtual reality (VR) technology in order to create immersive and interactive learning experiences so that hands-on exploration and problem-solving can be the focus. One of our AIG Coordinators is a zSpace champion and she assists with ensuring that the needed training is offered to all K-12 teachers so all k-12 students can be exposed to this platform through their regular classes at their school. Our Center for Innovation also has zSpace Champions who participate in training K-12 educators as well.

Vance County Schools AIG Coordinators and facilitators strive to ensure that the necessary ongoing professional development is offered to all stakeholders as we strive to promote equity and excellence as we provide advanced learning opportunities in varied intentional ways.

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

Extra-curricular programs and events that enhance and further develop the needs and interests of AIG students in a variety of ways are developed through the district, as well as at individual schools. AIG students are encouraged to participate in the following events.

- Battle of the Books
- EV3 Lego Robotics
- ZSpace Labs
- NC Governor's School
- Academic Clubs
- Beta Club/ National Honor Society
- Outreach Programs from regional colleges and universities, museums and other educational foundations

We seek to harness the musical and digital talents of our K-12 students through varied programs. At our Center for Innovation we have a digital laboratory and recording studio. Teachers can bring their students to our Center for Innovation on school trips. AIG Coordinators schedule our AIG students to attend AIG experiences at the Center for Innovation where we expose students to varied learning opportunities throughout the school year. Our digital labs allow us to harness the musical talents of our students as well.

We have a yearly Arts Alive that seeks to harness the musical talents of our students. Arts alive is a showcase of the dancing, singing, performance abilities of Vance County School students. When students come to the Center for Innovation for their experiences we offer a session that is specifically geared towards the arts as well.

*** Ideas for Strengthening the Standard**

Areas to Strengthening are:

- -Collaborate with the Director of the Center for Innovation to ensure AIG students participate in student experiences, e.g., RoboVance, SLICE Lab, Mindsphere Lab, etc..
- -Collaborate with principals to strengthen scheduling of AIG students.

- -Collaborate with external partners to seek extra and/or co curricular opportunities.

Planned Sources of Evidence

*	Increase number of AIG student experiences at the Center for Innovation
*	Master schedules that demonstrate increased AIG student enrollment in honors, AP, or CCP courses
*	AIG Advisory Board
*	Professional development to support elementary and secondary principals with AIG scheduling for all grade levels and clustering
*	Budget

Documents

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

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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.

Vance County Schools employs varied strategies to ensure that we address a range of ability levels in language arts, mathematics, and other content areas.

Strategies include but are not limited to the following:

Vance County Schools develops district expectations around differentiating the curriculum or content for students considering the following guidelines:

• Use the NC Standard Course of Study as an entry point for differentiation.

• Focus on experiences that enrich, extend, and/or accelerate the standards.

• Provide opportunities for students to work together with students of similar needs, abilities, and interests.

We also develop a model of implementation that allows for opportunities to enrich, extend, and accelerate the NCSCOS and address student needs throughout the day. Some examples are:

• Use interdisciplinary units to engage students in standards-based enrichment activities; these experiences may be grade level specific or across grade levels.

• Consider whole day/longer experiences to provide acceleration and extension/enrichment opportunities for students where project-based learning and problem-based learning are tied to NCSCOS in math, ELA, science, and social studies.

• Use technology to create personalized learning environments for accelerated pacing and differentiation.

• Implement a consistent plan (standard curriculum) of concept-based units for each grade level, including extension and enrichment opportunities throughout.

Support staff in differentiating the NCSCOS by:

• Developing opportunities for classroom differentiation by providing AIG staff and classroom teachers with common planning time.

• Providing coaching support and instructional resources for K-12 classroom teachers to enrich, extend, and/or accelerate the NCSCOS for AIG students.

· Considering co-teaching to support partnerships that provide support and direct instruction for AIG students.

As a minimum standard, all teachers are required to provide differentiated instruction within their classroom in all content areas that align with the North Carolina' s Standard Course of Study. All teachers provide opportunities for students to work together with students of similar needs, abilities, and interests with the support of specific strategies to differentiate curriculum and instruction.

The district uses data analysis protocols to support schools and instructional staff in identifying varying abilities and needs of students across content areas.

Curriculum and instruction are differentiated with a focus on enrichment, extension, and/or acceleration. Teachers and schools provide opportunities that enrich, extend, and accelerate the NCSCOS and address student needs throughout the day, which includes cluster grouping, advance courses, compacting, credit by demonstrated mastery, dual enrollment, CTE, mentoring, blended learning, and online courses.

The instructional staff for all content areas are expected to collaborate, plan, assist, advise, or co-teach to ensure students' needs are being met.

Centers: Collaborative

Teacher Lead Small Groups

Flipped Classroom

Personalized Pathways

Rotation Model

Professional development is provided to assist regular education teachers with differentiated instruction and co-teaching.

Ongoing professional development in differentiation and emerging learning in AIG support. This includes the start of the year and additional 3 times in accordance with the district calendar, monthly with district specialists, and are embedded in the district lesson plan template that is made available to all teachers.

AIG Specialists are expected to collaborate, plan, assist, advise, or co-teach with regular education teachers to ensure students' needs are being met. Professional development is provided by AIG Coordinators, district content specialists, and Multi Classroom Leaders that are based at several elementary schools, to assist regular education teachers with differentiated instruction and co-teaching. AIG Coordinators also ensure that they support the efforts of content specialists and make themselves available to support all k-12 teachers as requested

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

To address the range of learning needs for K-12 AIG students (Advanced and Intellectually Gifted) students, it is essential to use their identified abilities, readiness, and interests. This personalized approach ensures that instruction meets students where they are and challenges them appropriately. Here are a

few strategies that we will employ as a district as we use the key factors of abilities, readiness, and interests.

Identifying Abilities: The aim is to use each student's strengths to guide learning experiences that challenge their intellectual abilities.

Pre-Assessment: Students will be regularly assessed to ascertain their existing knowledge and gauge their current level of understanding and skills. This will avoid redundancy in content and provide advanced challenges for students.

Leverage Strengths: Some students may have strengths in verbal skills while others may have mathematical skills, while others excel in mathematical reasoning or creative problem solving. Abilities will be used as a basis to provide enrichment in areas that align with their needs and talents.

Acceleration: Students who are ready for more advanced coursework or content beyond their grade level will be provided with opportunities to work on more challenging material for their content area.

Progressive Pacing: Students will; be offered acceleration while providing additional support for those who may need more time with the material.

The aim to have students embrace challenges that meet the needs of the gifted learner, and ensure that challenges are appropriate for the student.

