

Overview: Mission/Vision Statement and Funding

Camden County Schools (150) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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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, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Camden County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

(Equity + Excellence) x (Rigor + Relationships) = "Our students, Our Future"

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 102,581.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Camden County Schools (150) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

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

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.

Screening Process:

In the Spring of 2021, Camden County Schools began the implementation of the CogAT screener at the 2nd grade level. If students are referred at other grade levels, the CogAT screener is given to those students as a first step.

Referral Process

As students are referred, previous CogAT scores will be reviewed if applicable. If there are no CogAT scores to refer to, then the student will be administered the appropriate level screener.

The referral process begins with a written request from the teacher or parent/guardian to the AIG Facilitator. This request explains the reason for the referral.

The AIG Facilitator will then collect, document, and analyze multiple data points to support next steps in the process. Examples of data points include but are not limited to: iReady, NC Check Ins, previous EOG scores, classroom grades,

a social development history, and nine week tests.

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.

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. 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 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 screening/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. . Parents are involved at all levels of the process and receive notification of Appeals Procedures.

Teachers and AIG specialists will intentionally look for and refer students for Talent 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 talent development services by the AIG Facilitator if a high level of need is present.

*** 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.

Camden County Schools has 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 Cognitive Abilities Test (CogAT) is the screening tool most commonly used to indicate eligibility for the AIG program. Students are screened towards the end of their 2nd grade year and if students are referred at other grade levels, the AIG Facilitator will use the appropriate CogAT screener to determine eligibility. Students must score at least a 90% on one or more of the subtests (Verbal, Quantitative, and Non-Verbal) in order to be considered eligible for the AIG Program. Verbal scores indicate a possible giftedness in ELA while Quantitative and Non-Verbal scores indicate a possible giftedness in Math. The CogAT is simply a screener of student aptitude and ability. Student performance, interest, and motivation are highly important and considered with the CogAT score. A score of 99% in any area automatically places the student into the AIG program.

Student performance will be considered during the referral process. In order to be admitted to the AIG Program students must maintain a 93 average in the area of their giftedness (reading, math). EOG Scores will must be a level 4 or 5. NC Check-In scores will be considered if the scores are above 90%. i-Ready data must show performance at least 2 grade levels above their current grade level.

If the AIG committee finds, due to discrepancies between the CogAT screener and performance, psychological testing will be recommended as an extra data point in the eligibility decision process. The Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) and the Wechsler Individual Achievement Tests, Third Edition (WIAT III) will be administered.

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 all 3 CogAT subtests. Students can also qualify with a Full Scale IQ assessment score of 98% on a nationally normed aptitude test (WISC-V) regardless of evidence of 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. In order to be identified as Academically and Intellectually Gifted (AI), a student must score 98% or higher on all 3 CogAT subtests and show advanced academic achievement (95 or above in all subject areas). Students can also qualify with a Full Scale IQ assessment score of 98% on a nationally normed aptitude test (WISC-V) with evidence of advanced academic achievement (95 or above in all subject areas). 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 either the Quantitative or NonVerbal battery of the CogAT test. If a student has psychological testing completed, both Full Scale IQ (WISC-V) and Math Problem Solving (WIAT III) must be at a 90% or above. 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 the Verbal Battery of the CogAT screener. If a student has psychological testing completed, both Full Scale IQ (WISC-V) and Reading Comprehension (WIAT III) must be at a 90% or above. 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 all 3 CogAT battery tests as well as a 93 or above in all academic areas. If psychological testing is completed, students must have a full scale IQ of 90% or above (WISC-V) as well as a 90% or above in both Math Problem Solving and

Reading Comprehension (WIAT III). 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.

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*** Practice C**

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

In Camden County Schools, 18.77% of students are identified as economically disadvantaged. Title I targeted assistance funding is available for identified schools. The demographic makeup of Camden County Schools is as follows: 80% White, 7.2% African American, 7%, Mixed races 7%, Hispanic 5.4%, Asian 0.7%, Native American/Pacific Islander 0.05%. 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 (potentially MTSS 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 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.

