

Mission/Vision Statement and Funding

Pamlico County Schools (690) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

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 2025-2028, the Pamlico County Schools local AIG plan is as follows:

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 2025)

State Funding	Local Funding	Grant Funding	Other Funding
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Standard 1: Student Identification	
Pamlico County Schools (690) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification	
<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>	
* Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.	
	Each school within Pamlico County Schools has established a Multi-Tiered System of Supports (MTSS) team that includes AIG-certified staff, a school administrator, and educators with expertise in identifying and supporting gifted learners. These school-based teams are responsible for: ▪ Identifying and referring students for differentiated services ▪ Conducting screening, identification, and placement processes ▪ Providing professional development on gifted education ▪ Offering AIG instructional support for teachers ▪ Implementing nurturing strategies for students with potential giftedness ▪ Engaging parents through education and support services Pamlico County Schools employs a universal screening process utilizing AIMSWEB and the Cognitive Abilities Test (CogAT) during the third-grade year to identify students with high academic or intellectual potential. Additionally, the district continuously screens, refers, and identifies students in grades K-12 for gifted services throughout the school year. Staff at each school routinely analyze multiple data sources to identify students who demonstrate exceptional academic achievement or intellectual ability. Any teacher, administrator, parent/guardian, community member, or student in grades 6-12 may initiate a request for a gifted screening. To ensure equitable access to gifted education, Pamlico County Schools is committed to identifying students from underrepresented populations, including culturally diverse, economically disadvantaged, and disabled students. To support this initiative, professional development is provided at the beginning of each academic year to help educators recognize characteristics of gifted learners and understand the screening, referral, and identification processes. Multiple data sources are utilized in the screening, referral, and identification of gifted students, including but not limited to: ▪ Universal Screener: Cognitive Abilities Test (CogAT)/ AIMSWEB ▪ Standardized Assessments: End-of-Grade (EOG) and End-of-Course (EOC) tests, ACT/SAT ▪ Literacy and Numeracy Measures: mClass assessment results, Lexile/Quantile scores

▪ Academic Performance Indicators: Beginning-of-Grade (BOG) Grade 3 test, honors/Advanced Placement coursework, classroom performance ▪ Student Work Samples: Portfolios, common assessments, and teacher observations ▪ Behavioral Checklists and Inventories ▪ Additional Standardized Achievement and Aptitude Assessments The AIG team at each school will collaborate with Professional Learning Communities (PLCs) to review student data and observations from educators, parents, and other stakeholders. This comprehensive approach helps develop a pool of students with potential giftedness. Additionally, all new student records will be reviewed for indicators of exceptional academic potential. ▪ If evidence from two data sources suggests high academic performance or potential, parents will be notified, and a nurturing plan will be initiated. ▪ If evidence from three or more data sources indicates high performance or potential, an Initial Referral will be initiated, and parents will be invited to an MTSS team meeting for further discussion. Pamlico County Schools is committed to early identification and talent development through differentiated instruction and enrichment opportunities: ▪ Pre-K to Grade 3: Students performing at least two grade levels above in reading receive differentiated instruction, flexible grouping, and enrichment activities. These students are closely monitored until the third-grade CogAT/state achievement testing, or earlier if additional data supports an AIG referral. ▪ Grades K-3: All students receive whole-class and small-group higher-order thinking skills instruction using resources such as Primary Education Thinking Skills (PETS™). Teachers observe and document student performance using checklists to identify emerging gifted potential. By implementing a structured, data-driven approach to universal screening, identification, and talent development, Pamlico County Schools ensures that all students with high potential have access to appropriate services and support.	* Practice B Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile. Pamlico County Schools is committed to ensuring a comprehensive, equitable, and research-based approach to the identification of gifted students. The identification process integrates multiple criteria, including quantitative and qualitative indicators of ability, academic performance, achievement, interest, and motivation. No single data point will exclude a student from consideration for AIG services. Students in grades K-2 are considered for identification based on the following criteria: ▪ Reading Performance: Achieving one or more grade levels above current placement as measured by DIBELS 8 ▪ Mathematics Performance: Scoring at least one grade level above on the math universal screener diagnostic AIMSWEB ▪ Additional Data Sources: State-required progress monitoring data and teacher observations
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All students in K-12 undergo universal screening using AIMSWEB while third-grade students undergo screening using the Cognitive Abilities Test (CogAT Screener). Students meeting any of the following criteria qualify for further assessment using the complete CogAT battery to refine placement decisions:

- CogAT Screener Scores:
 - Standard Age Score (SAS) of 112 or above
 - Stanine Score of 7-9
 - Age Percentile Rank of 80-100
- Additional Aptitude Measures: A nationally recognized standardized aptitude test score in the above-average range
- Academic Performance Indicators:
 - Evidence of exceptional ability or potential based on teacher recommendations
 - A satisfactory Gifted Rating Scale (GRS) score
 - Mastery of grade-level content standards demonstrated through work samples and/or portfolios
- Motivation and Interest Measures:
 - Student Interest Inventory/Survey (Math and Reading)
 - Gifted Rating Scale (GRS) score
 - Student Motivation Scale

Pamlico County Schools provides three distinct routes for identifying students for gifted services:

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

Route One is based on standardized test scores in both aptitude and achievement. Students earn identification points based on percentile rankings on the CogAT (aptitude) and End-of-Grade (EOG) tests (achievement). Students accumulating 14 or more points qualify for AIG services.

- Point System:
 - Students begin earning identification points at the 83rd percentile
 - The 96th percentile equates to 14 points
 - A minimum of 14 points across aptitude and achievement qualifies a student for identification

Identification Levels in Route One:

- AIG (Highly Gifted): Aptitude and achievement combined total 14 points in both ELA and Math
- AG (Academically Gifted): Achievement-only score of 14 points in both ELA and Math or 96th percentile or above in both

- AR (Academically Gifted in Reading): Aptitude and achievement total 14 points in ELA or 96th percentile in ELA
- AM (Academically Gifted in Math): Aptitude and achievement total 14 points in Math or 96th percentile in Math
- IG (Intellectually Gifted): Aptitude score at or above the 96th percentile, with achievement scores at or below the 82nd percentile

Route Two: Identification Through Teacher Recommendation and Gifted Rating Scales

Route Two is for students who score at or above the 90th percentile on either an aptitude or achievement test but do not accumulate 14 points required for Route One identification.

Process:

- All students meeting the 90th percentile threshold are automatically reviewed—teacher recommendations are not required to initiate this process
- A Gifted Rating Scale (GRS) is administered to the student's teacher(s) to evaluate characteristics such as intellectual ability, academic performance, motivation, creativity, leadership, and potential
- The GRS score is combined with the student's highest aptitude or achievement score, and the same 14-point scale used in Route One determines qualification

Identification Levels in Route Two:

- AIG (Highly Gifted): Total of 14 points in ELA and Math through combined testing and GRS scoring
- AG (Academically Gifted): Total of 14 points in both ELA and Math or 96th percentile or above in both
- AR (Academically Gifted in Reading): Total of 14 points in ELA only or 96th percentile in ELA
- AM (Academically Gifted in Math): Total of 14 points in Math only or 96th percentile in Math
- IG (Intellectually Gifted): Aptitude score at or above the 96th percentile, with achievement scores at or below the 82nd percentile

Route Three: Honors/Talent Development Pathway

Route Three provides services to students who do not formally qualify under testing but demonstrate advanced academic or intellectual potential. These students receive targeted support with the goal of future AIG identification.

Eligibility Criteria:

- Achievement Scores: Level 4 or higher on state assessments
- Teacher Rating Scale Scores: Above the 85th percentile in categories such as intellectual ability, academic performance, motivation, creativity, leadership, and artistic talent
- Classroom Performance: Consistently above-grade-level achievement

Process:

▪ Students meeting any combination of the above criteria are observed by the AIG Specialist in both the regular classroom and enrichment settings ▪ The AIG Team (MTSS), in collaboration with the student, parents, and teachers, determines appropriate placement along the continuum of services ▪ Students receiving services under Route Three are evaluated quarterly to ensure their placement aligns with academic needs Pamlico County Schools is committed to ensuring that historically underrepresented populations, including culturally diverse, economically disadvantaged, and disabled students, are considered for AIG services. This is achieved through: ▪ Annual Professional Development: Training for educators on recognizing giftedness in diverse populations and understanding referral and identification procedures ▪ Multiple Data Sources: Ensuring all available student data—including standardized assessments, work samples, and teacher observations—are considered in identification ▪ Nurturing and Early Talent Development: Implementing whole-class and small-group enrichment opportunities, including the use of resources like the Primary Education Thinking Skills (PETS™) in grades K-3 to foster higher-order thinking skills. Pamlico County Schools' multi-faceted approach ensures that all students with advanced academic and intellectual abilities have access to equitable, data-driven identification and support services. By integrating universal screening, multiple identification routes, and talent development programs, the district is committed to fostering the potential of gifted learners at every stage of their educational journey.	  Click here to remove the table and use only the narrative field.
* Practice C Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional. Pamlico County Schools is committed to fostering an inclusive and equitable approach to the screening, referral, and identification of gifted learners. Our process is designed to recognize and nurture the strengths and potential of students from all backgrounds, ensuring that historically underrepresented populations—including culturally and linguistically diverse students, economically disadvantaged students, English Learners, highly gifted students, and twice-exceptional learners—are equitably considered for AIG services. To achieve this, Pamlico County Schools will: ▪ Implement Universal Screening to proactively identify potential in all students. This includes the use of DIBELS 8 for reading and Aimsweb for all grade levels as well as the Cognitive Abilities Test (CogAT) for all second/ third-grade students. ▪ Utilize Multiple Measures and Criteria to provide a comprehensive understanding of each student's abilities, incorporating both quantitative and qualitative data to ensure a holistic identification process. ▪ Offer Multiple Opportunities for Aptitude Testing to ensure that all students have access to assessments that capture their unique strengths and potential.	Page 7 of 65 5/23/2025 4:27:27 PM

- Develop and Expand Talent Development Initiatives that provide enrichment opportunities and differentiated instruction, particularly for students demonstrating advanced potential, to foster academic growth and readiness for AIG identification.

Through these intentional and asset-based practices, Pamlico County Schools affirms its commitment to recognizing and cultivating the diverse talents of all students, ensuring that every learner has the opportunity to reach their full potential.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	9.33%
Male	---	---	---	---	---	---	10.59%
Total	---	---	---	---	---	---	9.98%

Percent of Total AIG Students Identified as Dual Exceptionality

* Practice D

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

To ensure the consistent implementation of gifted learner screening, referral, and identification processes across the district, Pamlico County Schools has established comprehensive monitoring procedures and practices. These include:

- Targeted Professional Development: Ongoing training for AIG staff, school administrators, and teachers on screening, referral, and identification procedures to ensure equitable and accurate identification of gifted learners.
- Standardized Documentation: Uniform referral, identification, and placement forms are utilized across all schools to maintain consistency and fidelity in the identification process.
- Regular AIG Team Meetings: School-based AIG teams convene monthly to review and verify all necessary documentation, ensuring that each identified student meets the established criteria for gifted services.
- Personalized Learning Plans: Upon identification, the AIG team collaborates to develop a Differentiated Education Plan (DEP) or an Individualized Differentiated Education Plan (IDEP) tailored to the student's academic strengths and needs.

These measures ensure a systematic and equitable approach to identifying and supporting gifted learners, reinforcing Pamlico County Schools' commitment to excellence and inclusivity in gifted education.

* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. Pamlico County Schools is committed to ensuring transparency and accessibility in its Academically and Intellectually Gifted (AIG) program. To support this commitment: ▪ A Comprehensive AIG Guide will be available on the district and school websites, providing valuable information for school personnel, parents/guardians, students, and the broader community. Hard copies will be provided upon request. ▪ Annual Professional Development will be offered to AIG and school staff, covering the screening, referral, and identification processes to ensure consistency and equity in identifying gifted learners. ▪ An AIG Handbook will be provided to school staff, detailing the procedures for screening, referral, and identification. This resource will also include examples of all forms used in the AIG identification and service process. These resources will ensure that all stakeholders are well-informed and equipped to support the success of gifted learners across the district.	* Practice F Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records. Pamlico County Schools maintains comprehensive documentation for all identified AIG students to ensure continuity of services and individualized support. ▪ AIG Placement Folder: A dedicated folder is created for each identified student, containing all documentation from the identification process, including the Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP). ▪ Ongoing Performance Monitoring: Student performance data is recorded annually in the placement folder and transitions with the student from elementary to middle school and from middle school to high school. ▪ Digital Record Keeping: The student's program service plan and evidence summary are maintained in Infinite Campus to ensure accessibility and continuity of services. ▪ Parental Engagement and Review: The DEP/IDEP is reviewed with parents during initial identification and then annually at the beginning of each school year. Parents receive a copy of the DEP/IDEP at each update. ▪ School-Based Coordination: School-level AIG coordinators are responsible for maintaining and overseeing DEP/IDEP documentation to support effective implementation and communication. These procedures ensure a structured, transparent, and student-centered approach to AIG services, fostering academic growth and individualized learning experiences.	* Practice G Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG
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student, such as a Differentiated Education Plan (DEP). This document is developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

1. AIG Placement Folder

- A dedicated folder is created for each identified AIG student.
- The folder includes all documentation from the identification process, such as:
 - Screening and identification records.
 - Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP).
 - Student performance records and progress reports.
- Folders are securely maintained at the student's school and transition with them as they progress through grade levels.