Content Modification Options:

Reading and Math Incentive programs Computer-based instruction Curriculum compacting

Differentiated Units/Projects Socratic Seminar

Thematic units' Independent contracts Learning Centers

Student-led conferencing/Student Portfolios Tiered Assignments

Cooperative Learning Research Projects

Advanced Placement Courses Dual Enrollment

Early Graduation

Flexible Grouping within the regular classroom

Cross Grade Level Instruction/Subject Acceleration

DEP

IDEP Required for Grade Skipping

Learning Environment Options:

Co-Teaching/Team Teaching- Consultative Services

Whole Class Instruction Enrichment Grouping

Cluster Grouping of Gifted Students

Cluster Grouping of Gifted Students Across Teams Acceleration by Subject (in regular classroom) Honors Course

Enrichment at CFI

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

Primary Education Thinking Skills (Nichols, Thompson, Wolfe, Merritt, 2012) supports the k-2 nurture program by building and developing critical thinking skills.

Jacob's Ladder K-8 Comprehension Units, Nonfiction Units, Affective Units support k-2 nurture with critical thinking and metacognition. This curriculum also supports grades 3-8 with critical thinking, metacognition, and social/emotional skills.

Project 3M supports grades 3-6 with critical thinking and math units.

Research based activities conducted at the Center for Innovation.

STEM (Science Technology Engineering Mathematics) Middle School Grades 4-12 - integrated lessons

Advanced Common Core Math Explorations (Burkhart, 2015) - Math projects that extend on the math standards in grades 5-8.

Multiple Intelligences (Gardner, 1993) - lessons, ideas, strategies on how to incorporate Multiple Intelligences into instruction

* **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.

Vance County Schools is a 1:1 school system; every student has a device. The county is working hard to ensure students have access to broadband internet. Schools use technology to enhance and enrich the curriculum. As we nurture students through the ongoing development of 21st century content and skills, we are able to encourage, stimulate, cultivate, strengthen, and equip our AIG students to compete globally.

Through technology we give students access to 21st century curriculum content to develop advanced skills that may include collaboration, problem solving, innovation, leadership and critical thinking.

Students have access to virtual learning through 3D labs such as ZSpace Labs. Teachers are trained to use the labs and schedule student interactive experiences in the labs.

Each elementary and middle school along with VCHS have robotics lego leagues.

Each elementary and middle school have active BETA clubs who are participating in community service projects. All teachers in the county have access to training that incorporates and integrates blended learning into instruction.

Vance County Schools strives to foster the development of durable skills and mindsets for post-secondary success. These skills go beyond academic success and the intent is to focus on creating the environment that fosters the development of individuals that can adapt, collaborate, communicate, think critically and creatively and take responsibility for their actions.

To foster adaptability Vance County Schools will encourage flexibility and the ability to thrive in changing environments or when faced with new challenges. Students will be presented with real world challenges or tasks that do not have clear resolutions during their experiences that they attend at the Center for Innovation and where applicable in the classroom as well. This will require them to design a solution based on the scenario. Gifted students will also be encouraged to regularly reflect in the classroom on their work and accept feedback as we try to develop a growth mindset that will be beneficial in life after school.

In order to develop gifted student's ability to work effectively with others they will be assigned collaborative projects that will require shared responsibilities. Peer mentoring and problem solving in groups will also be facilitated with the aim being to allow students to learn how to actively listen and communicate their thoughts appropriately.

The building of communication skills will encompass both verbal and written formats. Debates, writing for multiple purposes and media literacy will be stressed for all students. The aim is to foster the development of the ability to express ideas effectively.

Creative and critical thinking skills will be developed through the use of open-ended projects and inquiry-based learning. Teachers will provide at all grade levels open ended tasks that align with their standards and require students to design their own approach to problem solving. Students via inquiry-based learning can explore their curiosities and seek solutions independently. Mind mapping is also a tool that will be used to assist students with brainstorming sessions so they can learn how to explore possible solutions to problems.

We also will foster an understanding of the importance of having empathy to others, and provide the class environment to consider the perspectives of others and know how to respectfully disagree if needed. As the AIG department works closely with the Mental Health team at the district level, students will be given the opportunities in class and at AIG experiences to participate in conflict resolution activities and be exposed to varied cultures so that they can be both culturally aware and responsive as needed.

Vance County Schools aim to provide the learning environment that will cultivate an attitude to be a lifelong learner, curious, and resilient student so that education is seen as a journey. The aim is to focus on the learning process, praising efforts, and intellectual growth and all other expectations will fall in place. We do not teach to the test, but we embrace the standards and provide learning opportunities that foster academic success and continued growth. Students will be taught how to hold themselves accountable as we model this expectation as a district to all students. By intentionally fostering durable skills- adaptability, collaboration, communication, critical, creative thinking, empathy, mindset, and personal responsibility- gifted students will grow academically and be prepared for success post-secondary education and beyond.

* **Practice E**

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

Regular education teachers use multiple assessments and evaluation tools for monitoring students' understanding and achievement. Strategies such as do nows and exit tickets, along with tools such as iready diagnostics, m-class assessments, performance -based assessments, projects, pre/post assessments (both local and state), and many other resources are used to differentiate curriculum and instruction to inform best practices for flexible grouping. The frequency of assessments include daily, weekly, biweekly, monthly, or nine weeks, allowing grouping of students to change as the needs arise.

Lesson plans are expected to reflect the multiple assessments and evaluation tools used for monitoring gifted students' understanding and achievement. Student assessments should be matched to expected learner outcomes. In doing so, teachers of gifted students may use these outcomes for continued instructional planning.

Assessments measure student progress and future needs, and are tools for curriculum evaluation effectiveness (Curriculum Planning and Instructional Design, VanTassel-Baska, 2003).

*** Practice F**

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

AIG students have different social and emotional needs and thus require access to highly skilled school counselors who understand, are motivated, and enjoy working with students whose personalities, intellects, and behaviors are unique, unconventional, and often not "age specific" in their development.

School counselors need to work with students individually, and in small groups as needed to address any unique social and emotional needs. Jacob's Ladder Affective Curriculum for grades 3-8 is used by AIG Specialists, Regular Education Teachers, and School Counselors to enrich individual and small group sessions with students.

*** Ideas for Strengthening the Standard**

Areas to Strengthening

-Investigate and purchase quality supplemental curriculum resources for Intellectually Gifted

-Professional Development in Co-Teaching and/or Blended Learning to support high-quality instruction

Planned Sources of Evidence

*	Classroom visits that demonstrate the use of Co-Teaching or Blended Learning
*	Budget according to the needs of the program
*	Professional Development in Co-Teaching and/or Blended Learning to support high-quality instruction

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	Any Grade Acceptance Letter

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Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.

* **Practice A**
Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

The AIG-licensed coordinator, with the help of AIG-licensed specialists plans, implements, revises, monitors, and sustains the principles of the local AIG program.

