Camden County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 13-JUN-19
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Camden County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement 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 relate to the categories related to NC’s AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Camden County Schools local AIG plan is as follows:

Camden County Schools Vision for local AIG program: In July 1996 the General Assembly passed Article 9B, instructing public schools to recognize and meet the needs of the gifted in North Carolina. Article 9B includes the requirement of a local plan that will specifically address how the gifted are being served. Each county will develop a plan and submit it to the State Board of Education for its review and comments. The local board shall consider the comments it receives from the State Board before it implements the plan. A plan will remain in effect for no more than three years, and a local board can make changes to the plan as often as it considers necessary or appropriate. The State Board of Education will review any changes to local AIG plans and share comments and ideas for implementation or improvement. Camden County Schools will work collaboratively with gifted representatives from the state of North Carolina and welcome all feedback on the local plan.

Through a passion for student-centered learning, the Camden County School System will provide educational opportunities that will engage students and prepare them to flourish in an ever-changing society. We, the Camden County School System, recognize our responsibility to discover and nurture the potential of each student. We believe all children have the potential for learning and success. This success should involve all those who are talented, advanced, and gifted in an overall educational program. It is belief of the Camden County School System that those who exhibit gifted behaviors exist within all ethnic, geographic, and socioeconomic groups. Our purpose is to provide rigorous and relevant instruction for all students. We recognize that diverse needs require an array of service
options in order to maximize the student’s opportunity to develop and show gifted behaviors. These services are essential for those students who are gifted but are not reaching their potential as well as those students with limited learning opportunities. We will encourage continuous staff development and collaboration among teachers, parents, administrators, students, and community members to better meet the needs of talented, advanced, and gifted students. We must prepare all students to be continuous lifelong and independent learners who can succeed in an ever-changing and complex society.

Definition of Gifted Students
Camden County Schools and the North Carolina Department of Public Instruction define gifted students in the following way: Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students may require differentiated education services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Sources of funding for local AIG program (as of 2019)

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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 screening and referral processes that lead to AIG identification at all grade levels.

District Response: Camden County Schools has screening and referral processes that lead to AIG identification at all grade levels. Multiple indicators that are reviewed for student identification include student aptitude, student achievement, student observation, student motivation and/or interests, and student performance.

The steps in the identification process are as follows:

Nomination

Camden County Schools has developed a process for nominating students to receive an array of differentiated services. This process includes student screening, team review, referral, and service options that match the area of need. Students who score at or above the 90th percentile on an end-of-grade test and are exceeding grade level expectations as evidenced through multiple data sources (classroom grades, nine weeks tests, and assessments such as iReady, NC Check Ins, etc.) are considered for nomination. Each school has developed a site-based team to review a student's eligibility, to determine if further assessment is needed, or to match a student's needs to an appropriate service option.

Transfer students who received gifted services in a previous school will be reviewed by the AIG team for local eligibility based on individual needs. The eligibility requirements are the same for transfer students and current students. Any student who transfers with appropriate documentation of participation in a program for academically or gifted services (current within one year) will be reviewed for instructional placement. This documentation must meet the criteria of the Camden County AIG Plan. Students must have been administered both an achievement and aptitude test with qualifying scores as noted in this plan. If transfer students were not previously administered both an achievement and aptitude test or if the previous test results were lower than the qualifications in Camden County, then testing may be necessary to determine placement that will best meet the needs of the student. The AIG Facilitator and/or team will meet with the appropriate administrator to discuss services for the student. If the student demonstrates a need for services, the parents/guardian will meet with the AIG Facilitator and/or team to grant permission for services for the student in the gifted program. If the student does not demonstrate a need for services, he/she may be served through a Talent Development program and/or receive differentiated services within the regular classroom. Transfers from other school systems are NOT automatically eligible for AIG services although provisional or probationary placement may be warranted.

The initial screening pool of students who may need or who may have the potential to require services provided by the AIG program include students who have been served in the Talent Development program in Kindergarten-3rd grade. Based on their performance in the Talent
Development program and in their classroom they may be recommended for testing. The EOG scores of all students in grades 3-6 who score in the 90% or above will also be reviewed as possible AIG testing candidates. Ongoing screening and referrals include students transferring into the district and students showing high academic performance or promise of high achievement abilities as noted by grades, test scores, and other criteria such as creativity and leadership. These students can be nominated for assessment when they are in 3rd-6th grade and they will then be referred for services as need indicates.

In the event that an older student is referred, 7th grade and up, the same procedures will be followed. If the AIG Team finds that there is a strong need for testing, then the student nomination will be honored and testing completed. Referrals are first reviewed and recommendations for testing/services made by individual school AIG teams. Parents are involved at all levels of the process and receive notification of Appeals Procedures.

Students can be recommended for AIG testing by teachers, parents, faculty and staff, administration, and community members such as a mentor, tutor, or coach who are familiar with the academic abilities of the student. In order to make the recommendation, the AIG Facilitator at the school should be contacted.

Teachers and AIG specialists will intentionally look for and nominate students for Talented Development and/or gifted services at each grade span, K-3, 4-6, 7-8, and 9-12. These are students who need enhanced enrichment services beyond a differentiated curriculum in the regular classroom environment.

K-2 students are served in their classrooms by differentiation and may be pulled out for enrichment with the AIG Facilitator if a high level of need is present. Talent development services will take place in 3rd grade as a pull out program and students referred for testing as mentioned above during the 3rd grade year. If a student shows extremely high achievement performance, scoring in the 98th percentile or better in all assessments in Reading and/or Math, they may be recommended for AIG testing in the second semester of 2nd grade. The required referral process would begin if necessary, based on the decision of the AIG Facilitator and AIG Committee after recommendation review. Otherwise, recommendation of students for gifted identification will occur during the second semester of 3rd grade. This is done to ensure accurate student placement is completed before students enter the 4th grade and cluster grouping begins.

Referrals are accepted throughout the year.

Initial Assessment

If a student does not meet the following initial criteria then testing may not be needed: Observation, Student Interest, Student Motivation to Learn, and Student Performance. These criteria are measured by teacher and/or AIG Facilitator observations, documentation, and assessment review. If screening results indicate more in-depth assessment is warranted, parents will be asked to sign a "Consent to Test" form. Qualified personnel will administer formal testing.

Assessment tools that add to multiple indicators that testing is needed may come from the following criteria:

Qualitative Data
Observation Checklists: Indicator of a student's needs for differentiation, based on his/her observable behavior. The child's teacher will complete a checklist. This checklist will assess characteristics of learning, motivation, creativity, and leadership. Camden County Schools uses an adaptation of the Renzulli Hartman Rating Scale.

Student Interest: Indicator of a student's focus areas and/or curiosity. This may be shown through a formal interest inventory/survey, and informal interview, or documentation of a student's particular passion. Interest may also be demonstrated through student's participation in extracurricular activities. Interest is documented on a form that is completed by teachers in order to provide a more complete picture of who the student is and what strengths they may have. A lack of interest is not an inhibitor for testing eligibility, as we recognize that some gifted students may exhibit a lack of interest in school and/or other activities. They may have unique interests that this form allows us to discover.

Student Motivation to Learn: Indicator of a student's commitment to pursue learning experiences. Does the student go above and beyond what is expected? This may be shown through school competitions and/or outside activities. With some students this area may be affected by unfavorable environmental circumstances. For these students, who have been called 'underachievers', an individual case study may be important to reflect specific areas of need. The student motivation is documented on the same form where interest is included, completed by teachers in order to provide a more complete picture of who the student is and what strengths they may have. Many gifted students are not motivated and this criteria is not used as an inhibitor to testing eligibility.

Quantitative Data

Student Performance: Indicators demonstrate a student's mastery. This includes how well the student is performing in the regular classroom. Grades will be reviewed as indicators and other data points that may be reviewed include EOG/EOC scores, 9 weeks tests, Star Reading/Math, iReady, MClass, etc. A high performing student who has consistent scores in Reading and/or Math across a variety of assessment types may be recommended as a good candidate for AIG testing.

Practice B

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response: Camden County Schools have established a process and criteria for AIG student identification at all grade levels and 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. We believe that outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

The following six criteria are used when considering students for AIG services:

Observation Checklist (Renzulli-Hartman rating scale)
Student Performance (report cards, progress reports, teacher made tests, portfolios, EOG/EOC scores, etc.)
Student Aptitude Test (WISC-V)
Student Achievement Test (WIAT III)
Student Interest
Student Motivation

The criteria may vary greatly from student to student, such as interest and motivation. While all six of the criteria above is reviewed and considered, a lack of student interest or motivation alone will not exclude a child from gifted identification.

Currently, the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) and the Wechsler Individual Achievement Tests, Third Edition (WIAT III) are used by Camden County Schools for gifted assessment.

In order to be identified as a gifted student in Camden County Schools, a student must exhibit a Full Scale IQ of 90% or higher on the Student Aptitude Testing (WISC-V) and score 90% or higher on the Student Achievement Testing (WIAT III) in either area - Math or Reading.

Camden County Schools believes that the service of a student should match their identification, and we identify students in the five areas approved by the state of North Carolina: IG, AI, AM, AR, and AG.

An intellectually gifted student has ability significantly higher than his/her same age peers. In order to be identified as Intellectually Gifted (IG), a student must score 98% or higher on the Full Scale IQ assessment of a nationally normed aptitude test (WISC-V) yet fail to demonstrate advanced academic achievement.

A student identified as Academically and Intellectually Gifted (AI) in Camden County Schools shows high levels of accomplishment in both aptitude and academic achievement when compared with others of their age, experience, or environment. These students show high performance capability in intellectual areas and across academic areas. To be identified as AI, a student must show a 95% or higher Full Scale IQ Score on aptitude testing (WISC-V) and 90% or higher on achievement testing (WIAT III) in Reading and in Math, specifically Reading Comprehension and Math Problem Solving. Academically Intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program.