*** Practice D**

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

The AIG Facilitator uses resources which are consistent across the district. The Director of Exceptional Children and Special Programs shares and elicits input regarding resources and processes from all principals and staff in the district to ensure consistent practices are in place. Regular AIG District Team meetings are held to monitor the implementation of the program across the K-12 continuum.

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 paperwork pertaining to the needs of the students.

*** Practice E**

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, the AIG facilitator 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 which is updated as the AIG plan is updated.

*** 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.

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.

CogAT data from mass screeners is kept digitally as well as physically. Riverside Data manager maintains a digital record of all CogAT scores. The AIG facilitator will print all scores and keep them for a minimum of 7 years. Printed scores of all students screened will be kept at the district office.

When a student is referred for AIG testing, a folder is started for that student which includes 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. Once a student is identified, they are immediately identified in Powerschool. Student AIG files will be kept by the district for a minimum of seven years after the student has graduated from high school.

*** Ideas for Strengthening the Standard**

*Add additional CogAT screener at 6th grade

*Portfolio process for Talent Development students

Planned Sources of Evidence

* Data base of demographics for screening and identification

* Power School data regarding DEPs

* Communication artifacts

Documents

Type	Document Template	Document/Link
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AIG Standard 1 Additional Resources	N/A	
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Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Camden County Schools delivers a comprehensive program in the areas of academic, intellectual, social and emotional development across grade levels and all settings.

AIG students are clustered within the general education setting. If possible, they are clustered with a teacher who is AIG certified or who is pursuing AIG certification so that the unique needs of gifted students are understood by their educators. PD is being offered within the district to encourage teachers to pursue an AIG licensure. Students at the K-2 level are part of a talent development pull out program during enrichment time. Students at the 3-6 level are pulled during their Math and ELA core time by the AIG facilitator to enhance curriculum with more rigorous content. Students in grades 7-12 are offered honors courses, AP courses, as well as dual enrollment with a local community college to meet rigorous content needs. 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. 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 are aware of each child's identification area(s). At each school, teachers are made aware of the gifted students who will be in their classroom and what individual needs they have. The service response matches the area of identification and the needs of the individual student.

In response to social needs of gifted students, 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 Director of Exceptional Children and Special Programs when needed.

There are many opportunities to develop the talents of students through clubs and programs such as 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 students such as Math 24, Battle of the Books, 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 of students. 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.

Camden County Schools are separated into the following grade spans: K-3, 4-6, 7-8, and 9-12. There is also an Early College High School. Differentiated activities that support a rigorous curriculum are provided by regular education teachers and supported by the AIG Facilitator in order to meet the needs of gifted students in Camden County. Training is offered district wide on best practices and/or specific materials/programs related to differentiation, rigor and relevance. Services may look different in each school, tailored to the age and need of the students served.

Camden County Middle School offers Accelerated Math, Accelerated ELA, Math 1, and English 1 courses for 7th and 8th grade students. Enrollment in these courses is based on: teacher recommendation, EOG scores, AIG identification, classroom performance, and student interest.

Students who need more advanced opportunities will be accommodated on an individual basis.

At the high school level, the AIG program operates on a more individualized level. Camden offers two high school options: Camden County High School (CCHS) and Camden Early College High School (CECHS).

At CCHS, students have the ability to take a variety of courses, including honors, Advanced Placement (AP), and distance learning courses. 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 in order to receive AP credit for that course. Online high school courses through the North Carolina Virtual Public School

(NCVPS) or through the North Carolina School of Science and Math (NCSSM) are distance education options for CCHS students who are interested in courses that are not offered at the high school. Students may also utilize the dual enrollment options with community colleges in order to take college courses and receive college credit. School counselors can provide more information about enrolling in any of these programs. Mid-year and accelerated graduation are also possibilities offered to CCHS students. School counselors can provide more information about these options as well.

