

Overview: Mission/Vision Statement and Funding

Pamlico County Schools (690) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Pamlico 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 Pamlico County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Pamlico County Schools Vision for local AIG Program: Pamlico County Schools will recognize and develop students' individual talents and skills that will empower them to make positive contributions to society. The Mission of Pamlico County Schools' local AIG program is to partner with families and community stakeholders to foster academic and social and emotional growth.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 68,969.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

Each school will have an MTSS team that includes AIG certified staff, a school administrator, teachers or staff that are knowledgeable of the characteristics of gifted students or who have worked with gifted students. These school-based teams are responsible for seeking out potential candidates for differentiated services; screening, identification and placement of students; professional development; AIG support for teachers; nurturing support for students; parental support and education.

A mass screening using the Cognitive Abilities Test (CogAT) is conducted during the third grade school year. Pamlico County Schools screens, refers and identifies students in grades K-12 for gifted services throughout the school year. The AIG staff at each school serving students in grades K-12 routinely reviews multiple data sources to identify students who perform at a substantially high level in academic areas or intellectual ability. Any teacher, administrator, parent or guardian, community member or students in grades 6-12 may initiate a request for gifted screening.

Pamlico County Schools will ensure the consideration of underrepresented populations of students from culturally diverse, economically disadvantaged and disabled populations for gifted nurturing and screening by providing professional development at the beginning of the year to school staff that will focus on the characteristics of gifted learners to help teachers determine which students exhibit potential giftedness as well as professional development on screening, referral and identification processes. In addition to this, multiple data sources will be taken into

consideration during the screening, referral and identification process. These data sources include, but are not limited to:

- Universal Screener, Cognitive Abilities Test (CogAT)
- End of Grade Test and End of Course Test scores
- mClass assessment results
- ACT/SAT assessments
- Lexile/Quantile scores
- Beginning of Grade Test Grade 3
- Honors and/or Advanced Placement
- Coursework performance
- work samples/portfolios
- common assessments
- behavior checklists/inventories
- Other standardized performance/achievement/aptitude tests.

The AIG staff will also provide routine support at planning meetings with PLC's when identifying potential students . Each AIG school team will collect and review available data and observation information with input from teachers, parents and others to develop a pool of potentially gifted students. All new enrollee records will be reviewed for indications of potential giftedness by the schools' AIG team.

Should evidence on two of these data sources indicate high performance or potential to achieve, parents are notified and nurturing is begun. Evidence on three or more of these data sources indicate high performance or potential to

achieve, an Initial Referral is begun and the parents are invited to an MTSS team meeting.

Nurturing/Talent Development: *

PK-3: Students at least two grade levels above in reading are nurtured through differentiated learning, flex grouping and enrichment opportunities. These students are monitored until grade 3 state achievement/CogAT testing and or earlier if other data sources indicate that the student is eligible for AIG referral/identification.

K-3 teachers will teach whole class and small group higher-level thinking skills lessons throughout the year using special lessons and materials such as Primary Education Thinking Skills (PETS™). The teachers will observe students and use the checklists to determine potential talent.

*** 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.

Pamlico County Schools will use multiple criteria for AIG identification using clear, comprehensive and equitable processes for screening, referral and identification. This will include quantitative and qualitative indicators for ability/aptitude, academic performance and achievement, as well as observations and rating scales for interest and motivation. No one piece of information may prevent a student from consideration for services.

K-2-Students are considered for identification based on having a reading score indicating student performance as one or more grade levels above in reading using Dibels 8. Math universal screener diagnostic score that is one or more grade levels. Students are considered for identification using state required progress monitoring data and teacher observations.

All 3rd grade students will be screened using the CogAt screener. Students meeting the following criteria are then eligible to take the complete Cognitive Abilities Test to gain more information for specific placement:

CogAT Screener-

Standard age score-112 or above

Stanine 7-9

Age Percentile Rank of 80-100

An above average score on any other nationally recognized standardized aptitude test.

Student performance-Demonstrated gifted ability or potential based on teacher recommendation, giftedness rating scale, evidence of mastery of content standards as well as work samples and or a portfolio.

Motivation/Interest

Student Interest Inventory/Survey (Math and Reading)

Satisfactory Gifted Rating Scale Score (GRS)

Student Motivation Scale

Routes for Identification: Pamlico County Schools has 3 specific routes for identification used to identify students for gifted services.

Route One: Identification Through Testing (Aptitude and/or Achievement)

- In Route One, students are given points for their percentiles on the CogAT as well as their percentile on the EOG. Students will need to earn a combined 14 points to identify as gifted. Students are given points starting at the 83rd percentile up to the 96th percentile. Students earning 14 points will be automatically identified. The point spread is determined with the 83rd percentile equaling 1 point up to the 96th percentile equaling 14 points.
- Students are then identified based on their point combinations:
 - AIG (Highly Gifted): Aptitude plus Achievement. At least one point is scored for aptitude and achievement with the student earning a total of 14 points in ELA and 14 points in Math.

- AG (Academically Gifted): Achievement points total 14 points in both ELA and Math or Achievement only is at/above the 96th percentile (14 points) in ELA and Math. Aptitude scores are the 82nd percentile or below.
- AR (Academically Gifted in Reading): Aptitude plus achievement points total 14 in ELA only or Achievement only is at/above the 96th percentile in ELA.
- AM (Academically Gifted in Math): Aptitude plus achievement points total 14 in Math only or Achievement only is at/above the 96th percentile in Math.
- IG (Intellectually Gifted) Aptitude testing is at/above the 96th percentile. Achievement scores are at or below the 82nd percentile.

Route Two-Teacher Recommendation

- Route two is for students who scored at the 90th percentile or above on either an achievement or aptitude test but did not score high enough overall to earn 14 points and identify through Route One requirements.
- Teachers do not need to recommend students for them to qualify under this pathway. All students with scores above the 90th percentile who do not qualify under Route One are automatically reviewed for Route Two.
- A Gifted Teacher Rating Scale is given to teachers to complete on these students. Scale scores from the Gifted Rating Scale would be used to determine if students are identified as AIG, IG, AR, or AM based on the combined total of the Gifted Teacher Rating Scale and accompanying assessment according to the same scale used in Route One.
 - AIG (Highly Gifted): Aptitude plus Achievement. At least one point is scored for aptitude and achievement with the student earning a total of 14 points in ELA and 14 points in Math.
 - AG (Academically Gifted): Achievement points total 14 points in both ELA and Math or Achievement only is at/above the 96th percentile (14 points) in ELA and Math. Aptitude scores are the 82nd percentile or below.