Camden County Schools defines students Academically Gifted in Math (AM) as those who possess high aptitude and demonstrate outstanding performance in mathematics over the course of an academic year and as shown on aptitude and achievement testing with a 90% or higher on both Full Scale IQ (WISC-V) and Math Problem Solving (WIAT III). These students require differentiated learning opportunities beyond the basic course of study.

Camden County Schools defines students Academically Gifted in Reading (AR) as those who possess high aptitude and demonstrate outstanding performance in reading over the course of the academic year and as shown on aptitude and achievement testing with a 90% or higher on both Full Scale IQ (WISC-V) and Reading Comprehension (WIAT III). These students require differentiated learning opportunities beyond the basic course of study. Academically gifted students (AG) perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically gifted students exhibit
high performance capability in both math and reading academic fields. To be identified as AG, students show performance of 90% and higher on achievement testing in both Math Problem Solving and Reading Comprehension (WIAT III), as well as score 90% or higher on aptitude testing (WISC-V). They require differentiated educational services beyond those ordinarily provided by the regular educational program. These students excel in academic achievement and may or may not have a high aptitude in every category of testing. All subtests on the achievement testing are reviewed and considered.

Camden County Schools discourages the practice of de-gifting children and works to accommodate the needs of students who transfer in from other North Carolina LEA's and from other states. Students who transfer into Camden County Schools and are already identified will be tested to gather more data in our efforts to best meet the individual needs of the child.

**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, English language learners, highly gifted, and twice-exceptional.

**District Response:** Ensures AIG screening, referral, and identification procedures respond to underrepresented populations of the gifted and are responsive to ELA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

The percentage of Economically Disadvantaged students in Camden County Schools is 28.1% for the 2018-2019 school year. Title I funding is provided. The percentage of English Language Learners is 0.2%. The gifted program is mindful of opportunities being provided for students who may fall in one or more of these categories. In addition, there are culturally diverse students, highly gifted students, and twice exceptional students represented in the gifted program in Camden County Schools.

Teachers and AIG specialists will intentionally look for and identify students who may need to be nominated for gifted or Talent Development services, recognizing that students who are twice exceptional may or may not display typical characteristics of other gifted children and their talents may be masked by their disability. English Language Learners will also be considered for services as needed. Collaboration between teachers and support staff is essential to ensure the needs of all students are being met.

Students will not be overlooked because of behavior concerns, as all staff should be educated that giftedness does not always manifest itself in positive behavior. All staff, K-12, will be informed on better understanding the characteristics of giftedness and avoiding common misconceptions of gifted learners to help ensure under-represented populations are well served in Camden County Schools. This information may be shared at beginning of the year staff meetings at each school or throughout the year in email or newsletter communication.

MTSS is a process of systematically documenting the performance of students as evidence of the
need for additional services after making changes in classroom instruction. MTSS involves delivering a range of interventions based on demonstrated levels of need. MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). Camden County Schools is implementing MTSS across the district, Kindergarten through twelfth grade. Because MTSS is grounded in differentiated instruction for students, we embrace the policy as a productive partner with our gifted programming. MTSS includes expectations for high quality, research-based instruction in general education classrooms. This benefits all of our students, including the gifted.

**Practice D**
Implements screening, referral, and identification processes consistently within the LEA.

**District Response:** Camden County Schools Implements screening, referral, and identification processes consistently within the ELA.

Forms used for each process will be shared at each school, K-3, 4-6, 7-8, and 9-12. The AIG Coordinator will also share the processes with all principals and staff in the district to ensure consistent practices are in place. Regular AIG District Team meetings should be held to monitor the implementation of the program across the K-12 continuum.

The school system also recognizes that there may be situations where an older child needs to be tested for giftedness, beyond elementary school, and the same processes and procedures will be followed when a need is indicated.

Documentation will be maintained on all students, both those tested and not identified and those tested and identified. Folders will travel with students as they move from school to school in the district to ensure their needs are known and met. Folders include AIG testing results as well as any work and projects completed by the student with the AIG Facilitator.

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

**District Response:** Camden County Schools disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community-at-large.

The AIG plan for Camden County Schools is available in multiple formats and in multiple locations. It is available in print at the board of education and online at the district webpage. Parents can request a copy in print from the board of education at any time.

For more detail about the plan and open conversation with stakeholders, Camden County Schools
staff will hold open information meetings for the district and school levels K-12 with a standardized presentation. The presentation will outline the screening, referral, and identification process each year to teachers and other stakeholders.

Additionally, a brochure with key information about the Camden County Schools AIG plan will be available in the main office at each school. Information on screening and referral processes are available to parents at all times, online and in person at local schools and at the board of education. There is a parent/student handbook that details the screening, referral, and identification process. The materials are established by a local AIG team and include multiple indicators to recognize students who need gifted or differentiated services.

**Practice F**
Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

**District Response:** Camden County Schools documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

When a student is referred for AIG testing, a folder is started for that student which will include all documentation of the referral, nomination, testing, and needs process. The folder stays with that student at their assigned school, and moves with them as they progress through the district. All evidence of why a student is identified, or not identified, is kept and shared with the parents of the student from the beginning of the process to the end. No testing will be done without written parent consent. Parents are invited to meet with the AIG specialist or school representative after testing is completed to discuss the results and needs of the student. Student AIG files will be kept by the district for a minimum of seven years after the student has graduated from high school.

**Ideas to Strengthen the Standard:** Knowing that 80% of school systems in North Carolina currently use a mass screener to assess giftedness, Camden County Schools will consider moving to this model of testing in the future. This would allow every child in the 3rd grade to be tested and would help eliminate the possibility of a child who needs services being missed because they were not recommended for testing. Moving to a mass screening model will depend on the availability of funding to purchase the amount of testing materials needed.

Stronger collaboration district wide is needed by the AIG team to ensure the needs of students are being met across the K-12 continuum. Attendance at district team meetings will be highly encouraged. The timing and location of meetings should be considered to ensure obligations of staff are considered.

**Sources of Evidence:** Sign in sheets from staff meetings, district AIG team meetings, parent sessions, etc.

Updated brochures, parent handbooks, district website, etc.
Presentation, email, and/or newsletter materials
Standard 2: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A
Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: Our approach to the delivery of a comprehensive program in the areas of academic, intellectual, social and emotional development across grade levels and all settings is threefold:

When possible, AIG students are clustered with a general education teacher who is AIG certified or who is pursuing AIG certification so that the unique needs of gifted students are understood by their educators.

The AIG Facilitator will annually develop a DEP that addresses the individual needs of each gifted student and will maintain a folder of record for each gifted student in the AIG classroom. Students who are in the Talent Development program, but have not yet been tested for giftedness, are provided enrichment services and a folder of record is also maintained by the AIG Facilitator for each of those students.

Student progress will be reviewed on a regular basis to ensure needs are being met in the regular classroom setting and in the AIG enrichment setting.

In order to serve gifted students, staff in each school must be aware of each child's identification area(s). At each school, teachers should be made aware of the gifted students who will be in their classroom and what individual needs they have. The service response should match the area of identification and the needs of the individual student.

Guidance counselors are present in each school in the county and are available to work with gifted students and to collaborate with the AIG Facilitator and AIG Director in order to ensure that the social and emotional needs of the gifted are being addressed. AIG Facilitators also discuss social and emotional needs with gifted students through lessons and activities that cover such topics as "What Does it Mean to Be Gifted?" and "Are There Positives and Negatives to Being Gifted?" The enrichment classroom for gifted students should be a safe place where open discussion can take place and the needs of students are supported.

There are many opportunities to develop the talents of students, for those in the AIG program and not in the AIG program, through clubs and programs like Chess, Jr. Beta, FFA, Cub Council, Science Club, Math Club, Fellowship of Christian Athletes, and National Honor Society. Camden County Schools also promotes competitions for bright students such as Math 24, National Geographic Geography Bee, Chess, as well as essay and art contests. These offerings allow not only the academic needs of students to be met, but also special interests and talents that students can develop and showcase. All students should be prepared to think critically and creatively, collaborate,
communicate, problem solve, and cultivate potential as a leader. The specific clubs and competitions may vary from year to year but the goal to challenge and motivate students remains the same.

The schools in Camden County are separated into these categories: K-3, 4-6, 7-8, and 9-12. There is also an Early College High School. Differentiated activities that support a rigorous curriculum must be provided by regular education teachers and supported by the AIG Facilitator in order to meet the needs of gifted students in Camden County. Training will be offered district wide on best practices and/or specific materials/programs related to differentiation, rigor and relevance, and other areas that would be beneficial in serving gifted students. Although the district does employ a coordinator for gifted education and a facilitator for gifted education, to best serve our gifted students it will take cooperative work with all teachers and support staff. Coaching and support will be available for teachers who need extra assistance with meeting the needs of their gifted students. Services may look different in each school, tailored to the age and need of the students served.

At Grandy Primary School, which serves Kindergarten-3rd grade, the gifted population is currently 18%. If testing is completed in a timely manner this percentage will increase. Due to the time of the year when gifted score reports come back and the due date of the final headcount of the year for AIG to the Department of Public Instruction, the percentage looks lower at the K-3 school because many of the qualifying students have not been entered into the system yet.

By the end of the third grade year students have been tested and results determined for AIG placement. At Camden Intermediate School, which serves 4th-6th grade, the gifted population is currently 7.6%.

At Camden Middle School, which serves 7th and 8th grade, the gifted population is 12.1%. At Camden County High School and Camden Early College High School, which serve 9th-12th grade, the gifted populations are 12.6% (CCHS) and 12.9% (CECHS).