Camden Early College High School provides another option for students interested in an accelerated program. During the summer before a student's 9th grade year, students have the option to apply to Camden Early College High School. Students may also apply during their 9th grade year and enter the Early College program as a sophomore. The Early College is designed around these non-negotiable design principles:

College or Career Ready

Academically Relevant Classes

Personalized Education Plan

Real-world Application

Purposeful School Design

AIG students who would benefit from an accelerated curriculum or advanced courses may find the Early College program to be a good fit because it is designed to have students graduate with an associate degree or a career credential. CECHS offers honors courses, and all students are dual-enrolled at the College of the Albemarle and pursue either an associate degree or a career credential. Students may begin taking college courses as early as their 9th grade year. Students may also enroll in summer courses or stay enrolled in high school for a 5th year in order to continue taking additional college courses at no cost. Students at CECHS may also enroll in classes through NCVPS and NCSSM. They should contact a guidance counselor or the AIG coordinator for more information.

Additional programs are available for high school students, such as Governor's School of North Carolina. This is a four-week residential program for academically gifted sophomores and juniors. Sophomores may be nominated for the performing arts. Juniors may be nominated for performing arts or academics. Students who are interested should contact a counselor or AIG coordinator in the fall for more information.

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*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

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, continues to be provided on social and emotional needs.

AIG Facilitators at each school collect data from a variety of resources (surveys, teacher observation, parent referral, etc) to assess potential social emotional needs of AIG Students.

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 C**

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

The AIG Facilitator as well as the Director of Exceptional Children and Special Programs will ensure stakeholders are aware of the approved plan and program. The AIG Facilitator as well as the Director of Exceptional Children and Special Programs is responsible for sharing the plan with the Superintendent and Board of Education members to seek approval. The District AIG Team meets regularly, is representative of the district, and comprises educators across grade spans and disciplines. The Handbook on Parent's Rights is continually updated and available to parents, staff, and community members.

The AIG Facilitator communicates and collaborates with teachers on a regular basis. At the K-6 level the AIG Facilitator regularly attends planning meetings. At the middle and high school level, the AIG representative advocates for students and ensures they are in classes which challenge them. Gifted students are served through consultation, inclusion, pullout, and enrichment opportunities. 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 students are explored and implemented.

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 Director of Exceptional Children and Special Programs and the AIG Facilitator regularly collaborate with the Chief Academic Officer and building principals to ensure that rigorous instruction and advanced opportunities are available to gifted students. Additionally, the Chief Academic Officer ensures that implementation guidance for the Advanced Courses in Mathematics Legislation is followed.

*** Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other

students with advanced learning needs.

Administrators as well as those responsible for scheduling students in their classes will cluster 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.

At the K-6 level students are pulled by the AIG Facilitator during their core time twice a week in order to provide critical thinking and rigorous activities relating to the standards being taught in the classroom. Students at the 7-12 level are clustered into accelerated and advanced courses as warranted.

*** Practice E**

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

The Director of Exceptional Children and Special Programs 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 is 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 local AIG plan is shared with school administrators, teachers, and support staff at the beginning of every year. The local AIG plan is also posted on the district's website.

At the beginning of each school year the AIG facilitator at each school meets with teachers who have gifted students in their classrooms and informs them of the needs of each student as well as their DEP from the previous school year. School staff collaborate as needed on individual students.

*** Practice F**

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

Camden County Schools employs a Director of Exceptional Children and Special Programs, as well as a Chief Academic Officer, who ensures 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 and Director of Special Programs utilizes transition meetings at critical points involving administrators and staff to ensure students are transitioning well as they move to new grade levels and new school buildings.

*** Practice G**

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

Camden County Schools 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 regarding above-grade subject placement and grade skipping. While grade and subject acceleration decisions are ultimately a principal decision, guidance from the AIG team, consisting of the Director of Exceptional Children and Special Programs, the AIG Facilitator, Chief Academic Officer, and building level instructional staff and administration is highly encouraged.. 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.

Above-grade level screener in the subject area will be administered to the student to show readiness for course/content acceleration.

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 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 Director of Exceptional Children and Special Programs and/or AIG Facilitator. Professional development is provided on differentiation during the school year and is available to all faculty who chose to attend.

Credit by Demonstrated Mastery (CDM) is available to middle and high school students.

* Practice H

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

Camden County Schools has a district AIG team which includes the Director of Exceptional Children and Special Programs, 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, 18.77% of students are economically disadvantaged and 0.2% are English language learners. The demographic make up of Camden County is as follows: 80% White, 7.2% African American, 7%, Mixed races 7%, Hispanic 5.4%, Asian 0.7%, Native American/Pacific Islander 0.05%. 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.