Gifted Coordinator

1. Will coordinate the Gifted Program for Vance County Part Time and teach Elementary Students Part Time.
2. Oversees actual implementation of the program.
3. Establishes procedures to provide equitable access for students from diverse cultural and economic backgrounds.
4. Coordinates AIG plan revisions as directed by North Carolina Department of Public Instruction and VCS.
5. Coordinates/administers testing at various levels.
6. Oversees material selection.
7. Serves as a consultant to teachers/administrators.
8. Models appropriate AIG instructional strategies.
9. Develops parent/community communication.
10. Evaluates effectiveness and appropriateness of comprehensive county program.
11. Directs countywide assessment of students for identification of gifted.
12. Coordinates AIG program staff development.
13. Coordinates Governor's School application process.
14. Manages the AIG budget in conjunction with Chief Officer of Instruction & Innovation

15.Serves on the Compliance Review Team.

16.Works with high school administrators and staff to provide appropriate mentorships, internships, or acceleration for selected AIG students.

17. Meets monthly with AIG Specialists.

18. Attends required regional and statewide meetings for AIG Coordinators.

19. Oversees AIG headcount.

20. Represents AIG on district committees to ensure the department's voice is represented and AIG laws and policies are upheld.

21. Collaborates with the Department of Public Instruction.

* **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 Elementary Specialist will

1. Assist with planning, developing, coordinating and monitoring the school level AIG Program which includes academics, intellect, and social and emotional needs.

2. Assess eligibility regarding potential of nominated students.

3. Coordinate and administer assessments for AIG placement.

4. Interpret norm referenced test results to administrators, teachers, parents, and guardians.

5. Follow procedures for identification and service requirements.

6. Evaluate the performance of students attending AIG classes.

7. Conduct reviews of DEPs/IDEPs for Annual Performance Review process.

8. Monitor the performance of students identified in regular education classrooms.

9. Participate, and chair the Gifted Identification Team.

10. Serve as a liaison between the AIG Program and school staff.

11. Analyze, interpret, and assist staff in using test data.

12. Communicate AIG curricular and instructional programs and information to school staff, parents, and school community members.

13. Implement the NETS K-2 through push in/ pull out on a regular basis.

14. NETS/Talent Development students will receive services through differentiated classroom instruction and centers.

15. Co teach/Team Teach in 3-5 Math and ELA where AIG/ Nurture students are clustered as determined per site.

16. Teach and assist intellectually gifted students in areas of need.

17. Attend regular AIG Specialists meeting.

18. Conference with professional staff and parents/guardians of AIG students as needed.

19. Provide essential AIG identification documents in alternate languages as needed.

20 Provide gifted coordinator with appropriate AIG information, including headcount data.

21 Have a working knowledge of the district AIG plan and can answer pertinent questions regarding district AIG plan.

22 Develop DEP/IDEP in consultation with parents and cluster teachers.

23 Assist in the planning and attend AIG Family Meetings (3 per year)

24 Hold transition meetings with 5th graders in February

Middle School AIG Site Leads will

1. Complete Differentiated Education Plans (DEP) for each student.
2. Assist with planning, developing, coordinating and monitoring the school level AIG Program.
3. Maintain student files for AIG students.
4. Conduct reviews of DEPs/IDEPs for Annual Performance Review process
5. End of the year Transfers. Rising 9th grade files will be transferred to their high school. Rising 6th grade files will be transferred to their middle school.
6. Check-In with AIG Students periodically. Staff will check with students about social and emotional needs and also check with 8th graders about Honors Classes in preparation for high school.
7. Conference with professional staff and parents/guardians of AIG students as needed.
8. Provide essential AIG identification documents in alternate languages as needed.
9. Provide gifted coordinator with appropriate AIG information, including headcount data.
10. Have a working knowledge of the district AIG plan and can answer pertinent questions regarding district AIG plan.
11. Develop DEP/IDEP in consultation with parents and cluster teachers. Assist in the planning and attend AIG Family Meetings (3 per year)
12. Hold transition meetings with 8th grade students and parents in January

High School AIG Site Leads will

1. Complete Differentiated Education Plans (DEP) for each student.
2. Assist with planning, developing, coordinating and monitoring the school level AIG Program.
3. Maintain student files for AIG students.

4. Conduct reviews of DEPs/IDEPs for Annual Performance Review process
5. End of the year Transfers. This includes 9th grade files that will be transferred to their high school.
6. Check-In with AIG Students periodically. Staff will check with students about social and emotional needs and also monitor and meet with students in reference to potential Honors and AP Classes.
7. Provide essential AIG identification documents in alternate languages as needed.
8. Provide gifted coordinator with appropriate AIG information, including headcount data.
9. Have a working knowledge of the district AIG plan and can answer pertinent questions regarding district AIG plan.
10. Develop DEP/IDEP in consultation with parents and cluster teachers.
11. End of the year Transfers- Graduating Seniors files will be sent to AIG Coordinator to file.
12. Assist in the planning and attend AIG Family Meetings (3 per year)
13. Hold Transition meeting with 12th graders in February.

* **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.

Focused AIG Professional Development (PD) is necessary to meet the unique needs of AIG students.

Recommended PD for Classroom Teachers

Elementary: Co-teaching/Team-Teaching, Differentiated Instruction/Best Practices, Modern Teacher, Characteristics, Social/Emotional Needs of Gifted Students, clustering/flex grouping, and Data Analysis

Middle School: Co-teaching/Team-Teaching, Differentiated Instruction/Best Practices, Modern Teacher, Characteristics, Social/Emotional Needs of Gifted Students, clustering/flex grouping, compacting, and Data Analysis

High School: Differentiated Instruction/Best Practices, Modern Teacher, Data Analysis, Characteristics, Social/Emotional Needs of Gifted Students, clustering/flex grouping, Honors/ Advanced Placement (AP)/ International Baccalaureate (IB) certifications

Recommended PD for Instructional Specialist

Recommended PD: Co-teaching/Team-Teaching, Differentiated Instruction/Best Practices, Modern Teacher, Characteristics, Social/Emotional Needs of Gifted Students and Data Analysis

Recommended PD for Student Services

Recommended PD: Social/Emotional Needs of Gifted Students, Characteristics, Identification/Pathways, Cluster/Flex grouping practices, Supporting gifted students needs, and Data Analysis

Recommended PD for School Administration

Recommended PD: Co-teaching/Team-Teaching, Differentiated Instruction/Best Practices, Modern Teacher, Characteristics, Social/Emotional Needs of Gifted Students, Identification/Pathways, Cluster/Flex grouping practices, and Data Analysis

* **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.

Vance County Schools: Local AIG Endorsement Program and Advanced Learning Support

Vance County Schools is committed to enhancing the quality of education for Academically and Intellectually Gifted (AIG) students by ensuring that our teachers receive specialized training. As part of this commitment, we are in the process of developing a **Local AIG Endorsement Program** to provide K-12 teachers with a district-level certification in gifted education. This endorsement will equip educators with the skills necessary to implement research-based strategies that support the unique needs of gifted learners.