A Talent Development program is established where the potential of young students is cultivated and developed through purposeful and intentional strategies and differentiated curriculum and instruction. Currently, Kindergarten-3rd grade students in the Talent Development program are pulled out for enrichment with the AIG Facilitator. Beginning in the 2019-2020 school year the program will be changed. For Kindergarten, differentiation will be provided by classroom teachers in the regular classroom setting with guidance and/or assistance by the district coordinator and/or school facilitator. Students who were served in the 2018-2019 school year will continue to be served as need indicates. First grade students will also be served by their individual teachers in regular classroom settings, unless they were previously pulled as a Kindergarten student in the Talent Development program. In 2nd and 3rd grade the Talent Development program will continue to include pull-out services for enrichment with the AIG Facilitator. The Talent Development program for K-2 will be phased out over time and rather than students at that age being pulled out of class for services, their needs will be met within their classrooms. 3rd grade will continue a pull-out Talent Development program.

A new Talent Development program will begin at the 4th-6th grade level in order to provide a better continuum of services. This will allow a second tier of support for students who do not qualify for AIG
services after testing, but may show strength in one area of the achievement testing above 90%, such as Reading Comprehension, Math Problem Solving, or Numerical Operations. Students recommended for Talent Development would be those who meet the 90% in one area on achievement testing, but may not qualify with their aptitude score. These students may be those who participated in 3rd grade Talent Development, or students who are recommended and tested in 4th-6th grade.

Math I is offered at Camden County Middle School and students are able to take this course if they meet the following criteria:
- Level V on 6th Grade EOG
- Level V on 7th Grade EOG
- Final Grade of 95 or higher in 7th grade Math
- Teacher Recommendation
- EVAAS Predictor Score of 97% or Better

At the high school level, students have the ability to take a variety of courses including Advanced Placement and distance learning. Advanced Placement courses are designed for students who are willing to dedicate significant time outside of class to be successful at a high level. AP courses require significantly more homework, writing, reading, and research than honors or standard level courses. Students enrolled in AP courses are required to take the AP exam for AP credit in that course. Students should consult a school counselor for more information. The AP exams are also open to students who are not enrolled in AP courses; however, students will not receive high school credit for the course. Online high school courses may be delivered through the North Carolina Virtual Public School (NCVPS) or the North Carolina School of Science and Math (NCSSM).

Mid-year and accelerated graduation are also possibilities offered to high school students. A mid-year graduate must establish his/her intentions before the end of the third grading period of his/her junior year. An early graduate will be allowed to participate in the June graduation and the diploma will be awarded at that time. Early graduates are not eligible for second semester sports and may only attend prom as a guest of an enrolled student. Students who choose to be mid-year graduates are not eligible to be Valedictorian or Salutatorian.

An accelerated graduate must establish his intentions before the end of the third grading period of his/her sophomore year. An accelerated graduate will be designated as a senior for his last year of school. Students who choose to be accelerated graduates are not eligible to be Valedictorian or Salutatorian.

College credit is also available for high school students. Articulation provides students the opportunity to receive selected community college credit for certain courses taken in high school. The goal is for students to make a seamless transition of identified courses from secondary to postsecondary education.

College of the Albemarle, in collaboration with Camden County Schools, is offering qualifying students the opportunity to take college courses. These courses earn students both a high school elective credit and community college credit. To register for these courses, students should contact their high school Counselor. Student fees may also apply to these courses.

COA Entrance Requirements
· Must be a junior or senior
· Must have a 3.0 Weighted GPA
· Secure the approval of high school principal
· Earn a satisfactory score on the COA placement test (This test will be waived if you have an SAT score of 500 on reading, math, and writing or meet the recommended benchmarks on the ACT.)

It is the students’ responsibility to take the test on their own time at the campus of COA. Students who do not take the placement test prior to a deadline provided by their counselor will jeopardize their opportunity of taking college level courses at the community college.

Camden County High School also has an Honors Program and students are able to participate in the North Carolina Academic Scholars Program. Freshmen entering high school in the fall of 2017 and later will have the opportunity to enroll in the Camden County High School Honors Program. The program is academically rigorous and is designed to ensure that Honor Graduates are increasingly competitive in the college application process. Graduates of the program will receive the Honors recognition at graduation and will receive an Honors Seal on their diplomas. Students entering high school in the fall of 2017 or later must be enrolled in the CCHS Honors Program to be eligible to serve as a Junior Honor Marshal or to be named valedictorian or salutatorian. Students must take at least five courses at the college level, three of which must be AP courses. A four year sequence in a world language is recommended, but not required. Students must maintain a 3.65 weighted GPA to remain in the Honors Program. Permission from a parent/guardian is required for a student to withdraw from the Honors Program.

Additionally, students have the opportunity to earn free college credit in Career and Technical classes. Articulation provides students the opportunity to receive selected community college credit for certain courses taken in high school.

The goal is for students to make a seamless transition of identified courses from secondary to post secondary education. The following criteria shall be used to award college credit for identified high school Career and Technical Education courses:
1. Grade of B or in higher in the course.
2. A raw score of 93 or high on the standardized Career and Technical post-assessment.
3. To receive articulated credit, students must enroll at the community college within two years of their high school graduation date.

Upon acceptance to college, the student may be required to submit a portfolio to the department head for review and consideration for Articulated Credit. Students must also have a satisfactory community college placement test score to receive articulated credit. The following high school courses are available for articulation credit: Health Science I, Health Science II, Principles of Business/Personal Finance, Small Business Entrepreneurship, Construction I, Construction II, Horticulture I, Horticulture II.

Governor's School

The Governor's School of North Carolina is a six-week summer program for academically gifted sophomores and juniors. Sophomores may be nominated for the performing arts. Juniors may be nominated for performing arts or academics. Interested students should see a counselor in the fall for an application.
There is also an Early College designed around these non-negotiable Design Principles:

- College or Career Ready
- Academically Relevant Classes
- Personalized Education Plan
- Real-world application
- Purposeful School Design

**Practice B**
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:** The District AIG Director will ensure stakeholders are aware of the approved plan and program. The District AIG Director is responsible for sharing the plan with the Superintendent and Board of Education members to seek approval. The District AIG Team meets regularly and will be representative of the district and be comprised of educators across grade spans and disciplines. The District AIG Director also serves as the Exceptional Children's Director. The Handbook on Parent's Rights will continue to be updated and available to share with parents, staff, and community members.

The AIG Facilitator communicates and collaborates with teachers on a regular basis. Gifted students may be served through consultation, inclusion, pullout, and enrichment opportunities. Many of these opportunities are enriched through partnerships with multiple staff as well as community resources and volunteers, such as the local library and 4-H program. AIG students are properly coded in Power School providing easy identification for staff members who work with these students as they progress through each grade level.

Camden County Schools highly values our partnerships with local organizations who provide new opportunities for our students. Educators from the local library, local museum, and the local 4-H program volunteer to work with our gifted students. The local community college, College of the Albemarle, and the local university, Elizabeth City State University, are also great resources.

The District AIG Director and/or Facilitator will participate in regional and state AIG meetings. Membership and active participation in the North Carolina Association for Gifted and Talented is highly encouraged. The connections with these groups often contribute to the success of gifted students as partnerships are developed in the region and best practices for gifted are explored and implemented.

Camden County Schools uses technology across the district for effective and relevant instruction. Students have access to computer labs, Ipads, Chromebooks, etc. There are a wide variety of instructional programs being used appropriate for each grade span.

Teachers are also required to follow Camden County Schools Policy Code 3120 for Lesson Planning, which supports the implementation of both differentiation and alignment of the total instructional program. Policy Code 3120 says that instructional delivery plays a crucial part in the attainment of educational goals and objectives. Well-prepared lesson plans help ensure superior delivery of the
curriculum program. Each teacher shall prepare daily lesson plans based on the current statewide instructional standards and applicable curriculum and instructional guides developed by the school system. The following criteria should be followed regarding lesson plans:

1. Daily lesson plans should be accessible to the school principal at any time during the school day.
2. Teachers shall maintain lesson plans for one year in order to allow the teacher and supervisory staff the opportunity to assess instructional delivery and evaluate whether there are gaps in the curriculum.
3. When planning lessons, teachers must consider:
   a. specific outcomes and objectives that relate to the curriculum;
   b. planned activities, instructional strategies and special materials;
   c. effective use of technological resources;
   d. activities to address individual student needs;
   e. assessment/evaluation criteria; and
   f. evidence of curriculum alignment and continuity of the instructional program.

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

**District Response:** Administrators and those responsible for scheduling students in their classes will intentionally group the gifted students together as warranted in order to encourage high growth and achievement and meet the unique learning needs they have. Teachers will also be encouraged to implement flexible grouping practices within their classroom based on the results of student data, both for the gifted and for other advanced students.

As noted before, students can take advanced courses at the middle and high school level. Math I is offered in middle school and at the high school level, students are offered Advanced Placement courses, Honors courses, and College courses (dual enrollment) in a variety of content areas. In addition to gifted identification, other factors that may determine participation in these types of courses are student choice, teacher recommendation, and graduation requirement status.

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

**District Response:** The district AIG Coordinator and/or the AIG Facilitator will meet with staff at each school to ensure that the local policies and procedures for gifted education are being followed. There should be consistency throughout the district, with a goal of making transitions for gifted students easier from each grade span (K-3, 4-6, 7-8, and 9-12). The history of serving the gifted in North Carolina may also be shared, and the current expectations and regulations for gifted education, so
that staff are presented with a complete picture of why this is so important. School administrators, teachers, and support staff should know where the local AIG plan is located, how to access it, and how to interpret what it says. The local AIG plan should be posted on the district's website.