Talent Development students are considered on a case by case basis by the AIG facilitator. Students in K-2 need to show they are performing two grade levels above their current grade through quantitative data including STAR reading, STAR Math, or mClass. Students in grades 3-12 will be considered based on CogAT scores, teacher input, grades, iReady, mClass, and STAR reading or math.

*** Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

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 are 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. Some examples of extracurricular opportunities are Battle of the Books, Jr. Beta Club, Math 24, and Chess Club. 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 be seeking additional opportunities as Covid-19 restrictions are being lifted.

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. Events occurring outside of the district are shared with students and families via Class Dojo or Email.

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 for Strengthening the Standard**

*Continue offering differentiation and flex grouping PD throughout the district

*Increase extracurricular programming for AIG students

Planned Sources of Evidence

* Power School artifacts reflecting advanced course selections

* Parent and teacher newsletters

* Yearly survey data from parents and students

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

Standard 3: Differentiated Curriculum and Instruction

Camden County Schools (150) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

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. The AIG Facilitator, Director of Special Programs, Chief Academic Officer and/or District Math Coach will collaborate with classroom teachers and administrators 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 Facilitator, Director of Exceptional Children and Special Programs, Chief Academic Officer and/or District Math Coach and other members of the District AIG team will continue to review and explore a variety of research/evidence-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/week. 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.

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.

The district offers hands-on learning opportunities and field trips to supplement, enrich and extend the NCSOS 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).

The AIG Facilitator and teachers of gifted students develop a personal knowledge of their students and can therefore develop more personalized learning experiences. Available funding for the AIG program will be used to purchase differentiated resources such as lesson plans, software, hands on materials, SAT prep, ACT prep etc. that would greatly benefit students. Funding will also be utilized for field trips and other enriching experiences.

Teachers of gifted students should be familiar with the characteristics of gifted learners and are 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 Website 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 student needs and appropriate level of challenge. Teachers of gifted students 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.

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. Each school offers opportunities for gifted students to participate in extracurricular activities. As Covid-19 restrictions are being lifted, more opportunities will be available.

*** Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

The evidenced-based resources that are used by Camden County Schools may include, but are not limited to the following: iReady, Prodigy, Interest Inventories, Letterland, LETRS, STAR Reading, STAR Math, EngageNY, Khan Academy, dual enrollment classes, Credit by Demonstrated Mastery, and the North Carolina Department of Public Instruction AIG website as well as other resources.

Data analyzed from the sources above are used to formulate small groups, drive instruction, and provide enhancement opportunities for gifted students. The AIG facilitator uses specifically designed curriculum materials from The College of William and Mary as well as other gifted curriculum resources. The AIG facilitator also shares these resources with classroom teachers in order to supplement and enhance their learning opportunities.

Supplemental material may also come from the North Carolina Association for Gifted and Talented, which offers grants. 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, curiosity, and leadership.

Camden County Schools ensures that students are prepared for college and future careers and continues to implement teaching that includes future ready skills such as, critical thinking, communication, collaboration, creativity, curiosity, and leadership. This is addressed through classroom teaching, guest speakers, field trips, clubs, competitions, etc. Guest speakers may include those from local businesses or banks, 4-H, library, and local colleges and universities.

Camden County Schools implements career and college awareness at all grade levels. At the K-3 level students participate in Community Truck day where they are exposed to multiple careers such as fireman, police officer, postal workers, utility work, EMS, and other community business opportunities. At the 4-6 level students are introduced to career and college awareness through virtual job shadowing, face to face job shadowing, and career and college days. At the 7-12 level students participate in internships, job shadowing, and career and college readiness events. At the middle school level students have the opportunity to take a exploring careers and employment CTE elective class that contains our college and career ready lab.

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

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. Results are often examined to ensure that the needs of all gifted students are being met and potential students are being tracked for identification.

General education teachers are given professional development and meet with PLCs, which include the AIG facilitators, on best instructional strategies for gifted students utilizing the data sources listed above.

*** Practice F**

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

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. Student needs and/or concerns are communicated between stakeholders when necessary.