- AR (Academically Gifted in Reading): Aptitude plus achievement points total 14 in ELA only or Achievement only is at/above the 96th percentile in ELA.
- AM (Academically Gifted in Math): Aptitude plus achievement points total 14 in Math only or Achievement only is at/above the 96th percentile in Math.
- IG (Intellectually Gifted) Aptitude testing is at/above the 96th percentile. Achievement scores are at or below the 82nd percentile.

Route Three (Honors/Talent Development)

- Route Three is intended for students who do not formally identify by using other testing methods but have academic/intellectual needs that are not consistently met in the regular education classroom. Students taking this route are not identified through gifted qualification, but are served with the goal of developing their potential for future identification.
- Students are considered for this pathway if they have a combination of the following:
 - Achievement scores of a Level 4 or higher
 - Teacher Rating Scales scores (all categories including intellectual, academic, motivation, creativity, leadership and artistic talent are considered) above the 85th percentile.
 - Above grade level performance in the classroom.
- Students meeting any combination of the above criteria are observed by the AIG Specialist at the site in the regular classroom or during pull-out classes. The AIG team including teachers, parent and student meet to determine appropriate placement for the student on the continuum of services. Students served using Route Three are evaluated on a quarterly basis to ensure AIG services are still the best avenue to meet the student's needs.

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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.

Pamlico County Schools will ensure AIG screening, referral and identification procedures respond to under-represented populations (culturally/ethnically diverse, economically disadvantaged, English Learners, highly gifted and twice-exceptional) of the gifted and are responsive to LEA demographics in the following ways:

- Use of universal screening (K-2 Dibels 8 for Reading and Aimsweb for Math Math, 3rd grade
- Use of multiple measures and criteria for identification.
- Provide multiple opportunities to participate in aptitude tests
- Talent Development

*** Practice D**

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

To ensure consistency of the implementation of the gifted learner screening, referral and identification processes within the school district, Pamlico County Schools has put monitoring procedures and practices in place. They are:

1. Training of AIG staff in screening, referral and identification processes.
2. Training of school administrators and teachers in screening, referral and identification processes
3. Forms used for AIG referral, identification and placement processes are consistent across each school.
4. Monthly AIG Team meetings in which the school AIG team will verify and review all documentation needed for AIG identification to ensure that all students identified as gifted have met the established criteria.

5. The AIG team will meet to develop a Differentiated Education Plan (DEP) or an Individualized Differentiated Education Plan (IDEP).

*** Practice E**

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

A link to an AIG guide will be available on District and school websites for school personnel, parents/guardians, students and the community-at-large. Hard-copies of the AIG guide will be made available upon request. Annual training will be provided for AIG and school staff. This training will cover processes and procedures related to screening, referral and identification of students for the AIG program. An AIG Handbook will be made available to school staff. This handbook will include information about the processes and procedures related to screening, referral and identification of students who may qualify for AIG services. This handbook will also include examples of all forms used for AIG information and 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.

An AIG placement folder is created for all identified students. This folder includes all forms from the identification process and the student's Differentiated Education Plan (DEP)/Individualized Differentiated Education (IDEP). Performance data are recorded annually in student folders. These records transition with students from elementary to middle school and from middle school to high school. Student's program service plan and evidence summary will be maintained through PowerSchool. The DEP/IDEP is reviewed with parents during parent meetings, when the student is first identified, and then annually at the beginning of the school year. Parents will be provided a copy of the DEP/IDEP at each update. School level AIG coordinators will house DEP/IDEPs.

*** Ideas for Strengthening the Standard**

The district is considering reviewing the TORRANCE Test of Creativity for Underrepresented Populations. Naglieri, and use of local norms.

To provide professional development regarding underserved, underrepresented populations.

Planned Sources of Evidence

- * AIG links on district and school websites
- * MTSS/AIG Team meeting agendas and minutes
- * Prior Approvals for AIG professional development
- * AIG Student folders

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.

Pamlico County Schools provides a continuum of services that are comprehensive across all grade levels K-12. These services are provided through the collaboration with AIG staff, classroom teachers, school counselors. Students may receive any combination of services from the continuum of services listed below:

K-5 AIG SERVICE OPTIONS

- Cluster grouping
- Pull-out instruction from AIG certified staff
- What I Need (WIN) time for enrichment or advanced coursework (Student participation in STEM, Battle of the Books, Math Counts, Odyssey of the Mind)
- Differentiation

- Compacted curriculum
- 6-8 AIG SERVICE OPTIONS
- Cluster grouping
 - Daily Accelerated Courses (advanced) in ELA and Math
 - What I Need (WIN) Time
 - Compacted Curriculum
- 9-12 AIG SERVICE OPTIONS
- Individual student scheduling advice
 - Counseling sessions for high school and post high school planning
 - Accelerated/Advanced course option
 - Compacted curriculum
 - Virtual Learning Options
 - Enrichment and Talent Development
 - CANES Lunch (enrichment, clubs, etc)

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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.

Pamlico County Schools will deliver an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments in the following ways:

- Collaboration with school counselor and classroom teachers to administer an SEL Universal Screener
- Provide targeted assistance to address common social and emotional needs of gifted learners such as peer-relationships, situational stressors, perfectionism, heightened sensitivity and uneven development of intellectual and emotional areas
- Peer-alike group participation in enrichment events and program

*** Practice C**

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

Pamlico County Schools implements a Multi-tiered System of Support (MTSS) framework to provide systematic support to students. The successful implementation of MTSS is a district priority. The implementation of this framework is to ensure that all students are being provided appropriate instruction and support to reach his/her academic potential. Each school's MTSS team which includes AIG staff uses this system to identify students for flex/differentiated grouping.