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

**District Response:** Camden County Schools employs an AIG Director who will ensure that each principal is aware of the continuation of gifted services from school to school, and the importance of maintaining a student's DEP. Student AIG folders are transferred with students as they move to the next school so that the new teachers are aware of their identification area and testing history, possible individual needs, and past performance as shown by enrichment work and participation in various activities.

The AIG Facilitator will work with students, parents, and staff to ensure students are transitioning well as they move to new grade levels and new school buildings.

**Practice F**
 Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

**District Response:** Camden County Schools recognizes that a gifted student is more likely to reach their full academic potential when their social and emotional needs are being met. District professional development, open to all faculty, has been provided on social and emotional needs. This type of professional development is something we hope to continue, as we recognize the prevalence of mental health needs both in our society and in our schools.

The AIG Facilitator communicates and collaborates with guidance counselors at each school. The district also employs a school social worker to assist with social and emotional needs of students throughout the district.

**Practice G**
 Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

**District Response:** Camden County Schools will encourage teachers to use pre-assessment data to effectively differentiate content for advanced learners, including curriculum compacting when necessary.
Camden County Schools has policies developed on above grade subject placement and grade skipping. A student must meet all 7 of the following criteria in order to participate in this type of acceleration:

**Quantitative**

Aptitude: 97th-99th percentile on Verbal and/or Quantitative or Non-verbal sub scores on approved nationally normed tests

Achievement: 97th-99th percentile on Reading and/or Math on approved nationally normed tests

Classroom performance: 98th-99th percent mastery on reading and/or math on formal and informal tests

**Qualitative**

Gifted Characteristics: displays gifted characteristics at a level that matches high achievers in the next grade level as evidenced by work products and anecdotal notes

**Interest**

Motivation: High task commitment, a desire to learn material at the next grade level as evidenced by work products and anecdotal notes

Maturity: shows maturity of above grade level peers or maturity level will not interfere with success in the next grade level classes

Teachers should have opportunities for professional development on gifted education so that they are able to effectively implement strategies such as curriculum compacting and differentiation within the regular classroom. They may also receive assistance from the local AIG Director and/or Facilitator. Professional development was provided on differentiation during the 2018-2019 school year (multiple sessions) and was available to all faculty who chose to attend.

Credit by Demonstrated Mastery (CDM) is available to high school students. Policies and procedures for CDM are currently being developed and reviewed.

**Practice H**

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

**District Response:** Camden County Schools has a district AIG team which includes the AIG director, AIG Facilitator, principals from various schools, regular classroom teachers and other staff from various schools, as well as parent representatives. The diverse group of leaders collaborate and work
together to implement policies and procedures and to plan and secure resources that will meet the needs of all students. Active Talent Development programs are enabling students with unique needs to be recognized and served.

There are currently students of many different cultural backgrounds and economic situations being served through the Gifted program and through the Talent Development program, including English language learners and twice-exceptional students. In Camden County Schools, 28.1% of students are economically disadvantaged and 0.2% are English language learners. We recognize that not all gifted students can be served the same and service options are adjusted as needed to best serve the child. Open communication and collaboration between case managers of twice-exceptional students and AIG students is expected and encouraged.

Practice I
Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

District Response: In order for gifted students of all backgrounds to grow and develop to their full potential, a variety of enrichment opportunities as well as extracurricular events and programs will be encouraged by the Camden County School District across the full continuum, Kindergarten-12th grade. Many of these opportunities, events, and programs are open to all students regardless of their gifted identification but rather according to interest and/or qualifications. The Jr. Beta Club, for example, and the National Geographic Geography Bee at the 4th-6th grade level are in place at the time of this plan revision and are not exclusive to only gifted students. Greater participation in clubs and competitions will be an area to strive for throughout the district. Parent volunteers may be available to assist as these enrichment programs are developed.

The district will promote opportunities for participation in camps and events that happen outside of the school system as well, as long as they are deemed beneficial and appropriate for the students we serve. Many surrounding colleges and universities offer Saturday events and summer camps that are very worthwhile for our students to explore.

Whenever possible, students are given the opportunity to participate in events that are specifically designed to promote cultural awareness. Schools also offer a variety of community service opportunities, such as food drives, classroom guest readers, tutoring, etc.

Ideas to Strengthen the Standard: Consider allowing guidance counselors to participate in professional development with AIG Facilitators. There is an annual session in a neighboring county that would be very beneficial.

Consider implementing an annual Special Populations Day at the beginning of each school year where Exceptional Children's teachers, the AIG Facilitator, the nurse, etc. would share student information confidentially with teachers in one event.

Increase collaboration between special education staff and gifted education staff to better serve twice
exceptional students.

Consider a resource sharing method to ensure all schools in the system have knowledge and access to resources, programs, and services.

Determine if each school will be required to have an active AIG committee or if the district AIG team will be sufficient.

Develop summer transition meetings for AIG students going to 4th, 7th, and 9th grades.

**Sources of Evidence:** Rosters from competition participation

Class and club rosters, Talent Development lists, AIG Headcount, DEPs

Documented collaboration between guidance counselors and the AIG Facilitator and/or AIG Team

Credit by Demonstrated Mastery lists
Standard 3: Differentiated Curriculum and Instruction
The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of 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 through the use of differentiation strategies, including enrichment, extension, and acceleration.

District Response: A Differentiated Education Plan (DEP) is required for all identified AIG students in the following areas: Academically Gifted in Math (AM); Academically Gifted in Reading (AR); Academically Gifted (AG); Intellectually Gifted (IG) and Academically and Intellectually Gifted (AI). The DEP ensures that flexible instructional grouping of students, based on their ongoing identified needs, is happening to the benefit of students. Based on NC General Statutes Article 9B - differentiated instruction shall be provided to gifted learners to extend, enrich, and/or accelerate their content. As needed, the AIG Facilitator and/or AIG Director shall collaborate with the classroom teacher to assist, clarify and advise differentiated instructional strategies. Differentiated services may be based on formative assessments, interests, social and emotional needs and/or learning style results.

A stronger emphasis on differentiation and curriculum compacting within the classroom, based on current and ongoing data will be required to meet student needs. Classroom teachers are responsible for the ongoing differentiation of the curriculum to meet the needs of gifted students. The AIG Director, AIG Facilitator, and other members of the District AIG team will continue to review and explore a variety of research-based supplementary resources to augment curriculum and instruction as it relates to fostering 21st century skills, rigor and content.

At each school in the district a set schedule has been designed that includes an enrichment block of time during the school day. This allows time to address specific needs of students. During this time, identified students in the AIG program and students in the Talent Development program may meet with the AIG Site Coordinator to receive service or advanced learning opportunities. Beginning in the 2019-2020 school year, a Talent Development program will continue for the first time at the 4th-6th grade level. There will be a list of identified gifted students and a list of Talent Development students beginning at the 4th grade level. Previously, the Talent Development program ended after 3rd grade. This continuation will allow more students to get the services they need to excel in school by participating in a small group program.

All schools are encouraged to include advanced instruction on critical thinking, communication skills, digital learning, creativity and other 21st century skills and best practices to serve gifted students.

Practice B
Employs diverse and effective instructional practices according to students’ identified abilities,
readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

**District Response:** The district will strive to add new and additional opportunities such as hands-on learning and field trips to supplement and improve the current curriculum for AIG students. There are field trips offered locally, and may also be offered throughout the state, country, and even internationally. Field trips occur at every grade span (K-3, 4-6, 7-8, and 9-12). Third grade students travel to Jamestown in Virginia annually. Fifth grade students travel to Jennette's Pier at the Outer Banks annually. Middle school Jr. Beta students will be traveling to the national competition in Oklahoma in June 2019. High school students recently visited the Holocaust Museum in Richmond, Virginia. The aforementioned trips are just a sampling of the opportunities presented for students. Academic competitions may also include travel.

The AIG Facilitator is leading an international trip to Belize in June 2019 and will be leading a trip to Greece in June 2020. The international trips led by the AIG Facilitator are not sponsored by the school system but are led by the facilitator through an educational tour company, Education First Tours. Other staff in the district may also offer such opportunities.

The AIG Facilitator gets to know students through interest inventories and can therefore develop more personalized learning experiences. If funding is available for AIG, it can be used to purchase differentiated resources such as lesson plans, software, hands on materials, SAT prep, etc. that would greatly benefit students. There may be special events planned, such as a "slime" writing camp after school that was held for 3rd grade students in the Talent Development program, that students can choose to participate in.

Teachers of gifted students should be familiar with the characteristics of gifted learners and should be encouraged to become AIG certified, as well as encouraged to participate in the North Carolina Association for Gifted and Talented and/or the National Association for Gifted. Teachers will be guided to use the NCDPI AIG Wiki site to obtain lesson ideas for their gifted and high achieving students. Teachers who are working with gifted students will differentiate to meet the needs of their students. Differentiation does not necessarily mean more work but rather different work, aligned with the student need and appropriate level of challenge. Teachers of the gifted are encouraged and expected to use challenging lessons infused with higher order thinking skills as well as other successful strategies like curriculum compacting, acceleration, flexible grouping, and progress monitoring.

The district AIG team will discuss and implement plans for expanding clubs and extracurricular offerings at each grade span to better serve AIG students and those in the Talent Development program. These students have a wide variety of interest and readiness levels that can not always be fully addressed during the traditional school day. Clubs and extracurricular offerings provide more in depth experiences for students, helping them to grow and improving their engagement and motivation in school. Participation costs and details for joining the North Carolina Association of Scholastic Activities will also be discussed.

**Practice C**
Incorporates a variety of evidence-based resources that enhance student learning.
District Response: The evidenced-based resources that are used by Camden County Schools may include, but are not limited to the following: iReady, EVAAS, Reading Eggs, Prodigy, Interest Inventories, Letter Land, STAR Reading, STAR Math, dual enrollment classes, Credit by Demonstrated Mastery, CTE Work Keys, and the North Carolina Department of Public Instruction AIG wiki as well as other resources.