We strongly encourage all teachers to pursue either the **Local AIG Endorsement** or obtain an AIG certification from an accredited university. Increasing the number of certified teachers in our district will ensure that students receive high-quality, personalized, and differentiated instruction tailored to their academic and social-emotional needs. To facilitate this initiative, the AIG Coordinator will notify school principals regarding which educators in their buildings have obtained either the Local Endorsement or North Carolina AIG Certification.

Support for Grades 3-8

To strengthen instructional practices and support students, our **Grades 3-8 Curriculum and AIG Specialists** work closely with teachers to provide professional development, instructional strategies, and best practices. These specialists assist teachers in effectively differentiating instruction, implementing enrichment opportunities, and addressing the academic, creative, and social-emotional needs of gifted learners.

Additionally, several of our schools implement the **AVID (Advancement Via Individual Determination) program**, which provides:

- Professional development for teachers, equipping them with strategies to enhance student engagement and academic performance.
- Instructional resources and tools designed to foster deeper learning, critical thinking, and organizational skills.
- A structured approach to preparing students for college and career readiness, helping to close opportunity gaps.

Support for Grades 9-13

At the high school level, **Instructional Specialists** conduct **monthly Professional Learning Communities (PLCs)** with Honors and Advanced Placement (AP) teachers. These PLCs focus on:

- Enhancing **academic rigor** to challenge students appropriately.
- Promoting **deeper learning** through critical thinking, problem-solving, and analytical skill development.
- Expanding curriculum coverage to explore subjects with greater depth and complexity.

Furthermore, AIG teachers, in collaboration with **School Counselors and the AIG Coordinator**, regularly check in with students and educators to ensure that gifted students are receiving the appropriate level of support and academic challenge in their coursework.

Professional Development for Grades K-12 Teachers

To support continuous learning and professional growth, self-directed **Professional Development (PD) sessions** are available on Canvas.

These sessions cover essential topics, including:

- **Differentiated Instruction & Best Practices** – Strategies for modifying content, process, and product based on student readiness, interest, and learning profile.
- **Characteristics & Social/Emotional Needs of Gifted Students** – Understanding the cognitive and affective needs of AIG learners, including perfectionism, underachievement, and asynchronous development.

- **Clustering & Flexible Grouping** – Methods for grouping students effectively to maximize learning potential and peer collaboration.
- **Advanced Placement Summer Training provided by NCDPI -** Strategies for effectively instructing and supporting students in rigorous, college-level coursework.
- **AVID -** focusing on equipping students with the skills and strategies necessary to succeed in rigorous coursework and ultimately, college.
- **Modern Teacher -** facilitate learning, empower students, and prepare them for the future by fostering critical thinking, problem-solving, and real-world skills, while also catering to diverse learning styles and needs.
- **District Subject and Grade-Level PLC's -** improve student achievement through collaborative efforts, data-driven analysis, and the development of effective teaching practices

Through these initiatives, Vance County Schools is committed to fostering an inclusive and supportive environment where gifted learners receive the instruction and opportunities they need to reach their highest potential.

* **Practice E**

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

Vance County has partnered with an Institution of Higher Education to provide coursework for teachers and support staff to earn an AIG add-on license. If teachers take and pass the course and Praxis, the district will reimburse the staff member if they serve 5 years in the district after earning the AIG certification.

A professional development/ study group will prepare teachers and other support staff to take the AIG Praxis exam. District will reimburse teachers or support staff that pass the Praxis who commit to serve at least 2 years in the district after earning their AIG add-on license.

In order to retain teachers who are AIG licensed, VCS will provide the following opportunities.

- Leading, creating, staff developments or PLCs at the school or district level on topics dealing with gifted students and pedagogy.
- Attending State or National Conferences, Workshops, and Professional Development pertaining to gifted education
- Continued follow-up, support and opportunities to refine instructional planning and the implementation of gifted strategies.
- When making decisions about AIG services, the AIG team will collaborate to evaluate successes and identify opportunities for program improvement.

* **Practice F**

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

Vance County Schools provides professional development to explore the meaning of equity and excellence in gifted education which includes changing mindsets, policies, and practices.

Staff members complete surveys in reference to professional development needs in regards to equity and excellence in gifted education. Data will be collected from teacher and administrator surveys. In addition, the data collected from the informal and formal discussions with classroom teachers and administrators will be used to inform best practices for the overall AIG program.

Data will be analyzed in reference to AIG Goals and seeing if we are moving forward with our goals. Student achievement is a priority goal and if we aren't moving forward, more action steps will be put in place. Further professional development will be provided for the new action steps created if needed.

Mini PD sessions will be created for use through a variety of methods such as self-direct on canvas, PLC, or face to face sessions. In addition, system-wide professional learning communities (PLC) will convene for teachers of the gifted.

* **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.

Vance County Schools will be using the “Call to Action, increase access and opportunities”, to increase achievement and growth for all. This document includes strategies to Realize Equity and Excellence in Gifted Education Changing Mindsets, Policies and Practices.

Goal 1- Ethnicity, gender, cultural background, socio-economic status, disability or educational background cannot prevent a student from being identified. We want to increase the number of underrepresented populations in the AIG program this includes twice-exceptional students, Asian (Arabic), Hispanics, and African American males.

- PD in culture bias, strategies for underrepresented populations, and gifted characteristics found in different populations
- Social/Emotional Learning and Culturally Responsive instruction is provided to AIG teachers.
- Ongoing collaboration between the AIG, Exceptional Children and the ESL Departments will yield decisions relevant to training in Co-teaching to all 3-5 math and reading teachers along with AIG, EC, and ESL specialists
- PD on “How to Build Positive Relationships with Students”

Goal 2- Move to a co teaching model.

- PD in co teaching/ team teaching for 3-5 reading and math teachers
- Ongoing collaboration between the AIG, Exceptional Children and the ESL Departments will yield decisions relevant to training in Co-teaching to all 3-5 math and reading teachers along with AIG, EC, and ESL specialists.

Goal 3- Implement an improved NETS and Talent Development program

- PD in culture bias, strategies for underrepresented populations, and gifted characteristics found in different populations
- PD in Differentiated instruction, Higher Order Thinking Questions, and DOK
- Ongoing collaboration between the AIG, Exceptional Children and the ESL Departments will yield decisions relevant to training in Co-teaching to all 3-5 math and reading teachers along with AIG, EC, and ESL specialists.
- PD in creating differentiated ELA and Math centers.

Goal 4- Focus on Changing the Mindset, Policies, and Practices in the “Call to Action” document to increase student achievement and growth, increase advanced learner opportunities, and program oversight and responsibility.

- PLCs with Grade-level and Subject Instructional Specialists, EC, ESL, and AIG specialists.