2. Ongoing Performance Monitoring

- Student performance data is recorded annually in the placement folder.
- Performance indicators include:
 - Academic achievement records.
 - Teacher observations and feedback.
 - Assessment scores from standardized tests.
 - Work samples and student portfolios.
- Data is reviewed during AIG team meetings and used to make informed decisions about instructional support and services.

3. Digital Record Keeping

- The student's program service plan and evidence summary are maintained in Infinite Campus for accessibility and continuity.
- Digital records include:
 - Identification details and placement documentation.
 - DEP/IDEP documents and updates.
 - Progress monitoring data and performance reviews.
- School-based AIG coordinators and district personnel have access to ensure seamless record-keeping and monitoring.

4. Parental Engagement and Review

- Parents are actively involved in the DEP/IDEP process.
- DEP/IDEP is reviewed with parents:
 - Upon initial identification.
 - Annually at the beginning of each school year.
 - As needed, based on student progress or changes in services.
- Parents receive a copy of the DEP/IDEP at each update and have the opportunity to discuss their child's progress with AIG staff.

5. School-Based Coordination

- School-level AIG coordinators oversee and maintain DEP/IDEP documentation.

Responsibilities include:

- Ensuring accurate record-keeping and compliance with AIG policies.
- Facilitating communication between teachers, parents, and district AIG personnel.
- Monitoring student progress and adjusting services as necessary.
- Supporting teachers in the implementation of AIG strategies.

Implementation and Accountability

- Monthly AIG Team Meetings: School-based AIG teams will meet regularly to review documentation, discuss student progress, and ensure the fidelity of AIG services.
- Annual Training: AIG coordinators and school staff will receive training on documentation procedures, digital record-keeping, and parental engagement strategies.
- Compliance Review: District AIG personnel will conduct periodic audits to ensure adherence to documentation procedures and identify areas for improvement.

By implementing these structured documentation practices, Pamlico County Schools ensures that all AIG students receive the support they need to maximize their academic potential, fostering an equitable and high-quality gifted education program.

*** 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	
* AIG Student folders	
* Prior Approvals for AIG professional development	

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

Standard 2: Comprehensive Programming within a Total School Community	Pamlico County Schools (690) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 2: Comprehensive Programming within a Total School Community <i>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.</i>	* Practice A Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification. Pamlico County Schools: Comprehensive Continuum of Advanced Learning Services (K-12) Pamlico County Schools is committed to providing a comprehensive continuum of services that support the academic, social, and emotional needs of advanced learners across all grade levels, K-12. Through a collaborative approach involving AIG (Academically and Intellectually Gifted) staff, classroom teachers, and school counselors, the district ensures that students receive personalized support based on their demonstrated needs and identified areas of giftedness. The identification process considers multiple criteria, including academic performance, teacher recommendations, standardized assessments, and student interests, to determine the most appropriate instructional services. Based on this data, students are matched with differentiated programs and opportunities that best align with their strengths, challenges, and areas of advanced potential. K-5 AIG Service Options Students in elementary school benefit from flexible service models designed to foster critical thinking, creativity, and advanced academic engagement. Services include: - Cluster Grouping – Identified AIG students are placed in groups within general education classrooms to engage in enriched learning experiences. - Pull-Out Instruction – AIG-certified staff provide targeted enrichment sessions outside the regular classroom, focusing on advanced content and higher-order thinking skills. - What I Need (WIN) Time – Personalized enrichment or advanced coursework opportunities, including participation in STEM programs, Battle of the Books, Math Counts, and Odyssey of the Mind. - Differentiated Instruction – Classroom teachers modify instruction to challenge students appropriately through higher-level questioning, problem-solving tasks, and project-based learning. - Compacted Curriculum – Students progress through curriculum at an accelerated pace, allowing for deeper exploration of advanced topics. 6-8 AIG Service Options

Middle school services expand on the foundational supports provided in earlier grades and focus on more rigorous academic opportunities and talent development. These include:

- Cluster Grouping – AIG students are grouped within classes to promote peer collaboration and intellectual engagement.
- Daily Accelerated Courses – Identified students have access to advanced-level English Language Arts (ELA) and Math courses, providing more in-depth instruction at a faster pace.
- What I Need (WIN) Time – Enrichment opportunities tailored to students' interests and academic strengths, fostering independent learning and problem-solving.
- Compacted Curriculum – Students receive instruction that condenses grade-level standards, allowing them to move through content at an accelerated rate while engaging in more complex concepts.