Supplemental material may also come from the North Carolina Association for Gifted and Talented, which offers grants. Camden County Schools were the recipient of one of these grants in the 2018-2019 school year, gaining books and supplemental material for early reading and exploration of Shakespeare plays.

Within AIG and Talent Development enrichment time, as appropriate depending on student readiness and ability level, Depth and Complexity Cards are currently used with Kindergarten-6th grade. The Depth and Complexity model is modified for use in discussion, reading, application of knowledge, etc. Classroom teachers are encouraged to use this model as well. The Depth and Complexity Icons, developed by Dr. Sandra Kaplan, are visual prompts designed to help students go beyond surface level understanding of a concept and enhance their ability to think critically. These critical thinking tools help students deeply explore a concept (depth) and understand that concept with greater complexity. Using these cards with older students, grades 7-12, will be an idea presented to middle and high school administration and teachers during the 2019-2020 school year.

EVAAS is used as well. Student performance and evidence of growth is monitored throughout the year on benchmark testing and other assessments.

Practice D
Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

District Response: Some gifted students find future-ready skills difficult to implement successfully. Working together with others can be a challenge, particularly for gifted students who are also identified as having learning disabilities, also known as twice-exceptionality. Teaching students appropriate discourse and behaviors during collaboration is a vital skill. Students often have their own ideas of what leadership is and do not realize that they aren't actually leading, or not leading as well as they could if they learned to accept input from others. Camden County Schools wants to ensure that students are prepared for college and future careers and will continue to implement teaching that includes future ready skills such as problem solving, critical thinking, communication skills, teamwork and collaboration, creative endeavors, opportunities to lead, and opportunities to participate in authentic, real world experiences. This will be done through classroom teaching, guest speakers, field trips, creative challenge lessons such as Breakout boxes, clubs, competitions, etc. Guest speakers may include those from local businesses or banks, 4-H, library, and local colleges and universities. As mentioned above, this is also achieved through the use of Depth and Complexity Icon cards and application.

The Camden County Schools Education Foundation provides grants to teachers to implement exciting ideas and programs in their classrooms that highlight many, if not all, of these future-ready skills. The Education Foundation provided a grant for gifted students at Grandy Primary and Camden
Intermediate during the 2018-2019 school year which provided hands-on learning materials that are exciting and creative such as a forensics kit, a rocket launching set, geodes, dinosaur skeleton models, a veterinary kit, a butterfly hatching set, etc.

The AIG Facilitator also received a grant from the PTO at Camden Intermediate for a Chess set and a Donors Choose grant for two Engineering kits to be used between two schools with AIG and Talent Development students during the 2018-2019 school year. The Engineering kits were developed by the Museum of Science in Boston.

Opportunities to support future-ready skills are constantly being explored. There is no local funding in Camden County Schools specifically for the AIG program, so grants are essential for student resources and materials.

**Practice E**
Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

**District Response:** On-going assessment occurs at all grade levels for all students in Camden County Schools. These assessments include, but are not limited to: Mclass, Iready in Reading and Math, 9 weeks assessments and other tests given by classroom teachers, and of course, EOG and EOC testing. Data is used to form Talent Development groups which may leave the classroom during enrichment, stations and centers within the classroom setting, and small groups which may be assisted by a parent or community volunteer.

**Practice F**
Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

**District Response:** Guidance counselors, the AIG facilitator, classroom teachers, individual school administration, and district support personnel all work together to ensure the social and emotional needs of students are met. Students needs and/or concerns are communicated between stakeholders when necessary.

The district has provided professional development sessions on emotional health for staff at all levels, Kindergarten-12th grade, during the 2018-2019 school year. There were multiple sessions offered on different days and times that could be selected, making the training more easily accessible and convenient for participants.

At the beginning of 4th grade, gifted students participate in a unit of study with their AIG Facilitator about the social and emotional needs of the gifted. This unit allows students to share any concerns or personal experiences they may want to discuss in relation to social and emotional needs, addresses common attributes of the gifted students may not realize exist, and emphasizes the importance of positive mental health. It also reminds students that their AIG Facilitator is an advocate for them and supports them along with their guidance counselor, teachers, and administrators.
**Practice G**
Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.

**District Response:** Currently, the Talent Development Program is for students in Kindergarten-3rd grade. Although this will be changed to shift Talent Development from a pull-out program during enrichment time to differentiation within the classroom for Kindergarten, 1st grade, and 2nd grade, the AIG Facilitator will still be available to consult and assist teachers in those grade levels as needed. Young students in Kindergarten and 1st grade who are excelling far beyond their peers (able to show mastery of content one year or more above grade level) should be discussed with the AIG Facilitator to ensure their needs are being met and that their progress is being monitored. This change will happen over time so that students currently served in Kindergarten, 1st grade, and 2nd grade will continue to be served in Talent Development. The changes in the program will begin with Kindergarten in the fall of 2019. 1st, 2nd, and 3rd grade students will continue to be served as a part of a Talent Development program during the 2019-2020 school year.

Teachers are encouraged to use differentiated small groups in their classrooms to help ensure the curriculum and instruction matches the needs of students at all levels, including K-3.

**Practice H**
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** Professional development sessions, presented by the AIG Facilitator, were offered on differentiating curriculum and instruction throughout the 2018-2019 school year for all staff in the district, Kindergarten-12th grade. Teachers and staff were able to choose from a variety of sessions, so the differentiation session was presented multiple times to allow more opportunities for participation. Other sessions were available that promote differentiation as well, such as Breakout boxes and Canvas features. The Director of Exceptional Children and Special Programs, who oversees AIG for the district, also presented sessions on data. Teachers were able to learn about analyzing data effectively and then how to differentiate.

Regular education teachers collaborate with the AIG Facilitator and the Exceptional Children's teachers to best meet the needs of students as needed. There are regular, consistent planning times for teachers to collaborate and monthly professional development district wide. Individual schools also offer additional professional development to meet the needs of their staff. Individual schools also have monthly staff meetings that often discuss how differentiation is occurring, or not occurring, and what needs to be done in order to improve.

All district staff have been very supportive of meeting the needs of gifted students through differentiation and collaboration. It is an area of growth and excitement that we plan to build on in this plan cycle by continuing the positive things were are doing and increasing the collaboration of the AIG Facilitator with staff at all grade levels, K-12.
**Practice I**
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 reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

**District Response:** Camden County Schools uses a DEP for each student who is identified as gifted. The document is reviewed annually with parents and a parent signature is required. Each DEP is kept in the student's AIG file and is updated as needed. Special activities that a student participates in and/or special recognitions may be noted on the second page of the DEP. The DEP is shared with teachers so that they are aware of the individual students' needs. The DEP travels with the student through all school transitions, ensuring a continuum of services at every grade level.

Services will be re-evaluated annually by reviewing a student's progress throughout the school year and adjusted as needed. The goal for reconsideration of services is to ensure students are meeting grade level requirements as outlined in the standard course of study and monitored by end of grade testing. If an AIG student is not maintaining academic excellence, services may be discontinued for a period of time so the student can again adequately demonstrate he/she is performing above that of his peer group. Under no circumstances shall a student lose his/her identification as a gifted learner. Only the services provided are reconsidered and will be done so in order to best meet the individual learners' needs. Camden County Schools, in alignment with the state of North Carolina Department of Public Instruction, does not encourage the practice of degifting children.

We also are in the process of creating an IDEP for students who are identified as gifted and score in the 98th percentile on Aptitude testing. These students may require specialized support and services beyond what other gifted students are receiving. The IDEP will be developed and implemented during the current AIG plan cycle.

**Ideas to Strengthen the Standard:** Create and implement IDEP for qualifying students.

Continue to promote collaborative efforts between the AIG Facilitator and staff at all grade spans.

Research new evidence-based resources that enhance student learning and are particularly designed for gifted learners.

Ensure staff are aware of supplemental material for gifted learners by sharing ideas through email, newsletters, and/or face to face meetings.

**Sources of Evidence:** DEP and IDEP forms

Differentiated classroom lessons
List of resources used to enhance student learning

Documentation of social and emotional professional development, training, lessons, collaboration among staff, etc.
Standard 4: Personnel and Professional Development
The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

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

District Response: The Director of Exceptional Children and Special Programs oversees the AIG program for Camden County Schools as the lead coordinator. There is also an AIG Facilitator who is licensed in gifted education for Kindergarten-12th grade. The AIG Facilitator provides direct service to gifted and talented students, as well as being a resource for staff and parents.

The Director and Facilitator attend regional meetings to keep abreast of changes, policies, etc. in gifted education in North Carolina. Both the Director and the Facilitator will guide, plan, develop, implement, revise, and monitor the local AIG program in collaboration with the AIG district team and Yolanda Anderson, the Chief Academic Officer for Camden County Schools. The AIG plan will be shared with the Superintendent and the Board of Education so that everyone is knowledgeable about the plans and actions occurring in the district for gifted students.

In the 2018-2019 school year the AIG Facilitator worked with Kindergarten-6th grade. Beginning in 2019-2020, the AIG Facilitator will be available to work with Kindergarten-12th grade in some capacity. The schedule and details of what the reach of the AIG Facilitator will be district wide will be developed in the fall of 2019 once school schedules are finalized. This adjustment will allow increased implementation and monitoring of the local AIG program and plan across the district.