- PD on the “Call to Action” document to learn the key points of what AIG students require instructionally and socially.
- PD in culture bias, strategies for underrepresented populations, and gifted characteristics found in different populations
- PD in Differentiated instruction, Higher Order Thinking Questions, and DOK
- PD on “How to Build Positive Relationships with Students”

*** Ideas for Strengthening the Standard**

Ideas for Strengthening

- Ensuring the Teacher of Record is AIG Certified
- Work with BET Coordinator to support teachers in obtaining an AIG certification or work towards obtaining a local certification for AIG.
- Work with university to support teachers in obtaining an AIG certification

Planned Sources of Evidence

*	Targeted recruitment efforts for AIG certified teachers
*	Memorandum of Agreement with interested University
*	Canvas Modules for self-paced professional development
*	Create a local program where teachers can obtain a local AIG certification.

Documents

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

Vance County Schools (910) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

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

- academic and intellectual
- social and emotional.

In order to communicate effectively with parents and the community, various strategies are employed. They include, but are not limited to the following:

-Participation in PTA meetings, Curriculum Nights, Open Houses at schools

-Parent involvement in Parent-Teacher Conferences, Student-Led Conferences, Gifted Identification Team Referral/Eligibility Process, Development of the Annual DEP/IDEP

- Appropriate communication through the use of Prior Notice and Parent/Guardian Consent for Evaluation, Summary of Evaluation Results, and Differentiated Education Plan forms will communicate to parents their child's eligibility.

-Parents are invited to attend the conference during which their child's eligibility is explained.

-The Parents' Rights Handbook is provided for those students who are formally referred. Parents are provided copies of all documents.

-All communication is provided in Spanish as well as English.*

-AIG Advisory Board has been created made up of administrators, educators, and parents in order to regularly educate and provide updates about AIG programming.

-AIG Webpage and Twitter account to spread information to parents and the community.

*Arabic is forthcoming.

In order to effectively receive communication from parents and the community, various strategies are employed. They include, but are not limited to the following:

-Feedback from parents are requested and solicited at PTA meetings, curriculum nights, and at open house events at schools

-Our district webpage for advanced learning has a link that allows parents to provide their feedback and submit any questions and/or concerns that they may have

-Parents are encouraged to respond to information that they are sent as it relate to their child's eligibility for AIG

-Every flyer of events lists contact numbers and emails for Vance County Schools AIG Coordinators

-AIG Coordinators attend all district events and have an AIG both set up so that parental and community feedback and information of our AIG plan and events can be relayed.

-An AIG newsletter is sent out bimonthly and it lists ways that the AIG team can be reached with any questions and/or concerns.

* **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.

Current partnerships include: Vance Granville Community College; we are striving to reestablish meaningful partnerships that will aid in the enrichment of our AIG students.

Our county also partners with businesses such as Mako Medical to offer grants, and Institutions of Higher Education such as High Point University to offer cohorts for teacher certifications.

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

The Vance County AIG Advisory Board is made up of the AIG Coordinators, an AIG certified teacher from each grade band (K-5, 6-8,

9-12), administrators, Central Office Staff, representatives from School Counseling Department, Exceptional Children's Department and the English Language Learners Department, and a parent from each grade band. Local area churches and businesses are asked to participate on the Advisory Board.

The Advisory Board developed after reviewing the prior plan, the updates that were deemed appropriate to be made for the AIG plan to be submitted in 2025. They were then tasked with reviewing the updates that were made to the AIG program and plan. They monitor the applicable aspects of the EOG/EOC data, and staff surveys to determine the strengths and needs of the AIG plan and program. During the revision-year of the plan, the Advisory Board meets monthly to ensure the plan reflects changes that meet the demands of current and/or updated standards of practice.

During formative years the Advisory Board meets quarterly to discuss the implementation and monitoring of the AIG plan and program.

* **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.

The local AIG Plan can be found on the VCS website on the AIG webpage. The Parent Handbook can be view and printed from the webpage.

Opportunities available for AIG students will be posted on the website and sent out to school counselors/AIG Leads/ AIG specialists that serve each school. Information will also be posted on AIG twitter account.

The AIG Department has formed a partnership with the English as a Second Language Department to have necessary materials translated in the native languages of our district stakeholders, ie parents.

*All necessary information is available in the native languages of our district stakeholders *Translators are used when needed.

*** Ideas for Strengthening the Standard**

Areas to Strength

-Engage the AIG Advisory Board in monthly and/or quarterly meetings to support the ongoing internal efforts of the program

-Coordinator participates in School Open Houses, Family Forums, etc

-Increased number of DEPs and IDEPs signed

-Parent Conferences

Planned Sources of Evidence

*	Open House Agendas
*	Focus Group Data Meetings
*	Parent/Teacher/Student Survey Data
*	District Parent Night Agendas

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

Vance County Schools (910) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

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

Development and Oversight of the AIG Plan

In compliance with state legislation, **Vance County Schools** updates its **Academically or Intellectually Gifted (AIG) Plan** every three years to ensure the district effectively meets the needs of advanced learners. This plan aligns with the **AIG Program Standards and AIG Standards Crosswalk** provided by the **North Carolina Department of Public Instruction (NCDPI)**, ensuring consistency with state guidelines and best practices in gifted education.

AIG Plan Development Process

The **AIG Coordinator** oversees the development of the plan, working alongside an **AIG Advisory Board** that plays a critical role in shaping its framework. Initially, the board meets **monthly** to establish goals, review data, and analyze standards. As the plan progresses, meetings occur more frequently to refine details and finalize revisions.

The **AIG Advisory Board** consists of a diverse group of stakeholders, including:

- **Instructional Specialists** – Provide expertise in curriculum and pedagogy.
- **School Administrators** – Ensure alignment with district and school-level initiatives.
- **English Learner (EL) and Exceptional Children (EC) Coordinators** – Advocate for the needs of diverse student populations.
- **Testing and Multi-Tiered System of Support (MTSS) Directors/Coordinators** – Offer insights on assessments and student interventions.
- **Parents/Guardians** – Represent family perspectives and provide valuable input.
- **Students** – Share first hand feedback on their learning experiences.
- **Community Members** – Contribute broader perspectives and resources to enhance program effectiveness.

The Advisory Board is responsible for analyzing data, reviewing program standards, and making research-based revisions to enhance the plan.

Stakeholder Feedback and Data Collection

To ensure the AIG plan reflects the needs and priorities of students, parents, and school leaders, surveys are developed and distributed to:

- **Students** – To assess their experiences and identify areas for improvement.
- **Parents/Guardians** – To gather perspectives on program effectiveness and opportunities for enhancement.

- **Principals and Teachers** – To evaluate instructional strategies, program implementation, and student outcomes.

The collected data is analyzed and serves as a foundational element in shaping the plan's revisions.

Standard Committees and Plan Development

Specialized **Standard Committees** convene to examine current practices, identify areas for refinement, and develop strategies to enhance key components of the AIG program, including:

- **The Talent Development Program (NETS)** – Expanding opportunities for students demonstrating advanced potential.
- **Student Achievement and Growth** – Ensuring equitable access to challenging, high-quality instruction.
- **Differentiated Instruction** – Implementing strategies tailored to the diverse needs of gifted learners.
- **Depth of Knowledge (DOK) and Higher-Order Thinking** – Encouraging critical thinking and problem-solving.
- **Support for Advanced Learners in High School** – Providing rigorous coursework, enrichment activities, and accelerated learning pathways.