The district continuously provides access to professional development regarding emotional health for staff at all levels, Kindergarten-12th grade. Currently the district is utilizing the Character Strong social emotional curriculum at all grade

levels. The use of this curriculum resource will address the social emotional needs of all students K-12.

The AIG facilitator collaborates with classroom teachers and administrators district wide to develop strategies to assist AIG students. Camden County Schools also employs a behavior support liason who assists students with greater social emotional needs.

*** Practice G**

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

The Talent Development program within Camden County schools is designed to enhance the curriculum of students who are referred by their teacher for advanced opportunities. These students are required to perform consistently at 2 grade levels above their current grade level in order to be considered for talent development. The Talent Development program is enhanced with research-based curriculum and instructional strategies provided to the teachers of talent development students. Teachers are also provided with hands-on STEM-based materials which can be utilized to differentiate within the classroom setting. These students are also pulled during an enrichment time during the week by the AIG facilitator. Teachers are encouraged to use dif

*** Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

General education teachers and the AIG Facilitator collaborate to best meet the needs of students. 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.

At the K-6 level, students are pulled from their core instructional time to have enhanced differentiated instruction with the AIG Facilitator. At the middle school level, students are strategically placed into honors courses with rigorous content. At the high school level, students have the opportunity to enroll in AP or advanced courses as well as college courses through our local community college.

*** 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/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Camden County Schools creates 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 yearly. 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 de-gifting children.

*** Ideas for Strengthening the Standard**

*Increase instructional support at the K-2 and middle level, with a focus on differentiation and rigor

*Increase resources at the K-2 and middle level, with a focus on differentiation and rigor

Planned Sources of Evidence

* Curriculum resource purchase artifacts

* STEM resource purchase artifacts

* Scheduling artifacts

Documents

Type	Document Template	Document/Link
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AIG Standard 3 Additional Resources	N/A	
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Standard 4: Personnel and Professional Development

Camden County Schools (150) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

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 services to identified AIG students, as well as being a resource for staff and parents. Additionally the AIG Facilitator 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.

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 the Chief Academic Officer for Camden County Schools. The AIG plan will be shared with the Superintendent and the Board of Education so that all are knowledgeable about the plans and actions occurring in the district for gifted students.

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

There is consistent communication and collaboration between the AIG Facilitator and teachers. 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.

Camden County Schools, as of the submission of this plan, has nine licensed staff members district wide to ensure that the needs of gifted students are being met at all levels. The breakdown is as follows: (K-3) - 2; (4-6) - 4; (7-8) - 1; (9-12) - 2.

District professional development sessions are offered and include topics that are relevant to gifted learners, such as differentiation in the regular education classroom and social emotional needs of gifted students. The AIG Facilitator meets with new teachers each year to provide information regarding gifted student characteristics, differentiation, and expectation for serving gifted students.

The Director of Exceptional Children and Special Programs and the AIG Facilitator work collaboratively to maintain, manage, and update curriculum resources that benefit students K-12.

To increase the number of AIG certified personnel, the district is offering professional development opportunities to help staff pass the praxis test required to add-on the AIG licensure.

*** Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

District 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..

The Director of Exceptional Children and Special Programs, AIG Coordinator and/or the Chief Academic Officer 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.

The AIG facilitator conducts professional development on a regular basis that supports best practices in the classroom.

*** 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.

The AIG Facilitator, based at the K-3 and 4-6 level, is a licensed gifted education specialist who serves AIG identified students through core pull-out, social/emotional and enrichment opportunities. To the extent possible, AIG certified general classroom teachers will be matched with AIG students. All teachers and staff in Camden County Schools, however, meet the LEA requirements for their positions.

General classroom teachers utilize differentiated curriculum/resources, small group instruction, flexible grouping, and STEM activities to engage the unique needs of AIG learners.

*** Practice E**

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

Camden County Schools addresses the recruitment and retention of AIG licensed professionals by providing a supplement for the AIG Facilitator, who provides services at a district level, as well as stipends to AIG representatives at each school.

Camden County Schools also offers teachers reimbursement of Praxis fees if they: 1.) Participate in a 5 part professional development provided by the AIG Facilitator to address critical components of the exam and 2.) Pass the

Praxis exam. Teachers who enter this program are required to help with competitions and clubs offered to gifted students.