*** Practice D**

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

Pamlico County Schools uses the practice of flexible cluster grouping. Flexible cluster grouping is defined by Pamlico County Schools as a group of gifted identified or potential high-ability students grouped together in a mixed-ability classroom. Teachers are expected to provide differentiated instruction based on the needs of students. Each schools' MTSS team, that includes an AIG representative, will collect and analyze student data taken from common, benchmark and summative assessments. This will inform PLC teams as they create flexible groups based on this data. AIG staff will work with PLC teams to provide support in designing plans for effective instruction for gifted learners.

School MTSS teams will ensure that flexible cluster grouping is continuously implemented and group data is frequently reviewed, the AIG Coordinator, as a member of the District Level MTSS team, will participate in district level data meetings where benchmark assessment data is reviewed. School teams will meet quarterly to discuss growth, placement and grouping needs of AIG and high-ability students. District data EVAAS data will be reviewed to determine which teachers are being effective in differentiating instruction for high-ability and or identified students.

*** 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.

Pamlico County Schools will provide annual training for all school staff on current AIG program standards and regulations, AIG plan goals, best practices for teaching gifted learners, information about the processes for student screening, referral and identification, and delivery of services to gifted and high-ability learners.

The district will maintain an AIG webpage on the district and individual school website. This webpage will include the district's AIG plan, regulations and program information and service delivery information.

Pamlico County Schools will provide staff with an AIG Handbook that contains information about AIG regulations, district approved screening, referral and identification forms. This handbook will also contain information about:

- Screening, referral and student identification process
- Procedures for students who transfer into Pamlico County Schools
- Due Process/Grievance procedures

*** Practice F**

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

AIG teams/MTSS teams meet monthly to share and discuss specific student needs, academic concerns or extensions as well as strategies that have proven successful for the student(s).

Each school's AIG team will meet with each other routinely to coordinate services at and between each school. AIG team members are invited to participate in the annual DEP review meetings. AIG teams at each school coordinate and document the transfer of student files. An AIG staff member from the elementary school will participate in meetings for students transitioning from 3rd to 4th grade. An AIG staff member from the middle school will participate in meetings for students transitioning from 5th to 6th grade. An AIG staff member will participate in meetings for students transitioning from 8th to 9th grade. All AIG records transfer with all other school records to the receiving school.

*** 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.

Pamlico County Schools provides accelerated learning opportunities when an appropriate body of evidence is collected and indicates that acceleration is warranted for the learning and the school district has the resources to provide those opportunities. Acceleration options are planned as a part of the student's Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP). Pamlico County Schools provides the following acceleration opportunities:

- Differentiation through curriculum extension to plan instruction that differentiates for high-ability students.
- Math/Reading Acceleration-Students who consistently have high-levels of performance based on an accumulation of data receive instruction at a higher level with another group of students yet remain with their peer group for the majority of the day.
- Compacted Curriculum-This is done by modifying the regular classroom curriculum in order to eliminate repetition of previously mastered material, increasing rigor and providing time for enrichment opportunities.
- Virtual Learning Options- The district's partnership with North Carolina Virtual Public School (NCVPS) along with other online courses allows us to provide AIG students with advanced courses in accordance to their ability level.

- Elementary Grade Advancement-This opportunity allows a student to move ahead one or more grade levels. This opportunity is reserved for students whose need for acceleration cannot be met using other methods. Grade acceleration is decided by the school's MTSS team which includes AIG staff. Grade advancement requires approval by the school principal and District Superintendent. The student must be advanced in all academic areas, possess social and emotional maturity to feel comfortable with older peers, and such advancement must not be detrimental to the social and emotional well-being of the student.

- Opportunities for students to participate in Credit by Demonstrated mastery in order to personalize and accelerate their own learning.
- Provide opportunities for high school students to participate in dual-enrollment with the Pamlico Community College, Craven Community College and Lenoir Community College

*** 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.

Pamlico County Schools employees intentional strategies to provide equitable access to advanced learning opportunities for all students. These strategies are:

- Professional development on identifying potential for giftedness or giftedness in underrepresented populations
- Use of the Universal Screening to give all students the opportunity to show strengths
- Use of local norms to compare allow student scores to be compared to other students in the school or district who come from
- Use of rating scales to assess characteristics of giftedness such as creativity, leadership, motivation, problem-solving, inquisitiveness and academic ability
- Provide multiple pathways for identification
- Promote talent development by providing services to students who perform at substantially higher levels when compared with others of their age, experiences and environment even when standardized testing measures do

not formally identify the child.

- Use of portfolios to provide an opportunity for educators to judge a product or a collection of work that represents a child's knowledge or problem solving ability.

*** Practice I**

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

Pamlico County Schools provides opportunities for extra-curricular programs and events to develop the needs and interests of students identified as AIG as well as students demonstrating the ability of performing at substantially higher levels than their peers but have not been identified through other measures.

- STEM
- Clubs
- Spelling Bee, Battle of the Books, Math Counts, Science Olympiad, Odyssey of the Mind Team
- Leadership of Tomorrow, Youth in Government, ROTC
- Participation in local art and writing competitions
- Drone Team

*** Ideas for Strengthening the Standard**

he district team will :

- Partner with MTSS coordinators at each school to monitor progress of gifted learners

- Review the AIG plan with school administrators
- Develop methods of collaborating with all stakeholders including parents/guardians and support personnel for the delivery of services to meet social and emotional needs of gifted learners.
- Increase awareness of secondary options for advanced students-AP and CCP. Become more consistent across the district distributing information about Duke TIP, Governor’s School, Summer Ventures, and other such programs.
- Provide professional development in differentiated instruction.
- Review processes for student screening, referral, identification, services, DEP’s, Article 9 and other aspects of providing gifted services to students.

Planned Sources of Evidence

* AIG District and School Websites
* AIG staff school assignments and schedules
* AIG Handbook/Guide
* LEA Budget Allocation
* Meeting Agendas and notes (MTSS, PLC, DEP)

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

Standard 3: Differentiated Curriculum and Instruction

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Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Classroom teachers are responsible for differentiating the North Carolina Standard Course of Study (NCOS) to meet the needs of gifted learners. Administrators purposely place AIG and potentially gifted students in appropriate learning environments which provide acceleration and growth opportunities within advanced content. Grade levels and departments meet to discuss best practices and resources appropriate for gifted learners. Teachers of AIG students share 'best practices' throughout the year through district Professional Learning Community (PLC) opportunities in selected content areas. Through use of the MTSS framework, teachers have many opportunities to examine the curricula, students' achievement data, and research-based instructional practices with their colleagues, Instructional Coaches, Learning Acceleration Coordinators and building administrators. Teachers use formative and summative assessment data to guide instructional decisions and to adapt the curriculum according to student abilities, interests and needs. Classroom teachers plan and provide differentiated lessons according to student needs as evidenced in their lesson plans. The AIG specialists and content specific coaches assist teachers with their lesson plans. The AIG specialist and content specific coaches and learning acceleration coordinators assist teachers with appropriate differentiation practices through these PLC's, conferences and modeling throughout the school year.