Approval and Submission Process

Once the AIG plan is finalized, it is presented to the **Local Board of Education** for approval. Following board approval, the plan is submitted to the **North Carolina Department of Public Instruction (NCDPI)** for review and feedback. Any recommended revisions from the NCDPI are incorporated before the plan is finalized and implemented.

Annual Evaluation of the AIG Program

To ensure ongoing program effectiveness, the **AIG Coordinator and AIG Advisory Board** conduct an annual review, analyzing multiple data points, including:

- **Enrollment data with demographic breakdowns for all schools**
- **Survey results from parents, teachers, students, and administrators**
- **End-of-Grade (EOG), End-of-Course (EOC), and Advanced Placement (AP) assessment outcomes**
- **Screening and identification data for AIG students, with a focus on diverse populations**
- **Data from the NETS program to improve nomination, referral, and identification processes**
- **Findings from the North Carolina Department of Public Instruction's AIG plan review**

Following data analysis, the **AIG Advisory Board** evaluates the program's effectiveness and recommends improvements. The **AIG Coordinator** presents these recommendations to the **Assistant Superintendent of Curriculum and Instruction** and the **School Board**. Upon approval, necessary updates are made to the AIG plan to enhance services for gifted students.

By following this structured and data-driven process, **Vance County Schools** ensures that its AIG plan remains a **dynamic, research-based framework** designed to support gifted learners, foster educator development, and drive high levels of academic achievement.

* **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 Academically or Intellectually Gifted Program Standards (State Board of Education Policy GCS-U-000 – Dec. 2012], The AIG Coordinator meets with other members of the Curriculum & Instruction team. In addition, the AIG Coordinator and Advisory Board will prepare an annual report detailing progress toward successful implementation of the AIG Plan for review by the Board of Education, the Superintendent, Assistant Superintendents, Members of the Curriculum and Instruction Department and all other stakeholders. The report articulates the status of current programming and assessment data.

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

- Monitoring of student referrals and identification to ensure equity
- Collaboration with other AIG Coordinators across the state
- Opportunities for professional development in the area of differentiated curriculum and instruction for AIG Facilitators and classroom teachers 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 of AIG licensed teachers
- Data reflecting growth of AIG students
- Disbursement report of AIG funds
- Department of Public Instruction headcount
- AIG Stakeholder Surveys

*Referrals, identifications and placement decisions are made by the Gifted Identification Team and Compliance Review Team to ensure access and equity.

*Implementation of the NETS, kindergarten through second grade

* **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 budget is developed based upon the goals and needs of the program. Funds are allotted by the state based upon the annual headcounts. The AIG program funds are used to pay for the salaries for AIG Coordinator, AIG specialists, Stipends for other certified AIG teachers who serve as school leads, testing materials, instructional, curricular, and technological needs for AIG students and teachers, professional developments needs, AIG conference (state/national), travel expenses, and any other need that is aligned and deemed needed for the betterment of the AIG program.

A purchase request is to be turned into an AIG Coordinator with evidence of how it aligns to the goals and/or needs of the AIG program, student or stakeholder needs, or plan implementation. Once approved it will be forwarded to Assistant Superintendent of Curriculum and Instruction for final approval.

* **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.

Comprehensive Data Analysis in Vance County Schools

Vance County Schools prioritizes data-driven decision-making by analyzing multiple types of data on a quarterly basis throughout the academic year. The goal is to monitor student achievement, growth, attendance, discipline, and overall well-being to ensure that every student receives the necessary support for success.

Types of Data Collected and Analyzed

The district collects and evaluates a broad range of data to identify trends, patterns, and areas of improvement that impact both academic performance and students' social-emotional well-being. Key data points include:

- **Achievement and Growth Data:**
    - Beginning-of-Grade (BOG) Assessments
    - End-of-Grade (EOG) and End-of-Course (EOC) Exams
    - I-Ready Diagnostic Assessments
    - M-Class Assessments (K-3 Literacy)
    - ACT and Pre-ACT Results
    - WIDA (for English Learners)
    - EVAAS (Education Value-Added Assessment System)
- **Social and Emotional Data:**
    - Discipline Referrals
    - Attendance Rates
    - Dropout Data

Each data point provides critical insights into student progress, areas needing intervention, and the effectiveness of instructional strategies.

Data Committee and Monitoring Process

To ensure thorough analysis and informed decision-making, Vance County Schools has established a **Data Committee** responsible for reviewing and interpreting the collected data. The committee includes:

- **AIG Coordinator** – Ensures that advanced learners receive appropriate challenges and support.
- **LEA Testing Coordinator** – Oversees state and district-wide assessments and ensures data accuracy.
- **Curriculum Specialist** – Provides instructional insights and ensures alignment with academic standards.
- **Exceptional Children (EC) Director** – Monitors the progress of students with disabilities and their access to rigorous instruction.
- **English as a Second Language (ESL) Director** – Ensures English learners receive appropriate interventions and accommodations.
- **Behavior Director** – Examines discipline trends and identifies patterns impacting student behavior and well-being.

This team meets quarterly to track trends in student achievement, growth, and behavioral data, identifying students who may require additional support. By analyzing this data at regular intervals, the committee can proactively implement strategies to support student success, make necessary curriculum adjustments, and refine intervention programs.

Annual Monitoring of Attendance and Dropout Data

In addition to quarterly reviews, attendance and dropout data undergo an **annual** analysis with the support of the **LEA Data Manager and the Behavioral Health Director**. This review helps the district:

- Identify at-risk students who may require additional interventions.
- Develop attendance improvement strategies.

Implement dropout prevention initiatives to increase graduation rates.

Equity and Excellence in AIG Education

A special focus is placed on ensuring that all **AIG (Academically or Intellectually Gifted) students** have equitable access to high-quality instruction and opportunities for advanced learning. The district evaluates **mindsets, policies, and practices** to ensure that barriers to success are removed and that AIG students continue to thrive academically, socially, and emotionally.

By maintaining a structured and consistent data analysis process, Vance County Schools ensures that **every student's progress is closely monitored**, interventions are applied as needed, and policies remain aligned with the district's commitment to equity and excellence

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

The **Vance County AIG (Academically or Intellectually Gifted) Department** maintains a comprehensive approach to collecting, analyzing, and utilizing multiple data sources to support the equitable referral, identification, service provision, and retention of students in the local AIG program. The department is committed to ensuring that students' racial, ethnic, economic, and other demographic factors—including exceptionalities and language differences—do not create barriers to access and participation in gifted education.