*** Practice F**

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

Camden County Schools offers professional development on identification practices to all new teachers within the district as well as teachers who are seeking the AIG Add-On Licensure. All students are also screened for Gifted Education in 2nd grade so that their ethnicity or social status has no bearing on their entrance into the program.

District professional development regarding equity and excellence is inclusive of all students and staff members. Inclusive practices for screening are employed using an opt out form for parents. No one is denied opportunities to be screened for gifted services and/or talent development identification.

*** Practice G**

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

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.

Professional development opportunities are aligned with the district professional development plan. Designated district professional development days always contain an AIG component for staff members to choose from. The AIG facilitator collaborates and participates in professional development with other district instructional personnel such as RethinkEd, Character Strong, and MTSS.

*** Ideas for Strengthening the Standard**

*Continue to provide to support to individuals who seek an add-on AG licensure

Planned Sources of Evidence

* PD artifacts

* Licensure artifacts

* Scheduling/Class list artifacts

Documents

Type	Document Template	Document/Link
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AIG Standard 4 Additional Resources	N/A	
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Standard 5: Partnerships

Camden County Schools (150) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

Parent sessions on a variety of topics related to gifted education will be discussed and planned for subsequent years. The Director of Exceptional Children and Special Programs 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 their role in enhancing 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, such as articles, a district AIG newsletter, contests, events, competitions, and summer camp information via Class Dojo and the District AIG website. Additional external resources such as the North Carolina Department of Public Instruction AIG website, the North Carolina Association for Gifted and Talented, and the National Association for Gifted Children are shared with parents via the AIG website.

The AIG Coordinator and Facilitator will present the 2022-2025 AIG Plan to the Camden County Board of Education for approval. The district AIG team members are invited to attend this meeting.

Parent and student surveys were conducted during the 2021-2022 school year for AIG students in grades 3-12. 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**

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

Camden County Schools collaborates with local institutions, such as Elizabeth City State University (ECSU) and the College of the Albemarle (COA), that provide excellent opportunities for student enrichment. Currently we have strong partnerships with ECSU and COA. 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. Currently the AIG facilitator and Director of Exceptional Children and Special Programs collaborate with the CTE director and school counselors to provide career and college readiness and awareness through career and college fairs, programming, and community involvement.

The local library and 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.

As Covid-19 restrictions continue to be lifted, additional partnerships are being sought out with community partners.

*** Practice C**

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

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, also in charge of Exceptional Children and

Special Programs, the AIG Facilitator, administrators from each school, teachers, and one parent/guardian representative. This team meets 3 times a year in order to discuss the AIG program at various grade levels and ensure that all students are being provided with support. This team also regularly reviews and provides feedback on the current AIG plan.

Surveys are sent to parents and AIG students at least yearly in order to collect input on the program and how it can grow and change. Additional surveys will be considered to determine program effectiveness and next steps. The survey results will be shared with the AIG District Advisory Board/AIG team and other stakeholders in an effort to improve the overall AIG program.

*** Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

Each school provides a website and other ways to communicate with all stakeholders such as newsletters, phone calls, emails, fliers, programs, etc. Information about student scholarships, Summer Programs, Leadership Programs, Governor's School, etc. can be found on the school website or provided by the guidance counselor and/or AIG Facilitator.

Due to the low number of ELL identified students in Camden County Schools, there is only a part time ELL teacher. Whenever and to the extent possible, Camden County Schools will assist families and community members with understanding the AIG program and any available opportunities.

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 Director of Exceptional Children and Special Programs and/or AIG 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 parent information meeting will be held at open houses across the district 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, phone calls, emails, the district website, and Class Dojo. 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. 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 2022-2025 AIG Plan will be placed on the district's website, once approved.

*** Ideas for Strengthening the Standard**

*Develop an advisory board that is representative of all stakeholder groups

Planned Sources of Evidence

* Advisory Board meeting minutes

* Higher ed and community organizations communication artifacts

* Parent outreach artifacts

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

Standard 6: Program Accountability

Camden County Schools (150) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

AIG team meetings were held to discuss the revisions of the local AIG plan, seek input, and plan surveys for parent feedback. Surveys are distributed, collected, and reviewed district wide. The AIG Facilitator, in conjunction with the Director of Exceptional Children and Special Programs 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 opportunities were provided at each school building for all administrators, teachers, teacher leaders, and support staff to review the plan, ask questions, provide input, and/or express concerns directly with the AIG Coordinator and Facilitator.