K-5-AIG teachers collaborate with and support classroom teachers to differentiate instruction for identified students in cluster classrooms. The AIG teacher supports the NCSCOS through pull-out AIG services for gifted students that are designed to support, enrich and extend NCSCOS instruction that is occurring in the regular classroom.

6-12-AIG Teachers and teachers of advanced courses follow the NCSCOS to deliver instruction. They adapt and enhance this instruction to meet the particular needs of their AIG learners.

*** 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.

Pamlico County Schools encourages teachers to use instructional practices that address the diversity of students in their classrooms. Through the implementation of the MTSS process each school site will employ tiers of services based on student ability, achievement, readiness interests and learning profiles to address a range of learning needs. Instructional practices employed to address learning needs are all grade levels are:

- Curriculum Compacting- 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.
- Tiered Assignments- The content and objectives are the same, but the levels of tasks are varied according to the students' readiness level, their background knowledge and skills related to the learning objective.
- Virtual Learning Options- The district's partnership with NCVPS along with other online course opportunities (Courseware) allows the district to offer AIG students advanced courses in accordance to their ability levels, personal interests, course availability, and feasibility within the school day.
- Elementary Grade Advancement- Allows students to move ahead one or more years
- Course Acceleration- Opportunity to take Math 1 and/or English II in middle school.
- High School Honors and Advanced Placement (AP) Courses

*** Practice C**

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

Pamlico County Schools implements the MTSS Framework in order to provide research-based and evidence-based practices to enhance student learning. Instructional evidence-based resources that enhance student learning include:

- Primary Education Thinking Skills Curriculum (PETS™)
- William and Mary Center for Gifted Education
- Advanced Learning Labs (NCDPI)
- Odyssey of the Mind
- Edmentum™ Courseware
- North Carolina Virtual Public School (NCVPS)

Primary Education Thinking Skills or PETS™ is a systemized enrichment and diagnostic thinking skills program . Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking and evaluation. This curriculum is suitable for students in grades K-3. This program aligns with the higher levels of Bloom's Taxonomy.

Advanced Learning Labs are aligned to a concept as well as the NCSCOS to use your students. Use of each Advanced Learning Lab is to provide an extension, find a concept to accelerate, or enrich a unit already being taught. With each Advanced Learning Lab, students explore logic puzzles, go on field studies, engage in research explorations, participate in mindfulness activities and continue engaging with math and literacy.

Odyssey of the Mind (OM™) is a creative problem-solving program involving students from kindergarten through college. Team members work together at length to solve a predefined long-term problem and present their solution to the problem at a competition.

Edmentum™ Courseware Electives give students the opportunity to pursue topics that excite them, allowing them to develop a deeper understanding of the world around them.

North Carolina Virtual Public School offers a variety of AP courses.

Pamlico County Schools practices the following evidenced-based strategies to enhance student learning:

- Flexible Grouping
- Tiered Assignments to encourage students to build on prior knowledge and extend learning
- Project-based learning to provide content enrichment
- What I Need (WIN) Time
- Differentiated Instruction

*** Practice D**

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

Pamlico County Schools will incorporate critical thinking, problem solving, creativity, communication, collaboration, curiosity and leadership opportunities in the curriculum through the use of engaging lessons and real-world performance tasks. AIG specialists collaborate with classroom teachers to include project-based learning, socratic seminars, logic puzzles and collaborative projects in the classroom. AIG specialists and classroom teachers work together to develop lessons that foster curiosity in the following ways:

- Modeling curiosity by making time to pose Essential Questions and give students the chance to speculate in the beginning of a unit and then draw conclusions, generalize, and theorize by the end
- Providing opportunities for students to generate Why, How, What If, and other open-ended queries about the subjects they are learning, and opportunities to pose them and pursue them.
- Allowing unstructured discovery time to give time to students to follow the things they wonder about and to pursue a topic of interest and see how deep they can go.
- Cultivating agency in tasks by allowing students to set personalized goals, tracking their own progress, and creating their own evaluation criteria.
- Developing lessons and or projects related to student interests.

*** Practice E**

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

Teachers implement the MTSS framework to collect and analyze data from on-going formative and summative assessments. PLC and data team groups use the data to inform flexible grouping practices for all learners including those who are gifted. There is an expectation that data analyzed during these team meetings inform student regrouping needs. Team meetings occur weekly. As such, student grouping and regrouping is determined based on the most current data.

*** Practice F**

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

Pamlico County Schools understands that the social and emotional well-being of students is a fundamental part of student achievement. The district will address social and emotional needs of gifted learners in the following ways:

- Conduct the Social, Academic, Emotional Behavior Risk Screener (SAEBRS) for all students.
- Provide training in the social and emotional needs of gifted students and the psychosocial skills necessary for talent development
- School Counselor/Guidance personnel will work collaboratively with teachers of high-ability students to address social and emotional needs and to strengthen psychosocial skills needed to develop talent.
- Provide differentiated school counselor/guidance services for gifted learners at the elementary, middle and high school level.
- Recognize and address the differentiated needs of gifted learners with culturally diverse backgrounds
- Provide opportunities for gifted learners to work with and socialize with peers who have similar interests, abilities and drive.
- Regularly provide parents with information related to the social and emotional needs and psychosocial skills of their gifted/high-ability learner.