Additional responsibilities of the AIG Coordinator:
-Provides leadership in the implementation of the program
-Clarifies roles and responsibilities of key personnel involved in the program
-Conducts and/or assists in educational awareness sessions for parents whose children are involved in the program
-Assists in the communication of the goals and objectives of the program to parents and the community
-Maintains and monitors the District AIG Team to guide, develop, implement, and revise the local AIG program
-Attends state, regional and local AIG meetings or assigns a designated representative for Camden County Schools whenever possible
**Practice B**
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

**District Response:** There is consistent communication and collaboration between the AIG Facilitator and teachers, several of whom are also AIG-licensed. Several of these AIG-licensed teachers are also on the district AIG team. Input from all stakeholders is used to revise the district AIG plan to ensure the needs of gifted learners are being met.

There are few teachers and administrators licensed in gifted education in the district. At Grandy Primary School (K-3) there are two teachers, one AIG Facilitator, and one administrator licensed in gifted education. At Camden Intermediate School (4-6) one teacher is licensed in gifted education. At Camden Middle School (7-8) two teachers are licensed in gifted education. At Camden County High School and Camden County Early College (9-12), one teacher is licensed in gifted education at each location. Because of these low numbers of licensure in gifted education, professional development and awareness of the academic, intellectual, social, and emotional needs of gifted learners is crucial for staff.

District professional development sessions include topics that are relevant to gifted learners, such as differentiation in the regular education classroom to meet the needs of all students effectively. Creative and challenging new ways to engage gifted learners, like breakout box sessions, are also being shared with educators through professional development sessions across the district.

Our goal is for the AIG program in Camden County to encompass the whole gifted child because we recognize that in order for our students to be successful, we must address more than academics in isolation. There are also professional development sessions on mental health and sessions will be planned for the future that focus more specifically on the unique social and emotional needs of gifted learners.

Additional responsibilities of the AIG Facilitator:

Knowledge and Skills:
- Knowledge of appropriate content, methods and strategies for the education of academically or intellectually gifted students and ability to implement those in the teaching of the gifted
- Knowledge of curriculum development and implementation, such as differentiation of instruction
- Ability to effectively communicate and collaborate with other educators, as well as parents
- Knowledge of social/emotional needs of the gifted
- Ability to interpret AIG testing results and explain them to parents with appropriate next steps

Responsibilities:
- Maintains records and follows procedures for gifted students – testing, identification, placement, annual reviews
- Provides service to identified AIG Students
- Develops enrichment activities for Talent Development students
- Leads or assists in providing competition access for students
- Informs the regular classroom teacher of the AIG identification for each student
- Meets with individual parents and parent groups when applicable
- Serves as a resource to the classroom teacher when applicable
- Advocates for AIG students and the AIG program in Camden County Schools
- Demonstrates best practices for AIG students
- Conferences with students as needed
- Makes students aware of opportunities outside of the regular curriculum as they are available
- Communicates and disseminates information about the program to parents and other stakeholders
- Assists in the evaluation of the program
- Sends data and paperwork to AIG Coordinator upon request, including the updated AIG Headcount
- Attends local, regional, state, and national staff development opportunities as funding allows

Practice C
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: District professional development, as well as professional development at individual schools, is required for all teachers and staff. The professional development offered includes a variety of topics and the needs and desires of the staff are taken into consideration when planning these opportunities.

A review of the district AIG plan highlighting changes and important things to remember for all teachers and staff will be done at each school at the beginning of the school year. The review will include question and answer time to address specific needs of staff and students at each grade span (K-3, 4-6, 7-8, and 9-12).

AIG certification will be encouraged as an excellent professional development option for teachers. Teachers will be informed of the various ways to earn certification, either through traditional coursework that leads to licensure or through studying and successfully completing the appropriate Praxis testing.

The AIG Coordinator will communicate with principals about their specific responsibilities in regards to AIG students, like monitoring the scheduling of AIG students appropriately in classes and/or in cluster groups. The AIG Facilitator or assigned designee will provide each principal with an updated list of AIG students in their school.

Practice D
Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

District Response: The AIG Facilitator is licensed as a gifted education specialist certified to work with students in grades Kindergarten-12th grade. Whenever possible classroom teachers who are
certified in AIG will be matched with AIG students. Due to the low number of AIG licensed teachers in the district, it is very difficult to ensure general education services throughout the entire day are provided by AIG licensed personnel. All of the teachers and staff in Camden County Schools, however, meet the LEA requirements for their positions. The AIG Facilitator, based at the K-3 and 4-6 grade level schools, is also available to support teachers as needed throughout the district. There are also AIG certified teachers at the middle school and at the high school who will serve as site coordinators.

**Practice E**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

**District Response:** Camden County Schools will continue to provide professional development opportunities and/or inform staff of such opportunities to ensure that there is an awareness of the best practices in gifted education. Various areas of professional development will be offered, which may include topics such as STEM education, critical thinking, Genius Hour, Growth Mindset, Social/emotional needs, etc. As seen in the Ideas for Strengthening, offering professional development in all areas of gifted education will be explored to ensure the needs of our staff and students are being met.

**Practice F**
Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

**District Response:** The AIG Facilitator will be encouraged to attend staff meetings monthly to maintain communication and collaboration with regular education teachers and other staff members, including specialists such as Exceptional Children's teachers and guidance counselors. The AIG Facilitator may also attend meetings such as Professional Learning Communities with various grade levels throughout the district.

**Ideas to Strengthen the Standard:** Continue to encourage teachers to pursue gifted licensure and share the options for doing so.

Due to the low number of staff licensed in gifted education, Camden County Schools will consider offering a local endorsement in the future (not certification) and give CEU credits for those who participated. This local endorsement would be developed by the AIG Facilitator and details planned with the district AIG team.

**Sources of Evidence:** AIG Team Meeting attendance

Staff meeting attendance or other PLC meetings where AIG topics are presented
Licensure information of staff

Professional development records
Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:

* academic and intellectual
* social and emotional

District Response: Parent sessions on a variety of topics related to gifted education will be discussed and planned for subsequent years. In 2018-2019 Dr. Rick Courtright, the gifted education specialist from Duke University, presented at Grandy Primary School for families on the characteristics of giftedness. The District AIG Coordinator and Facilitator will consider experts in the field of gifted education who may be willing to support our efforts in parent outreach when planning sessions.

Camden County Schools recognizes the importance of family partnerships and hopes to enhance our gifted program with this element. Parents are invited to DEP meetings upon identification and encouraged to contact their child's teachers or AIG Facilitator with any concerns or needs throughout the school year. The AIG Facilitator shares a variety of information with parents, from articles to contests, events, competitions, and summer camp information. Many of these items are also posted on the AIG website. Additional resources like the North Carolina Department of Public Instruction AIG website, the North Carolina Association for Gifted and Talented, and the National Association for Gifted Children can be shared with parents as well.

The AIG Coordinator and Facilitator will present the 2019 -2022 AIG Plan to the Camden County Board of Education for approval. The district AIG team members are invited to attend this meeting.

Parent surveys were conducted during the 2018-2019 school year of 4th-6th grade AIG students. Additional surveys will be considered to determine program effectiveness and next steps. The survey results will be shared with the district AIG team and other stakeholders in an effort to improve the overall AIG program.

Practice B

Shares with stakeholders, including all students’ parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response: The district AIG Team, including the Coordinator and Facilitator, will continue to meet on a regular basis to disseminate information, share ideas and goals for improvement, and to monitor the plan and procedures for consistency throughout the school system. The AIG Coordinator
and/or Facilitator will meet with staff members at each school at the beginning of the school year to share any updates to the local AIG plan, AIG information, best practices, and to address concerns and issues.

A Meet and Greet parent information meeting will be held as well to share any updates and provide a time for parents to express concerns and/or ask questions. Parents may also be kept informed through information and materials sent home with their child, Connect-Ed phone calls, emails, the district website, and the AIG Facilitator's website. There are resources for parents included on the AIG Facilitator's website, such as the North Carolina Association for Gifted and Talented and enrichment opportunities. The district AIG brochure and parent handbook will be updated to include new policies and procedures and will be made available to parents at request. Copies of the brochure and parent handbook will also be available at each school. During Open House events at individual schools, the AIG Coordinator, Facilitator, and/or a designee will be present to answer any parent questions in regards to gifted education.

Parents are always welcome to contact the AIG Coordinator and/or Facilitator for more information or to request a conference if they would like to do so.

The 2019-2022 AIG Plan will be placed on the district's website, once approved.

**Practice C**
Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.

**District Response:** Camden County Schools has an advisory board for gifted education that will continue to meet and grow. The board, also known as the AIG team, currently consists of the AIG Coordinator who is also in charge of Exceptional Children and Special Programs, the AIG Facilitator, administrators from each school, and teachers. The team will be expanded to include parents, community members, and other support staff. The planning has taken place during the 2018-2019 school year and new members will be invited to join the team for 2019-2020.

In order to fully evaluate the AIG program, more surveys need to be completed across the district to gain input from staff and parents. Survey results and team meetings will be used to evaluate and monitor the program. The AIG team will be instrumental in advancing the services offered for students across each grade span.

**Practice D**
Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

**District Response:** Each school provides a website and other ways to communicate such as newsletters, phone calls, emails, fliers, programs, etc. Information about student scholarships, the
Duke TIP Program, Summer Programs, Leadership Programs, Governor’s School, etc. can be found on the schools website or provided by the guidance counselor and/or AIG Facilitator.

Due to the low number of ESL students in Camden County Schools, there are no ESL Coordinators. Whenever and to the extent possible, Camden County Schools will assist families and community members with understanding the AIG program and any available opportunities.

**Practice E**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

**District Response:** Camden County Schools collaborates with local institutions, such as Elizabeth City State University and the College of the Albemarle, that provide great opportunities for students. Elizabeth City State University brought their STEM bus to Camden Intermediate School in the fall of 2018 and a representative from the College of the Albemarle also came to speak about program offerings and summer opportunities. We hope to continue these partnerships and develop them more over time. Students who attend Camden County High School and Camden Early College High School have the ability to dual enroll with the College of the Albemarle for advanced coursework. Camden County Schools also partners with the North Carolina Virtual Public School and the North Carolina School of Science and Math to offer additional course opportunities for students.