Referral and Identification Process

Referrals for the AIG program can be submitted by students, parents/guardians, and school staff through the **Vance County Schools website**. Once a referral is received, the AIG team conducts a **weekly review of new submissions** to determine eligibility for further assessment. A structured identification process is then initiated to evaluate whether a student qualifies for AIG services.

Each academic year, the AIG Department creates a **comprehensive spreadsheet** to systematically track and analyze referral data. This spreadsheet serves as a key tool for identifying trends, ensuring transparency in the selection process, and promoting equity in gifted education. Additionally, individual **data folders** are maintained for all referred students—both those who qualify and those who do not—for continuous monitoring and potential reassessment in the future.

Ensuring Inclusivity in Gifted Identification

As part of the referral and identification process, demographic data—including race, ethnicity, socioeconomic background, disability status, and language proficiency—is carefully documented and reviewed. This practice ensures that students from diverse backgrounds, including **students with disabilities and English Language Learners (ELLs)**, have equitable access to gifted education services.

The AIG Department actively **analyzes trends and patterns across all student populations**, with a specific focus on **underrepresented groups**. The goal is to identify gaps in participation and tailor services to better meet the needs of students who may not traditionally be recognized for gifted programming.

Collaboration and Continuous Improvement

AIG personnel, classroom teachers, and AIG Specialists work collaboratively to **develop strategies that help uncover potential** in all students, particularly those from populations that have been historically overlooked in gifted education. Through **data-driven decision-making**, professional development, and targeted interventions, the AIG Department continually refines its processes to ensure that **all students, regardless of** background, have the opportunity to excel within the gifted education program.

By maintaining an inclusive, data-informed approach, Vance County Schools strive to **provide high-quality, equitable gifted services** that recognize and nurture the diverse strengths and talents of all students.

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

The **AIG Department** maintains a **comprehensive database** of all teachers within the district who hold a **license and/or credential** in gifted education through district-approved professional development programs. This database ensures that school leaders have access to up-to-date information regarding staff qualifications, enabling **strategic placement of AIG-identified students** with appropriately trained educators.

Additionally, the department manages a **secondary database** that tracks teachers who have successfully completed **Honors Credentialing coursework** and those who are **certified to teach Advanced Placement (AP) courses**. This secondary database is instrumental in aligning gifted learners with educators who have specialized training in providing rigorous, high-level instruction tailored to their needs.

Elementary Level (Grades 3-5)

To foster an optimal learning environment for gifted students, the **AIG Coordinator collaborates closely with school principals** to ensure that AIG-identified students in **grades 3-5** are **clustered together in classrooms whenever possible**. Clustering allows students with similar advanced learning needs to engage in **challenging, enriched instruction** while benefiting from peer collaboration. Furthermore, the AIG Department works to ensure that these students

are placed with **AIG-certified teachers** who have received specialized training in differentiation strategies, critical thinking development, and accelerated learning techniques.

Middle School Level (Grades 6-8)

At the middle school level, the **AIG Coordinator works alongside principals and school counselors** to maintain a structured approach to serving gifted students. Identified AIG students in **grades 6-8** are also **clustered within classrooms** as much as possible to facilitate a learning environment that nurtures their unique academic strengths.

To further meet their academic needs, these students are placed in **compacted or advanced courses**, which allow them to engage with more rigorous content at an accelerated pace. **Compacted courses** streamline curriculum objectives, reducing redundancy and enabling students to move through content more efficiently while deepening their understanding. These strategies help prepare middle school students for the increasing academic demands of high school coursework.

High School Level (Grades 9-13)

At the high school level, the AIG Coordinator collaborates with **principals and school counselors** to provide **AIG-identified students in grades 9-13** with a **range of advanced academic opportunities**. These students are **strongly encouraged to enroll in Honors and Advanced Placement (AP) courses** to challenge their intellectual abilities and prepare them for postsecondary success.

Additionally, students may have access to **dual enrollment programs**, allowing them to earn college credits while still in high school. Through personalized academic advising, students are guided toward **courses that align with their strengths, interests, and long-term academic goals**. The AIG Department continues to monitor participation in these courses to ensure that gifted students are fully supported and that they have equitable access to advanced learning opportunities.

By maintaining **detailed records of teacher credentials**, strategically **placing students in optimal learning environments**, and **promoting academic acceleration and enrichment**, the AIG Department ensures that gifted students in **Vance County Schools** receive the highest quality of instruction tailored to their needs.

* **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.

Vance County Schools provide multiple opportunities for parents, guardians, families, teachers, and other stakeholders to share feedback on the AIG program. Feedback is collected through formal and informal methods, using both quantitative and qualitative measures. Discussions focus on program goals, potential revisions, and opportunities for enrichment.

The following opportunities are available for parents, families, teachers, and stakeholders to contribute their input on the local AIG program:

- **Parent conferences** as needed to discuss placement decisions
- **Initial placement meetings** involving AIG students, their families, and the AIG specialist
- **Annual group DEP/IDEP family meetings** for elementary and middle school students
- **Annual surveys** to assess program strengths and identify areas for improvement

- **Advisory Board meetings** to discuss and review AIG program initiatives
- **Leadership meetings** to evaluate program implementation and effectiveness
- **District-wide parent meetings** for broad community engagement
- **Surveys** distributed to gather insights from various stakeholders

These feedback opportunities ensure ongoing collaboration and continuous improvement in meeting the needs of gifted students in Vance County Schools

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

Annual Review and Communication of the AIG Program

Each year, the **AIG Coordinator** conducts a **comprehensive review** of all aspects of the **Academically or Intellectually Gifted (AIG) program** in collaboration with the **Assistant Superintendent of Curriculum**, the **AIG Advisory Board**, and **School Administrators**. This review ensures the program remains aligned with **district goals, state standards, and the evolving needs of gifted students**.

Stakeholder Engagement and Information Sharing

The **AIG Advisory Board** plays a key role in determining the **target audiences** for program updates and evaluation data. This includes parents/guardians, teachers, school staff, district leadership, and community members. The board carefully considers **what information is most relevant to each group** to ensure clear, accessible, and meaningful communication.

Publishing and Dissemination of AIG Data

To ensure **transparency and accessibility**, key AIG program data will be:

- **Published on the AIG webpage**, allowing stakeholders to access up-to-date program information.
- **Distributed through fact sheets** available in **English, Spanish, and Arabic**, ensuring equitable access to information for families from diverse linguistic backgrounds.

Parent and Community Engagement

- **Parent Meetings at Each School**: At the beginning of each academic year, **parent meetings will be held at every school** to outline the AIG Plan, explain services, and address any questions or concerns. These meetings provide an opportunity for families to gain a deeper understanding of the program and offer feedback.

Staff Communication and Professional Awareness

- **School Staff Meetings**: The **AIG Coordinator and/or AIG Specialists** will present the AIG Plan at a **staff meeting at each school** at the beginning of the school year. These sessions ensure that **teachers and administrators are well-informed about AIG identification, services, and instructional**

strategies, fostering a school-wide commitment to supporting gifted learners.