*** 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.

Pamlico County Schools cultivates and develops the potential of K-3 students by implementing the Nurturing program for our youngest student. The MTSS process is used to identify students who would benefit from talent development opportunities as well as develop a plan to differentiate curriculum and instruction for potentially gifted learners. The MTSS framework is used for this in the following ways:

- Administration of a Universal Screener to potentially gifted learners
- Participation in PLC and Data Team meeting to analyze assessment data to inform flexible grouping of students
- Use data to develop differentiated instruction and tiered assignments

Students identified for nurturing as potentially gifted learners will use the Primary Education Thinking Skills or PETS™ program. This program is a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3. PETS™ helps build behavioral portfolios for talented learners that support a differentiated approach to their education, and integrates flexibly into the existing primary curriculum.

*** 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.

AIG teachers are a part of each school's MTSS team. This team is composed of classroom teachers, an EC teacher, the district's literacy specialist(primary), a school psychologist, learning acceleration coordinators (LAC's), school counselor and an administrator) They participate in and collaborate with the students' general education teachers in order to aid in the development of differentiated instructional plans for gifted learners, analyze data, implement school programs, address social and emotional concerns, and assist in identifying potentially gifted learners. Steps to ensure success in the implementation of a differentiated curriculum and instruction that addresses the academic and

intellectual needs of gifted learned across grade levels through collaboration with a variety of personnel based on student needs include:

- Annual Training- At the beginning of every school year, all school personnel attend training that outlines best practices in gifted education. This training includes information about recognizing giftedness and the potential for giftedness, especially in underrepresented populations. This training also includes information about differentiated instruction and addressing the social and emotional needs of gifted learners.
- Collaboration across departments: Pamlico County Schools is a small district. The size of the districts promotes close working relationships between distinct leadership in Curriculum and Instruction, Exceptional Children, and Testing and Accountability. This group works together to provide support at the school level and to facilitate the implementation of AIG initiatives.

*** 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.

Students identified as AIG will have a Differentiated Education Plan (DEP). The DEP includes:

- Student ID and Contact information
- Current Area of identification
- Differentiation options that will best meet student needs
- Student historical data (benchmark assessment data, aptitude screening data, progress monitoring results, etc.)
- Student Goals
- Parent/Guardian Goals and concerns
- Team signatures

School teams use the MTSS framework to collect and analyze student data that provides insight about individual student needs. This information is used to develop student DEP plans. This plan will document the continuum of services students will receive in the current school year. The plan will also indicate instructional service options for students at each grade span. DEP plans for high school students in grade (9-12)

*** Ideas for Strengthening the Standard**

- Utilize the MTSS framework to ensure students with a range of academic, intellectual, and social/emotional needs are being addressed.
- Use data from progress monitoring and assessments to drive differentiated instruction and student grouping
- Continue procedures for Credit for Demonstrated Mastery (CDM)
- Documentation of AIG status in PowerSchool

Planned Sources of Evidence

- * Lesson Plans indicating differentiation
- * Learning Styles/Interest inventories
- * DEP's/IEP's
- * Student AIG folders
- * Credit by Demonstrated Mastery documentation
- * AIG meeting agendas and meetings

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

Standard 4: Personnel and Professional Development

Pamlico County Schools (690) 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.

Pamlico County Schools has recently appointed a new AIG Coordinator who currently does not possess AIG licensure. This coordinator will obtain add-on AIG licensure through the successful completion of the competency-based assessment via the Gifted Education Praxis (5358).

*** Practice B**

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

The district employs AIG-licensed staff at each of the four schools in the district (Primary, Elementary, Middle School, High School). Responsibilities at each level are as follows:

Primary/Elementary (K-5)

- Provide instruction to K-5 students in whole and small-group settings
- Utilize the PETS™ curriculum with K-3 students
- Utilize project-based learning with students in grades 4-5

- Promote social/emotional development for gifted learners
- Participate and collaborate with classroom teachers during PLC's
- Facilitate DEP meetings
- Manage screening, referral, identification and transition process at the school level.
- Provide professional development for gifted learners
- Manage documentation of student progress

Middle School (6-8)

- Collaborate with teachers in the Language Arts and Math content areas
- Assist in the development of the honors curriculum for grades 6-8
- Promote social/emotional development for gifted learners
- Participate and collaborate with classroom teachers during PLC's
- Facilitate DEP meetings
- Manage screening, referral, identification and transition process at the school level.
- Provide professional development for gifted learners
- Manage documentation of student progress

High School (9-12)

- Facilitate course scheduling for students in grades 9-12
- Collaborate with AP and honors teachers to develop instructional plans

- Collaborate with guidance to inform students about scholarship opportunities
- Assist with Governor’s School Applications
- Promote social/emotional development for gifted learners
- Participate and collaborate with classroom teachers during PLC’s
- Facilitate DEP meetings
- Manage screening, referral, identification and transition process at the school level.
- Provide professional development for gifted learners
- Manage documentation of student progress

*** 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.

All district staff receive AIG training at the beginning of the year. This training targets school leadership, classroom teachers, support staff, instructional coaches, and Learning Acceleration Coordinators. Opportunities for professional development will be ongoing throughout the school year. The AIG Coordinator, Director of Curriculum and Instruction and additional AIG staff will plan and implement professional development for all personnel involved in the AIG program including classroom teachers, counselors and administrators at all schools.

Professional Development Topics for Administrators, Teachers, Counselors and Support Personnel

- AIG Procedures, Processes and Protocols (screening, referral and identification)
- Differentiated Instruction (Booster Shots)
- Social and Emotional Needs of Gifted Learners

- MTSS Modules
- CogAT Proctor Training
- Credit by Demonstrated Mastery

*** 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.

Pamlico County School employs AIG licensed teachers who provide general education services. These teachers meet LEA requirements for the position they hold. In order to meet the needs of gifted learners it is recommended that administrators create master schedules that provide opportunities for AIG certified staff to provide instruction through flexible grouping and rotations.

*** Practice E**

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

Learning Acceleration Coordinators at each school surveys all staff to recruit teachers who are interested in AIG certification. Those teachers are each provided with a study guide for the Gifted Education Praxis (5358). Teachers who take and pass the Gifted Education Praxis (5358) are reimbursed for the cost of the staff.