There are also competitions and events that are sponsored by ECSU and COA that can benefit our students. We will research and seek out additional partnerships with other institutions of higher education in our region, such as Chowan University and East Carolina University, that could benefit our students.

Barton College provides a cohort class for AIG coursework in a neighboring county and we plan to share this information with staff members who may be interested in pursuing AIG add-on licensure. The cohort allows teachers and other staff members to take traditional college coursework without having to travel or miss school days. The cohort classes take place at night and on weekends and are held at Northeastern High School with Elizabeth City-Pasquotank Public Schools. ECPPS also hosts regional roundtable meetings with different topics related to AIG, like guidance counselor and AIG facilitator partnerships and service options at different grade spans. Whenever possible, we hope to participate in these meetings to expand our regional connections and gain information, strategies, and skills to better meet the needs of our students.

The local library and local 4-H program are both wonderful partners with Camden County Schools. They are very active and provide support and enrichment opportunities throughout the school year. The library has recently provided break box sessions for AIG students (4th and 5th grade) and 4-H provided sessions with LEGO robots for AIG and Talent Development students (grades Kindergarten-5th grade). These sessions were held on site for each group, as well as in our schools so students have many opportunities to access the resources. The local banks have also sent representatives to speak with students about financial literacy (6th grade and up). The local flower farm has allowed high school students to visit on an educational field trip. The annual truck day at Grandy Primary includes numerous local organizations and businesses who volunteer their time and equipment,
including Albemarle Electric, Williams Strawberry Farm, and local farmers. The local Woman's Club also offers contests and scholarship opportunities. Camden County is a small, rural area with few businesses but many are willing to help.

Currituck County Schools hosts a Math 24 competition for 4th & 5th graders that we participate in each year. We hope to expand our competition participation next year and join other local school districts in competitions such as Battle of the Books.

Camden County Schools also partners with the North Carolina Virtual Public School and the North Carolina School of Science and Math to offer additional course opportunities for students.

The Camden County Education Foundation provides the opportunity for teachers to apply for grants with resources that can be used with gifted students. The AIG Facilitator received one of these grants during the 2018-2019 school year.

We are also fortunate to have a large group of parents, grandparents, and community members willing to volunteer their time and talents and plan to utilize their volunteer efforts more purposefully in regards to the AIG program in this next plan cycle.

**Ideas to Strengthen the Standard:** Future parent sessions could include a roundtable panel with gifted education experts answering questions that parent submit prior to the meeting.

AIG students could present on the Eight Gripes of Gifted during a parent session and share suggestions and strategies.

Consider the development of a local PAGE chapter (Partners for the Advancement of Gifted Education).

Attempt to expand representation from Institutes of Higher Education, businesses, civic groups and industry leaders throughout the northeast area to gain additional support and opportunities for AIG programs and services. Consider hosting a College and Career Fair at the high school level.

**Sources of Evidence:** Stakeholder surveys
Parent meeting attendance
AIG Team membership and meeting attendance
Record of collaboration with community stakeholders
Volunteer records
District and/or AIG website
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 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}), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

District Response: AIG team meetings were held to discuss the revisions of the local AIG plan, seek input, and plan surveys for parent feedback. Surveys were distributed, collected, and reviewed at Camden Intermediate School. The AIG Facilitator, in conjunction with the AIG Coordinator and Chief Academic Officer, revised the local AIG plan. Multiple dates were available for the AIG team to review the drafts of each standard revision. Additional days were provided at each school building for all staff to review the plan, ask questions, provide input, and/or express concerns directly with the AIG Coordinator and Facilitator. One school administration requested the drafts by email to share with teacher team leaders so that they could be discussed in teacher team meetings and this request was granted.

The local plan is meaningful for our students and the work we will do with our gifted population. The plan is based on the North Carolina Academically or Intellectually Gifted Program Standards and accompanying practices have been updated to convey a comprehensive and quality AIG Program. The 2019-2022 AIG Plan for Camden County Schools will be approved by the Camden County Board of Education. The 2019-2022 local plan will then be submitted to NCDPI prior to July 15, 2019.

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

District Response: The district AIG team, which includes the AIG Coordinator and AIG Facilitator, will be responsible for monitoring the implementation of the local AIG program and plan. They will continue to meet on a regular basis. All current legislation and state policies will be followed in every team decision and action. The approved 2019-2022 local AIG plan will be reviewed and discussed by the team to ensure effective action steps are underway to meet the outlined goals. Ideas for strengthening each standard will be reviewed and acted on if deemed beneficial for our gifted program.

Surveys will continue to be implemented to evaluate the implementation and effectiveness of the local AIG program. Survey results will be shared with the district AIG team and will include surveys completed by parents of gifted children, as well as surveys completed by teachers and administrators. The AIG Facilitator will be prepared to present any AIG updates to the district AIG team throughout
the school year. Questions, concerns and issues that may arise will also be addressed on an on-going basis.

The District AIG Coordinator and/or Facilitator will conduct a monitoring visit of all AIG files to ensure DEPs and other relevant materials are completed accurately. Principals will continue to share AIG student achievement data with the Superintendent, Chief Academic Officer, and AIG Coordinator. This data will be shared with the AIG Facilitator who is assigned to those students as their case manager as academic performance and growth is reviewed.

The activities of the AIG program should be evident throughout the district as seen by competitions and other contests, information sessions, professional development, and other events.

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

District Response: There are no local funds for AIG at this time in Camden County Schools. The current AIG budget is being closely reviewed to ensure it is used to the best benefit of our gifted students. Based on the allotted state funding, a yearly AIG budget is planned and prepared by the AIG Coordinator with the assistance of the Finance Officer and approved by the Superintendent. A needs assessment is completed at each school to determine budget needs.

Any available funds will be used to meet the needs of AIG expenditures aligned with the local AIG Plan. A copy of the AIG Proposed Budget will be shared with the district AIG team and school administrators. Principals and the AIG Coordinator are responsible for approving AIG expenses. Prior approval and purchase order approval forms are required to be submitted to the school principal and/or AIG Coordinator. No purchases should be made without prior approval.

Practice D
Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

District Response: Data analysis is a collaboration between administrators and instructional staff at each school and the AIG Coordinator, as well as other central office staff like the Superintendent and the Chief Academic Officer. Student achievement is monitored throughout each school year. EVAAS reporting is used to analyze student growth and teacher effectiveness.

Principals are mainly responsible for collecting and disseminating student data. The AIG Coordinator, AIG Facilitator, and teachers assist with gathering and sharing student data. Staff members will review data for AIG students to determine effectiveness of the program service options. Data review will include all identified AIG students and Talent Development students, which may include underrepresented populations and twice exceptional students. Grades and work samples are maintained for all AIG students by classroom teachers and/or the AIG Facilitator and shared with the
AIG Coordinator as deemed necessary. Any Credit By Demonstrated Mastery results will also be shared with administrators and staff.

Student confidentiality is always protected and Camden County Schools will adhere to the rules of Family Educational Rights and Privacy Act (FERPA) when sharing student data with the public.

Practice E
Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: The current AIG program in Camden County Schools is representative of all of the underrepresented populations listed above, although there are very few English language learners present. The revamped Talent Development program will help ensure underrepresented populations are being served. The Talent Development program used to end after 3rd grade, but will now continue through 6th grade.

The creation of an IDEP, as mentioned previously in the plan, will help to serve the highly gifted, as their needs can be much different from that of other students and even from other gifted students. We are defining highly gifted as students scoring 98th percentile and above on aptitude testing.

The district AIG team will discuss our underrepresented populations and what strategies we can implement to ensure their needs are being met. This could include additional professional development suggestions, or handouts designed and delivered to teachers explaining what to look for when recommending students for a gifted or Talent Development program, and how those characteristics may appear differently in underrepresented populations.

Practice F
Maintains current data regarding the credentials of personnel serving AIG students.

District Response: The number of AIG licensed staff members is included in our local plan and will be presented to the district AIG team. This information is very transparent and will continue to be updated. Personnel not licensed in AIG who may be serving our students are still licensed staff members, their license is just in a different area. Camden County Schools will encourage add-on AIG licensure and share options for how to achieve that with teachers at each school. If local funding were to become available for financial assistance with add-on AIG licensure, teachers would be notified and procedures created and followed for implementation.

Human Resources oversees licensure and CEUs. Certified AIG teachers will be encouraged to serve on the district AIG team as well as on AIG school level teams with the AIG Facilitator and school administrator.
Practice G
Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

District Response: Surveys were started in the 2018-2019 school year and will continue. They will be done at every school, rather than only one school, in 2019-2020. This data will be vital for improving our local AIG program. Data will be collected from students, parents, administrators, and teachers.

The AIG Facilitator and AIG Coordinator are always receptive to contacts from parents or other stakeholders. They can be reached by phone or email and meetings are set up as needed to address individual or group concerns. The AIG Coordinator and AIG Facilitator will also be available at planned events throughout each school year, such as parent nights and competitions, whenever possible.

Practice H
Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: Camden County Schools will use feedback from as many stakeholders as possible when reviewing and revising the local AIG program and plan. This will include parents, teachers, administrators, students, central office staff, and other community members. Traditional paper forms may be used as well as electronic copies, emails, and Google docs. Meetings to open up communication with the district AIG team and the community will continue to be held as creative sessions are planned on gifted education. All stakeholders are welcome to provide suggestions and critique of the local plan. Because the local plan will be presented to staff at each school in the district, there will be a more unified understanding of what the plan entails and the purpose behind it all - to serve our gifted students and best meet their needs.