9-12 AIG Service Options

At the high school level, services are designed to support students in preparing for postsecondary education and career pathways through individualized academic planning and advanced learning opportunities:

- Individualized Scheduling Support – Counselors provide personalized guidance to ensure students enroll in courses that align with their academic strengths and college/career goals.
- Counseling for Academic and Post-Secondary Planning – Students receive structured support in navigating high school coursework, college applications, scholarships, and career pathways.
- Accelerated/Advanced Course Options – Students can enroll in Honors, Advanced Placement (AP), and dual enrollment courses to earn college credit while in high school.
- Compacted Curriculum – High-achieving students engage in an accelerated learning trajectory, allowing them to complete coursework at an advanced pace.
- Virtual Learning Options – Online coursework provides additional opportunities for advanced study beyond the traditional classroom setting.
- Enrichment and Talent Development – Students participate in extracurricular academic challenges, research projects, and leadership programs tailored to their areas of interest.
- Flex Period – A dedicated time for enrichment activities, including academic clubs, leadership opportunities, and collaborative projects.

College Transfer Pathway (CTP)

Curriculum: Freshmen and Sophomores

1. The Career and College Promise Pathway requires the completion of a transfer pathway approved by the State Board of Community Colleges, including transfer courses in English and mathematics and ACA 122 College Transfer Success.

2. To be eligible for enrollment, a high school student must meet the following criteria as of the first day of the applicable term:

- a. Be a high school freshmen or sophomore, and
- b. Be identified as gifted by
 - i. Local AIG plan in English/reading and math, or
 - ii. An aptitude and achievement test as evidenced by a score in the range between the 92nd percentile and the 99th percentile on the aptitude and the achievement test included in the current Mental Measurements Yearbook published by the Buros Institute of Mental Measurements, and
- c. Demonstrate college readiness in English, reading and mathematics on an approved assessment; (See Attachment A for college readiness scores), and
- d. Receive recommendation verifying the student has the maturity to enroll from high school principal or equivalent administrator; and receive recommendation of AIG

Coordinator (if one is employed by the district), and

- e. Receive approval of college president or the college's chief student development administrator or the college's chief academic officer, and
- f. Receive written consent of the student's parent/guardian, and
- g. Receive academic advising prior to enrollment in the program.

3. To maintain eligibility for continued enrollment, a student must:

- a. Continue to make progress toward high school graduation, and
- b. Maintain a 2.0 GPA in college coursework after completing two courses, and
- c. Submit an updated high school transcript each academic term.

d. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.

4. Students who are successfully progressing towards high school graduation have access to the College Transfer Pathway for one year as a freshman, one year as a sophomore, one year as a junior and one year as a senior.

5. Colleges may request a graduation plan verifying what high school courses remain and the anticipated graduation date. Students participating in CCP may not delay high school graduation to maintain enrollment.

6. A student may only enroll in one College Transfer Pathway and may not substitute courses in one program for courses in another.

7. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor's baccalaureate degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc.
8. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts, Associate in Arts in Teacher Preparation, Associate in Science, Associate in Science in Teacher Preparation, Associate in Engineering, AGE-Nursing, AFA-Music, AFA-Theater, or AFA-Visual Arts. Students enrolled in courses to complete a pathway during a term may concurrently enroll in additional courses to complete the associated degree program within the same term.
9. A student who completes a transfer pathway and continues enrollment (with the required permissions outline above) will retain their CCPP student type but will have the P code ended and be added to the parent program for the term following pathway completion.
10. Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e., bachelor's baccalaureate degree plan published by the University of North Carolina). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial transfer program of study. Approval is contingent upon documentation of justification based upon career pathway needs or transfer program requirements (i.e., bachelor's baccalaureate degree plan published by the University of North Carolina).
11. The AA/AS/AE/AGE-Nursing/ AFA-Music/AFA-Theater/AFA-Visual Arts/AATP/ASTP degree may be awarded prior to high school graduation verification.
12. Colleges should follow the same graduation process for CCP students as is followed for traditional college students.
13. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in one College Transfer Pathway and one curriculum Career Technical Education Pathway available to freshmen and sophomores.
14. CCP students may enroll in supplemental courses. (examples: ENG 025, ENG 045, MAT 025, MAT 035, and MAT 045)
15. CCP students may not enroll in supplemental CCR or CE courses. (examples: ENG 8025, ENG 8045, MAT 7025, MAT 7035, and MAT 7045)
16. CCP students may not enroll in transition courses offered through CCR or CE. (examples: BSP- 4002 and BSP-4003)