By implementing a **structured review process** and ensuring **broad communication** with stakeholders, **Vance County Schools** remains committed to maintaining **a high-quality, transparent, and inclusive AIG program** that meets the needs of gifted students across the district.

* **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.

Vance County Schools AIG Program Safeguards and Procedures

Vance County Schools is committed to ensuring the rights of Academically or Intellectually Gifted (AIG) students and their families are protected through comprehensive written policies, procedures, and best practices. These safeguards are in place to create transparency, consistency, and fairness in the identification, placement, reassessment, and transfer processes for AIG students. Employees at each school will receive thorough training on these safeguards to prevent any confusion over the procedures and to ensure uniform implementation across the district.

Informed Consent for Assessment Leading to Identification

- To ensure parents and guardians are fully aware of and involved in the AIG assessment process, informed consent is obtained before any testing takes place.
- Universal Screener for 2nd Grade: All 2nd-grade students participate in a universal screening process. Parents are provided with an opt-out form in both English and Spanish, allowing them to exclude their child from the screening if they choose.
- Further Testing After Screener: Students who demonstrate potential in the universal screener and are considered for additional testing will receive an "AIG 2 Permission to Test" form. This form is sent home to parents, who must provide written consent before further evaluation or additional data review can take place.
- Assessment for Students in Grades 3 and Above: Students in grades 3 and higher who are referred for AIG testing will also receive the "AIG
- 2 Permission to Test" form. Parents must sign and return this document before any testing is conducted to determine eligibility for AIG services.

Informed Consent for Placement in AIG Services

- Once a student qualifies for AIG services, the placement process includes clear communication and collaboration with the student’s parents or guardians.
- Parents/guardians are contacted to schedule a meeting to discuss their child's qualification for AIG services.
- At this meeting, all collected data and assessment results are reviewed and explained in detail to the parents.
- Parents are informed of the recommended placement, and they must provide written consent before the student is officially enrolled in AIG services.
- Depending on the time of year, AIG services may begin immediately or at the start of the next school year.

Reassessment Procedures

- If a student does not qualify for AIG services following the initial assessment, there are opportunities for reassessment to ensure that all students receive appropriate consideration for placement.
- Parents, guardians, or teachers may request a reassessment if they believe the student’s performance warrants a reevaluation.
- A reassessment can be conducted only after a full calendar year has passed since the last aptitude test.
- Before reassessment begins, an informed consent form is sent to the parent or guardian.
- Once parental permission is obtained, the reassessment process will commence.

Transfer Process for Students from Other Local Education Agencies (LEAs)

- When a student transfers to Vance County Schools from another district, a process is in place to review and align the student's previous AIG placement with the district's standards.
- Parents of transfer students are notified and asked to provide qualifying documentation from the student's previous district.
- If parents do not have the necessary documentation, the Vance County Schools AIG Coordinator will reach out to the previous district to obtain it.
- Once the documentation is received, the AIG team will review the information to determine how the student's previous placement aligns with the Vance County AIG program.
- If the documentation supports the student's eligibility, they will be placed in the appropriate AIG program and services will begin accordingly.

Resolving Disagreements

If a parent feels their child has not identified or not identified correctly or is not getting the academic instruction their child should be provided, Vance County Schools has a board policy in regards to Student and Parent Grievance Procedures (Policy 1742/5060). The policy provides opportunities for students and parents to express their concerns through processes in the board policy.

1. Grievance Procedures

- When the AIG Coordinator is notified of a grievance, the complainant and the AIG Coordinator will meet to discuss the issue. If a solution cannot be reached, the complainant may file a grievance as provided in the policy.
- A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students and parents should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.
- Even if the principal is the employee whose decision or action is at issue, the student or parent must submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted, or violated, the student or parent may submit the grievance directly to the superintendent or designee.
- If a student or parent wants to initiate a formal grievance regarding a decision by the superintendent that directly and specifically affects the student or parent, the general process described in this policy will be used, except that the grievance will be submitted to the head of human resources, who shall forward the grievance to the board chairperson.

2. Investigation

a. The principal shall schedule and hold a meeting with the grievant within five school days after the grievance has been filed with the principal.

b. The principal shall conduct any investigation of the facts necessary before rendering a decision.

3. Response by Principal

a. The principal shall provide a written response to the grievance within 10 days of meeting with the grievant. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.

b. A copy of the grievance and the principal's response will be filed with the superintendent.

4. Response by Superintendent

a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the superintendent. The appeal must be made in writing within five days of receiving the principal's decision.

b. The superintendent may review the written documents and respond or the superintendent may schedule and hold a conference with the grievant, principal and any other individuals the superintendent determines to be appropriate within five school days after receiving the appeal.

c. The superintendent shall provide a written response within 10 days after receiving the appeal. In responding, the superintendent may not disclose information about other students or employees that is considered confidential by law.

5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant will have the right to appeal a final administrative decision to the board of education (see subsection E.5.a, Mandatory Appeals, below). If a grievance has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.5.b, Discretionary Appeals, below).

a. Mandatory Appeals

1) If the grievant is dissatisfied with the superintendent's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the superintendent's response.

2) A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.

3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

1) If the grievant is dissatisfied with the superintendent's response to his or her grievance but has *not* alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, then within five days of receiving the superintendent's response, the grievant may submit to the superintendent a written request for a hearing before the board of education.

2) If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chairperson will appoint a three-person panel to review the request and determine whether to (1) deny the appeal; (2) review the superintendent's decision on the written record only; or (3) grant a hearing. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.

3) If the board denies the appeal, the decision of the superintendent will be final and the grievant will be notified within five days of the board's decision.

4) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500.

5) The board will provide a final written decision within 30 days of the decision to grant an appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. Notice

The superintendent or designee is responsible for providing effective notice to students, parents and school system employees of the procedures for reporting and investigating grievances.

By implementing these structured safeguards and procedures, Vance County Schools ensures that the AIG identification and placement processes remain equitable, transparent, and supportive of students' academic needs. These measures help foster a strong partnership between schools and families while upholding the highest standards for gifted education.

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*** Ideas for Strengthening the Standard**

Areas to Strengthen

-Share the plan with stakeholders

-Keep the vision and mission at the forefront of all decisions

-Refer to standards during monthly Advisory Board Meetings

Planned Sources of Evidence

*	Headcount/Cluster list
*	AIG Plan Review / Approval
*	Survey Results
*	Data
*	Budget Analysis
*	Due Process
*	Annual Program Evaluation

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

Local Board of Education Approval

Vance County Schools (910) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
05/12/2025

AIG Related Documents

Vance County Schools (910) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	Local AIG Board Approval Document

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	CogAT Opt-out testing Letter
AIG Standard 2 Additional Resources	N/A	AIG 2 Permission to test
AIG Standard 3 Additional Resources	N/A	Any Grade Acceptance Letter
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

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Phrase	Definition