It is the responsibility of the AIG Facilitator/Site Coordinator and AIG Director to constantly monitor that the AIG plan is being implemented. If any concerns arise with the implementation, they may be discussed at the AIG team meeting and resolutions presented.

As we implement our plan, we consider the NCDPI AIG consultants as excellent resources for both their knowledge and their experience with working with gifted learners and educators. We seek to partner with them to improve our program and will value any feedback presented during our program evaluation.

Practice I
Disseminates all data from evaluation of the local AIG program to the public.
District Response: AIG program evaluation, AIG plan progress, and any updates will be shared with administrators and school staff during staff meetings, principal's meetings, parent nights, etc. AIG data will also be shared with the AIG team members to keep them informed. Appropriate AIG information may also be reported throughout the year on the AIG Facilitator’s website. With parental approval, pictures and articles will be shared in the school districts regular shout outs (sent by email and posted online) and with the local newspaper to highlight AIG events and student involvement.

Practice J
Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

District Response: Camden County Schools currently has a Parent's Rights Handbook that explains the policies, procedures, and practices in regards to AIG testing. This handbook will be updated to reflect new plan changes in the local AIG plan.

The Camden County Schools AIG program requires informed consent and written permission granted for identification and placement. Our plan includes detailed policies and procedures for reassessment, transfer students, and resolving disagreements.

We also attempt to safeguard the rights of AIG students by considering what photographs and information we publish and share. Parents have the right to refuse that their child's picture be taken and published. Forms are available at each school and are generally sent home at the beginning of each school year to give parents the ability to opt-out of pictures being taken. It is recommended that phone calls be documented and that only appropriate information be placed on social media and sent through email.

All students have access to a Student Handbook to ensure general school rules and policies are communicated. Camden County Schools provides and requires permission slips signed by parents before attending field trips and other AIG events. If at any time a parent of an AIG student feels that their rights have not been safeguarded they should contact the AIG Coordinator or AIG Facilitator for assistance.

Camden County Schools also has a Handbook on Parents' Rights specifically in regards to the AIG program:

Due Process Procedures to Resolve Disagreements Regarding Academically and Intellectually Gifted Services

The following procedure will be used to resolve disagreements between parents or guardians and the local school administrative unit when 1) a child is NOT identified as an academically or intellectually gifted student, OR 2) the appropriateness of services offered to an identified academically or intellectually gifted student is in disagreement between the parties above.
Note: As an alternative to Steps 2 and 3, a school system could elect either to form a grievance committee to hear disagreements or to employ an impartial mediator to hear disputes.

Step 1 – AIG-IT Conference

A. A parent/guardian may make a request* to the school principal for a conference with the AIG-IT to discuss concerns about placement (non-placement) decisions.

B. The AIG-IT, including the school principal, reviews the student’s records and previous nomination, identification, and service option decisions. The committee may gather additional information about the student from teachers and/or parent(s) as needed. Any decision, whether it constitutes a change or not, will be noted in the student’s folder.

C. The AIG-IT grants the conference within ten (10) school days of receipt of the request and responds to the parent/guardian in writing within ten (10) school days after the conference.

* A written request is preferred. Please keep written request for documentation of due process. If the request is oral, note the date of request and any decisions made. Put into student's file.

Step 2 – Appeal to the Director of Special Programs

A. The parent/guardian may appeal the decision of the school AIG-IT in writing to the Director of Special Programs within ten (10) school days of receiving the written response from the school AIG-IT. The parent/guardian must explain in writing the concerns and specific points of disagreement with the school AIG-IT.

B. The Director of Special Programs convenes a panel to review the disagreement within ten (10) school days of receipt of the appeal. This panel includes the Superintendent or his/her designee and other members at the discretion of the Director of Special Programs.

C. The Director of Special Programs or his/her designee responds in writing to the parent/guardian and principal concerning the outcome of the review within ten (10) school days.

Step 3 – Appeal to the Local School Board

A. The parent/guardian may appeal to the Board of Education in writing within ten (10) school days following the written response from Step 2.

B. The Board shall offer a final written decision within thirty (30) days.

Step 4 – North Carolina State Level Disagreement/Grievance Procedure

A. The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the NC General Statutes. The scope of the review shall be limited to: (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually
gifted student, OR (ii) whether the local plan for gifted education has been implemented appropriately in regard to the student's needs.

B. Following the hearing, the administrative law judge shall make a decision that contains findings of tact and conclusions of law. Notwithstanding the provisions of Chapter 150B of NC General Statutes, the decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of NC General Statutes.

C. Attorney's fees are not available to the parent/guardian in the event of prevailing in a due process hearing.

**Ideas to Strengthen the Standard:** Develop a timeline and checklist for implementation and accountability to show progress over time.

Improve communication among stakeholders so that the AIG program is clear, consistent, and effective.

Consider using local funding or grants to pay for add-on AIG licensure for interested teachers.

Strengthen relationships between guidance counselors and the AIG Facilitator to identify gifted students who may be at risk for dropping out of school.

**Sources of Evidence:** Local AIG Plan

AIG Team Meeting Records and Attendance

Stakeholder surveys and other feedback

Data (EOG/EOC and other assessments)

Informational handouts

District and/or AIG Website

Updated Parent Right's Handbook
Glossary (optional):
Glossary of Terms

Article 9B - legislation passed by the North Carolina General Assembly in 1996, instructing public schools to recognize and meet the needs of the gifted. Article 9B requires that a local plan for AIG be developed by each public school system.

NCDPI - North Carolina Department of Public Instruction

AIG - Academically and Intellectually Gifted; students who perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment.

Talent Development - a program designed to nurture talent among students who are not identified as gifted.

Differentiation - tailoring instruction to meet individual needs.

Renzulli Hartman Rating Scale - used by gifted and talented programs for rating behavioral characteristics of students.

Quantitative Data - numerical student information such as test scores, grades, other assessments, etc.

Qualitative Data - student information such as observations, checklists, interest inventories, etc.

WISC-V - (the Wechsler Intelligence Scale for Children, Fifth Edition) a student aptitude test administered by the school psychologist.

WIAT III - (the Wechsler Individual Achievement Tests, Third Edition) a student achievement test administered by the school psychologist.

IG - Intellectually Gifted

AI - Academically and Intellectually Gifted

AM - Academically Gifted in Math

AR - Academically Gifted in Reading

AG - Academically Gifted (Reading and Math)

Title I - a federal program designed to ensure all students have the opportunity to obtain a high quality education and reach proficiency on challenging state academic content and performance standards despite economic disadvantages.

MTSS - a program and practice of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS involves a range of interventions based on demonstrated levels of need.

De-gifting - a practice in which a student who is already identified as gifted in one school system has their identification removed by another school system. This practice is discouraged.

Clustering - placing gifted students together in the same classes.

Enrichment - a built in period of the day when students receive instruction based on their needs. This can include AIG pull-out service time and can also refer to anything that is being done to nurture and expand knowledge, experiences, and opportunities for students.

Policy Code 3120 - a policy in place in Camden County Schools that requires teachers to prepare lesson plans that help ensure superior delivery of the curriculum program.

Flexible grouping - a practice based on data, both for gifted and for other advanced students, where groups are formed to encourage high growth and achievement. These groups may take place in the regular education classroom or in the AIG Enrichment classroom.

Credit by Demonstrated Mastery - the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content; without course enrollment or seat time.
Curriculum compacting - Curriculum compacting is a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.

Acceleration - an individual, educational intervention that allows a learner to progress through the educational system at a faster rate or younger age than typical learners based on appropriate level of challenge.

NCDPI AIG Wiki - a site providing resources for teachers that can be used in their classrooms for both gifted and high achieving students.

SAT - a standardized test widely used for college admissions in the United States.

iReady - student assessments in reading and mathematics to address students' individual needs.

EVAAS - an educational resource for educators and policymakers that uses test scores from a variety of assessments and follows individual students over time to provide two kinds of school improvement tools: reflective value-added reports to assess the effectiveness of districts, schools and teachers; and proactive projection reports on individual students' future performance (SAS Institute, Inc.)

Reading Eggs - an online reading program designed for children ages 2-13.

Prodigy - a free online math game for students in grades 1-8.

Letter Land - K-2 phonics resources.

STAR - assessments that provide screening and progress monitoring in Reading and Math.

CTE - Career and Technical Education

Depth and Complexity Cards - used to help students think deeply and more complex about an array of topics.

DEP - Differentiated Education Plan

IDEP - Individual Differentiated Education Plan

CEU - Continuing Education Units for teachers

NCAGT - North Carolina Association for Gifted and Talented

NAGC - National Association for Gifted Children

ESL - English as a Second Language

STEM - Science, Technology, Engineering, and Math

PAGE - Partners for the Advancement of Gifted Education

FERPA - The Family Educational Rights and Privacy Act is a federal law that protects the privacy of student education records.

Twice Exceptional - students who are identified as both gifted and have some form of disability.

Highly gifted - defined by Camden County Schools as those students scoring in the 98th percentile and above on aptitude testing.

Parent's Rights Handbook - explains the policies, procedures, and practices in regards to AIG testing for students in Camden County Schools.

Appendix (optional):

ADAPTATION OF RENZULLI HARTMAN RATING SCALE.docx (Appendix - Standard 1)

AIG PRIOR NOTICE AND PARENT.docx (Appendix - Standard 1)

Differentiated Education Plan.docx (Appendix - Standard 1)

Record of AIG Testing (Cumulative Folder).docx (Appendix - Standard 1)

School Site Decision AIG DEP.docx (Appendix - Standard 1)

AIG Service Options.docx (Appendix - Standard 3)

depthchart.docx (Appendix - Standard 3)

Confidential AIG Folder Inspection.docx (Appendix - Standard 6)
Handbook on Parents' Rights.doc (Appendix - Standard 6)
AIG memo.pdf (Local Board Approval Document)