*** Practice F**

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

Pamlico County Schools will provide professional development opportunities for teachers using both face-to-face and virtual settings. The AIG Coordinator will collaborate with other district leadership to plan, promote and provide professional development opportunities in these areas:

- Cultural Responsiveness
- Social Emotional Learning

- Educational Equity
- Characteristics of Gifted Learners
- Diversity Equity and Inclusion

*** Practice G**

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

The AIG-based professional development opportunities in the district align with AIG program goals, best practices for teaching gifted learners and district initiatives.

AIG Program Goals

1. Develop equitable identification procedures for potentially intellectually and academically gifted students across grade levels.
2. Use an identification procedure with multiple criteria to appraise student need for differentiated service(s)
3. Provide a differentiated and enriching core curriculum to challenge gifted learners.
4. Provide information regarding opportunities to earn licensure in gifted education so that teachers responsible for teaching gifted students acquire and develop an appropriate base of knowledge and methodology in gifted education.
5. Provide appropriate counseling and support services to assure gifted students' social and emotional well-being is addressed.
6. Provide opportunities for gifted students to spend appropriate time with other students who are similar to themselves in order to foster cognitive, academic, and social growth.
7. Provide additional support to develop "gifted behaviors" in students who may not be maximizing their abilities or who may be under-represented in gifted populations.

Best Practices For Teaching Gifted Learners

1. Compact the curriculum and provide enrichment activities.
2. Differentiate the curriculum in order to address differences in the rate, depth, and pace of learning.
3. Be flexible with the curriculum by taking advantage of real-life experiences that can be translated into problem-solving academics for all students.
4. Engage gifted students in the curriculum decision-making process, giving them an opportunity to learn how to take responsibility for their own learning.
5. Allow students to pursue independent projects based on their own individual interests.
6. Allow gifted children to assume ownership of their own learning through curriculum acceleration.
7. Consider team teaching, collaboration, and consultation with other teachers. Use the knowledge, skills, and support of other educators or professionals in the schools.
8. Provide opportunities for gifted children to interact with other gifted children across grade levels and schools through competitions or collaborative projects.
9. Consider parental input about the education of their gifted children.
10. . Address the counseling needs of each student to support emotional growth, as needed.

District Initiatives

1. Implementation of the MTSS Framework to employ a systems approach using data-driven problem solving to maximize growth for all.
2. Professional Development- LETRS, Differentiated Learning (Booster Shots), Guided Math, Project-based learning
3. Implementation of School Mental Health Initiative to promote healthy development of social, emotional, and/or behavioral functioning; prevent problems with social, emotional, and/or behavioral functioning and to respond to

students experiencing concerns or problems with social, emotional, and behavioral functioning.

*** Ideas for Strengthening the Standard**

- Pamlico County Schools will cover the cost to get our highly qualified teaching staff certified in AIG (Praxis test, study materials, licensure add-on fee).
- Establish and provide targeted professional development in differentiation, strategies for gifted learners, and social/emotional learning.
- Provide an annual needs assessment survey to certified staff to determine the direction for staff development needs with an AIG emphasis.

Planned Sources of Evidence

- * AIG Licensure Rosters
- * CEU data from AIG teachers
- * Needs Assessment survey results

Documents

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

Standard 5: Partnerships

Pamlico County Schools (690) 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.

Pamlico County Schools recognizes the importance in developing intentional, two way partnerships with parents and guardians to support AIG students academically, intellectually, socially and emotionally. The district will develop these relationships by inviting parent/guardian input through surveys, participation of parents/guardians on the AIG advisory group, parent/guardian participation in the developments of student differentiated education plans, parent/guardian representation on each school's health team.

*** 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.

Pamlico County Schools' Director of Community Outreach, Equity & School Improvement along with the District's MTSS Team, and AIG Coordinator will work to foster relationships and facilitate opportunities to collaborate with institutions of higher education, local business and industry partners and others to support the local AIG programs. These opportunities include:

- Collaboration with Pamlico Community College and other neighboring county community colleges to offer dual enrollment for students
- Career Development Coordinator coordinates job fairs with local businesses and provides job shadowing opportunities
- Collaboration between the high school guidance counselor, the Career Development Coordinator, and community college personnel to provide information and opportunities for extension learning
- Don Lee Center Coastal Communities Environmental Education Program, Common Ground Team Building Program
- Perry Griffin Foundation

*** 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.

Pamlico County Schools' Gifted Advisory Board consists of the District AIG Coordinator, Director of Curriculum and Instruction, Director of Student Support Services, Director of Exceptional Students, Director of Community Outreach, Equity & School Improvement principals, aig staff members from each school site, instructional support staff, parent/guardian representatives for gifted learners and community representatives.

The purpose of this advisory board is to:

- Participate in the development, implementation, monitoring of the Pamlico County Schools' AIG program and plan.
- Address concerns that involve AIG programming
- Provide insight for community involvement and partnerships for gifted learners.

*** 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.

CS website includes link to AIG resources page where the following items can be found:

- Local AIG Plan
- AIG program plan services
- Local AIG Guidebook that details screening, referral and identification processes, description of services, due process procedures, etc.
- Links to policies relating to advanced learning and gifted education
- List and descriptions of opportunities for potential and gifted learners at each grade span (PETS, Odyssey of the Mind, Science Olympiad, Drone Club)

*** Ideas for Strengthening the Standard**

- Enhancing the relationship between Institutes of Higher Education and Pamlico County Schools in order to provide direct support to teachers who have already obtained AIG licensure.
- Improving communication through a variety of media outlets including Pamlico County School websites, television, newsletters, social media and email listservs.

- Work with community partners to create opportunities to enrich and extend learning opportunities for gifted learners like mentorships, job shadowing and internships.

Planned Sources of Evidence

* District and School AIG Websites
* Site Monitoring Data
* Stakeholder meeting agendas and meeting notes
* Evidence of partnerships with Institutes of Higher Education
* Stakeholder survey results

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

Standard 6: Program Accountability

Pamlico County Schools (690) 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.

Developed in collaboration with AIG Coordinator, Director of Testing and Accountability, MTSS Coordinator, Learning Acceleration Coordinators, school level administration, and AIG certified staff within the district.

Presented and approved by the PCS BOE following annual updates and revisions and sent to NC DPI for review and comment.

*** 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.

School level AIG coordinators are responsible for monitoring the implementation of the local AIG plan.

Fidelity checks are conducted at the start of fall and spring semesters.