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 AIG Plan for Camden County Schools will be approved by the Camden County Board of Education. The 2022-2025 local plan will then be submitted to NCDPI prior to July 15, 2021.

*** Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies

to ensure fidelity of implementation for all AIG program components.

The district AIG team, which includes the Director of Exceptional Children and Special Programs and the 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 2022-2025 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 Director of Exceptional Children and Special Programs and/or Facilitator will conduct a monitoring visit of all AIG files to ensure DEPs and other relevant materials are completed accurately. The Director of Exceptional Children and Special Programs, in collaboration with the AIG Facilitator, will collect, analyze and share AIG student achievement and other data with the Superintendent, Chief Academic Officer, school administrators and AIG team members.

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.

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 The Director of Exceptional Children and Special Programs 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. The Director of Exceptional Children and Special Programs is responsible for approving AIG expenses. Prior approval and purchase order approval forms are required to be submitted to the Director of Exceptional Children and Special Programs. No purchases should be made without prior approval.

*** Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

Data analysis is a collaboration between administrators and instructional staff at each school, the Director of Exceptional Children and Special Programs, and the Chief Academic Officer. Student achievement is monitored throughout each school year. EVAAS reporting is used to analyze student growth and teacher effectiveness.

Chief Academic Officer, the Director of Exceptional Children and Special Programs, district accountability coordinators, school administrators, and the AIG Facilitator are essentially responsible for collecting and disseminating student data. Data sources include but are not limited to: EVAAS, CEDARS, State Accountability Data, MClass, Iready, Educators Handbook, and Powerschool data. Members of the district AIG team will review data and data trends for AIG students to determine effectiveness of the program service options. Data review will include all identified AIG and Talent Development students, which may include underrepresented populations and twice exceptional students. Performance artifacts (grades, work samples, etc) 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**

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

The 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 use of a universal screener at the second grade level ensures that all populations of students are represented in the AIG program. Other Data sources that are considered include, but are not limited to: State Testing Data, Iready, Mclass, and classroom performance. Due to the use of multiple data sources, all populations are represented.

The AIG facilitator compiles testing screener results for the district wide screener and shares that information with teachers and building administrators. The AIG facilitator also maintains a spreadsheet which collects data on AIG referrals, their identification, and service delivery.



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*** Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

The number of AIG licensed staff members is included in our local plan and will be presented to the district AIG team. This information is transparent and is continually updated. Camden County Schools will encourage add-on AIG licensure and share options for how to achieve that with teachers at each school. Depending on availability, funding for financial assistance with add-on AIG licensure will be offered to encourage teachers to obtain this licensure.

Human Resources oversees licensure and CEUs. Certified AIG teachers will be expected to facilitate and expand opportunities for gifted students K-12.

*** Practice G**

Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

Surveys, completed yearly K-12 by students, teachers, school administrators, parent/guardians, and other stakeholders, collect data which will benefit the AIG program. Surveys include but are not limited to the following information: program development, core instruction, educational opportunities, and extracurricular experiences.

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

*** Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

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 is 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 the Director of Exceptional Children and Special Programs to constantly monitor (at least quarterly) 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.

*** Practice I**

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

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 district's 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/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

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 every 3 years.

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 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.

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

*** Ideas for Strengthening the Standard**

*Develop budget procedures to reflect individual school allocations and expenditures

*Collect, evaluate and disseminate data specific to AIG screening, identification and program services to the school community at large

*Include an AIG glossary in parent rights handbook and other communications

Planned Sources of Evidence

* Parent artifacts

* Communication artifacts

* Comprehensive evaluation artifacts

Documents

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

Local Board of Education Approval

Camden County Schools (150) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

05/19/2022 

Original Application Submission Date: 06/13/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Camden County Local BOE Approval</u>

AIG Related Documents

Camden County Schools (150) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Camden County Local BOE Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Camden County Schools (150) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
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The Local AIG Plan glossary is provided in an uploaded document.