Student records are periodically checked for locally required components such as updates to cumulative records and DEP/IDEP.

AIG parents surveys are conducted annually.

*** Practice C**

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

The finance director, AIG Coordinator and superintendent monitor and document the spending of AIG funds. All state funds allotted to Pamlico County Schools are used for gifted staff, professional development, and resources.

School AIG representatives will meet annually to discuss AIG budget needs and priorities for the upcoming school year. Budget requests are forwarded to the District AIG Coordinator. Approved requests that are aligned with the AIG program and local AIG Plan are forwarded to the Assistant Superintendent of Business Services for final approval.

*** Practice D**

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

Pamlico County Schools maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. These multiple sources of data include but are not limited too:

- DIBELS assessment
- Progress Monitoring data
- State and local benchmark assessments

- EOG/EOC results

- AP Results
- Cohort Graduation Rate data

Data is collected and disseminated to the Director of Curriculum and Instruction on a quarterly basis by the Director of Accountability. This data is shared with schools where it is disaggregated to recognize patterns and trends over time. Teams will use information gained for this analysis of data to inform decisions about potential changes in policies and practices to ensure equity in the AIG program.

*** 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.

Pamlico County Schools is dedicated to providing an AIG program that is equitable and is a representation of all students in the district. The district focuses on the following critical characteristics of the National Association of Gifted Children's (NAGC) Talent Develop Framework. These characteristics are:

1. Both general intellectual abilities and abilities associated with specific domains of talent are important in a TD framework.
2. Both kinds of abilities are malleable and need to be cultivated.
3. Parents play an important role in developing children's giftedness and productivity and should be informed and guided at every stage about educational opportunities that allow them to foster their children's achievement and social-emotional skills.
4. Giftedness moves from potential to competence to expertise to distinction in achievement/creative productivity.

5. A TD framework places greater emphasis on identifying potential in early stages of TD, particularly with individuals who have had limited opportunities to develop the knowledge, skills, or other characteristics that are assessed in determining gifted program eligibility and/or services. Greater emphasis is placed on achievement and productivity in later stages of TD. 6 (11-2015)
6. Different domains have different trajectories, so not all starters in a domain trajectory will be children, particularly in domains that focus on psychological maturity and interpretation of experience. Further, parents and educators must always be mindful of identifying and supporting “late bloomers” and underachievers.
7. Different types of programs, teachers, and instruction are needed at different stages of TD.
8. Children may progress through stages of TD at different rates. For example, enrichment opportunities and effective parents and teachers accelerate development of advanced abilities, while lack of exposure and effects of poverty may delay them.
9. Because giftedness changes over time, it is always relative and defined in terms of a comparison group, including others who share similar learning opportunities and/or background characteristics from elementary through graduate school, and into the professions, scholarship, and the arts.
10. Psychosocial variables such as persistence, strategic risk taking, and self-confidence are determining factors in the successful development of talent, and most can be improved and enhanced through instruction and coaching. If there is a unique psychology of gifted children, it is more likely a result of striving to be exceptional and the resulting ramifications of being out of sync in a particular cultural or social context, rather than inherent in being gifted per se.
11. Children who were earlier identified as gifted and are not performing well in school should have the assistance needed to reverse that underachievement. While they may not qualify for specific academic programs, high-ability students who are underachieving should have access to school counseling and psychological services, including comprehensive evaluations to determine causes and possible solutions to their under-performance.
12. Talented individuals must have opportunities in the community (broadly defined to include the home, school, neighborhood, local and regional community, society at large) and, to fully develop their potential, must take advantage of and commit to those opportunities at every stage in the TD process.
13. Gifted programs need short- and long-term goals. In the short term, participants are best served with challenging activities and peers and with benchmarks that can be achieved in the course of a year. A quality program should also

provide a vision of a TD trajectory that leads to high-level opportunities in a domain. This is particularly important for young people whose families are not well versed in the tacit knowledge associated with success in a field. In these ways, gifted programs taking a developmental view of their mission prepare talented individuals for outstanding creative productivity or high levels of contribution to a domain and to our world.

Data that are maintained and analyzed that align with this framework that focuses on on the referral, identification, services, and retention of students within the local AIG program include:

- Universal Screening
- Progress Monitoring
- State and local benchmarks
- Teacher Observations



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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.

All personnel serving gifted students are highly qualified in course content and/or grade level. Teacher credentials are monitored by the district's personnel director, Director of Curriculum and Instruction, AIG Coordinator and school level administrators to ensure that students who have been identified as gifted are receiving instruction by teachers who are qualified to work with gifted learners.

Pamlico County Schools continues to make efforts to recruit more teacher to become AIG certified by providing study guides and reimbursement for taking the Praxis Gifted Education Test (5358)

*** Practice G**

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

To ensure opportunities for feedback from students, parents/guardians, families, teachers and other stakeholders regarding the implementation and effectiveness of the local AIG Program, Pamlico County Schools utilizes information from the following:

- End of the Year Surveys sent to parents and teachers that mirror the self-assessment tool provided by NCDPI
- Mid-year and End of Year surveys to highschool students that are specific to their course and how they are being impacted by being in the AIG program.
- District and school level MTSS meetings

*** 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.

Pamlico County Schools will facilitate evaluation of local AIG plan by utilizing data from various sources. These sources include:

- Bi-Annual AIG surveys from teachers, students, parents/guardians, administrators and community stakeholders
- Universal Screening Data
- Student Achievement Data (BOG, EOG, EOC scores)

- EVAAS student growth data
- Benchmark assessment, NC Check-in 2.0 data
- PreACT/ACT/SAT data

*** Practice I**

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

Pamlico County Schools uses the following avenues to share all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families and other community stakeholders:

- Quarterly District/School Level AIG Team Meetings
- Updated/revised AIG Handbook on District and School Websites with hard copies made available upon request.
- Board presentations
- Presentations at principal's meetings.
- Family Nights, Open Houses, Transition Nights

*** 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.

In accordance with Article 9B and the state AIG standards, Pamlico County Schools upholds the rights of all AIG students and their parents/guardians through written policies, procedure and practices. Specifically, the district provides the families with the following documents to adhere to Due Process rights:

1. Informed Consent for Testing-Prior to testing for AIG identification and services, parents/guardians are sent a letter explaining the testing procedure and form of assessment (CogAT). Parents/guardians are given the option to not have their child complete the testing.
2. Notification on Testing Results: Once testing is complete, parents/guardians are sent a notification of testing results. This letter explains the identification scores according to district policy and notifies parents of how their child did on the testing as well as what their child's results mean in accordance with identification and service procedures.
3. Informed Consent for Services-If students identify for services through the referral assessment/screener, parents/guardians are sent a letter outlining the services their child would be receiving based on their identification.
4. Reassessment procedures for Talent Development-Parents/guardians of students who do not identify for AIG services in accordance with district policy but who show high-ability and potential are sent letters informing them of the possibility for their child to receive services through the district talent development program. This letter explains students in the talent development program will be reassessed for services quarterly to ensure students are continuing to benefit from services and are not being harmed academically and/or social-emotionally by missing regular instruction. Students who have been placed in the talent development program but have not been identified as gifted through district qualifications can be removed from services when data shows the service is not being beneficial. This decision must be approved by the regular education teacher, site-level AIG Specialist, and district AIG Coordinator. Students who are identified under district qualifications are never unidentified, and will only fall into the reassessment procedures window after a parent meeting has been scheduled and all parties (regular education teacher, site-level AIG specialist, administration, district AIG Coordinator, and parent/guardian) agree to the decision.
5. Request for Removal- While the district will never "degift or identify" a student from the AIG program once they have been placed in the program, parents and guardians have the option to remove their child from the program. To remove their child from the AIG program, parents/guardians need to fill out a form explaining why they would like their child removed, from which service they would like them removed from, and all parties (parent/guardian, regular education teacher, AIG Specialist, site-level administration and AIG Coordinator) need to sign the form. This form is kept in the child's file until the child graduates.
6. Transfers from other LEA's-The district will honor in-state identification as noted in PowerSchool for all transfers and place students according to their gifted identification in PowerSchool when enrolled. Once enrolled,

additional testing may be provided for in-state transfers to determine if the child should have a different identification according to district policy. Students transferring from out-of-state with gifted identification will be given the district screener and assessment to determine identification according to district policy as soon as parent permission to test is received.

7. Procedures for Resolving Disagreements-Pamlico County Schools AIG Program goals, objectives and service delivery options should be clearly communicated to parents/guardians. Parents/guardians who have questions or concerns should first talk to the Regular Education/Course Content Teacher and the AIG Specialist at their child's school. In the event that parents/guardians disagree with a screening, referral, identification of placement decision, the goal is to resolve disagreements at the local level. the following procedures and order of disagreement levels should be followed to resolve any disagreements:

Step I. Appeal to School-Based AIG Team

- The parent may request a conference with the school-based AIG team at the child's school. The team may consist of the AIG teacher, the regular education teacher, the counselor and the assistant principal.
- Review of student profile including all information used to determine eligibility for services and any new information and or documentation.
- School-based team informs parent/guardian of any recommendations related to the child's AIG identification and placement
- A summary of the meeting is documented and maintained in the student's folder

If an appropriate resolution cannot be determined at the school level, the parent should move to Step II

Step II. Appeal to the Building Level Principal

- The parent may appeal the school-based AIG team's recommendation for identification by requesting a conference with the principal to review the team's decision.
- The principal will review the concern and the information from the school-based AIG team. Further information will be requested if needed.

- The principal will inform the parent of any recommendation related to the child's AIG identification and placement

- A written summary of the meeting will be maintained in the students folder.

If an appropriate resolution cannot be determined at the school level, the parent should move to Step III.

Step III Appeal to the District Level AIG Coordinator

- The parent may appeal the principal's recommendation for identification and services by requesting a conference with the district-level AIG Coordinator to review the principal's decision.

- The AIG Coordinator will inform the parent of any recommendation related to the child's AIG identification and placement

- A written summary of the meeting will be documented in the student's folder.

If an appropriate resolution cannot be determined at the school level, the parent should move to Step IV.

Step IV Appeal to the Superintendent

- The parent may appeal the AIG Coordinator's recommendation for identification and services by requesting a conference with the district's Superintendent to review the AIG coordinator's decision.

- The Superintendent will review the concern and the information from the previous conferences. Further information will be requested if needed.

- The Superintendent may request an impartial mediator in order to resolve the concern.

- The Superintendent will inform the parent of any recommendations related to the child's AIG identification and placement.

- A written summary of the meeting will be maintained in the student's folder.

If an appropriate resolution cannot be determined at the school level, the parent should move to Step V.

Step V Appeal to the Local Board of Education

- The parent may appeal the Superintendent's recommendation for identification and services by requesting a conference with the district's Superintendent to review the AIG coordinator's decision.
- The members of the board will review the concern and the information from the previous conferences. Further information will be requested if needed.
- The Superintendent will inform the parent of any recommendations related to the child's AIG identification and placement.
- A written summary of the meeting will be maintained in the student's folder.

If an appropriate resolution cannot be determined at the school level, the parent should move to Step VI

Step VI State Level Grievance Procedure

Once all efforts have been exhausted within the system, the parent may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150 B of the General Statutes, the Administrative Procedures Act of North Carolina.

The issues for review shall be limited to:

1. Whether the local system improperly failed to determine eligibility for services within its gifted program.
2. Whether the local system implemented and provided those services specified within the district AIG plan.

Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of the written findings and the decision to the parties and to the State Superintendent of Public Instruction.



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*** Ideas for Strengthening the Standard**

- Development of an AIG Parent Handbook that includes a clear outline of AIG processes and procedures for screening, referral, identification, and due process.
- Build the MTSS process to specifically include student summary plans for gifted learners.
- Develop and intervention plan for at-risk gifted learners
- Review and revise all stakeholder surveys

Planned Sources of Evidence

- * AIG Parent Handbook published on school and district websites
- * MTSS team agendas and meeting notes
- * Student Summary Sheets
- * Stakeholder surveys

Documents

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

Local Board of Education Approval

Pamlico County Schools (690) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/30/2022 



Original Application Submission Date: 07/07/2022

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>AIG Plan Board Approval</u>

AIG Related Documents


Pamlico County Schools (690) 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	 AIG Plan Board 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

Pamlico County Schools (690) 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.