17. CCP students may not audit courses. 18. CCP students may not be enrolled in the Associate in General Education or General Occupational Technology programs. 19. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise. Reference: 1D SBCCC 400.11 Career Technical Education Pathways (CTE) Pamlico County Schools remains dedicated to fostering an environment where gifted learners can reach their full potential through a strategic and individualized approach to advanced learning. By aligning services with students' unique strengths and needs, the district ensures that all AIG-identified students receive the support and challenge necessary to excel.	 Click here to remove the table and use only the narrative field.
* Practice B Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs. Supporting the Social and Emotional Needs of Gifted Learners in Pamlico County Schools Pamlico County Schools is committed to delivering a comprehensive AIG program that not only meets the academic needs of gifted learners but also addresses their unique social and emotional development. Recognizing that gifted students often experience challenges such as peer relationships, situational stressors, perfectionism, heightened sensitivity, and asynchronous development, the district provides intentional support across all grade levels and learning environments. The district ensures that gifted students receive appropriate social-emotional learning (SEL) interventions and enrichment opportunities through the following initiatives: ▪ Collaboration with School Counselors and Classroom Teachers – A coordinated approach ensures that educators and support staff are equipped to recognize and respond to the social and emotional needs of gifted learners. AIG representatives, school counselors, and teachers work together to integrate SEL strategies into daily instruction and student support services. ▪ SEL Universal Screener Administration(Renaissance Fundamentals) – A district-wide social-emotional learning screener is implemented to identify students who may require additional support. This data informs the development of targeted interventions, counseling sessions, and enrichment programs tailored to gifted learners' needs. ▪ Targeted Social-Emotional Support – Small-group and individual counseling sessions focus on addressing common concerns among gifted students, including:	

- Developing healthy peer relationships and effective communication skills

- Managing perfectionism and academic-related stress

- Navigating heightened sensitivity and emotional intensity

- Understanding and balancing asynchronous intellectual and emotional development

- Enhancing resilience and self-advocacy skills

- Opportunity for school-based therapy

- Peer-Alike Group Participation in Enrichment Programs – Opportunities for gifted students to engage with intellectual peers foster a sense of belonging and reduce feelings of isolation. These opportunities include:

- Elementary Level: Social-emotional learning workshops, book clubs with a focus on gifted learners' experiences, and collaborative problem-solving activities in various statewide competitions like, Battle of the Books, Science Olympiad, etc.

- Middle School Level: Peer mentorship programs, leadership development workshops, and participation in academic competitions such as MathCounts and STEM-focused enrichment activities, Skills USA

- High School Level: College and career readiness workshops, guided peer discussion groups, and engagement in talent development opportunities such as dual enrollment courses, AP Capstone projects, and research-based independent studies.

- Gifted Learner Advisory and Support Groups – Schools establish student-led groups where gifted learners can discuss shared experiences, set personal growth goals, and develop strategies to navigate the challenges associated with giftedness in a supportive environment.

- Teacher and Parent Training on Social-Emotional Needs of Gifted Learners – Professional development for educators and informational sessions for parents provide strategies for supporting the emotional well-being of gifted students at home and in the classroom. Topics include emotional regulation, stress management, and fostering a growth mindset.

Pamlico County Schools remains dedicated to nurturing the whole child by addressing both the academic and emotional needs of gifted students. By integrating social-emotional support into the AIG program, the district ensures that gifted learners develop the resilience, self-awareness, and interpersonal skills necessary for long-term success and well-being.

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*** Practice C**

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

Pamlico County Schools is committed to the effective implementation of a Multi-Tiered System of Support (MTSS) framework to ensure that all students receive the instruction and support necessary to reach their full academic potential. As a district priority, MTSS provides a structured, data-driven approach to

identifying and addressing student needs through targeted interventions and differentiated instruction.

Each school's MTSS team, which includes Academically or Intellectually Gifted (AIG) staff, plays a critical role in utilizing this framework to assess student performance and implement flexible, differentiated grouping strategies. In addition to addressing the needs of all learners, the district is dedicated to aligning resources and instructional practices to better support gifted students. This includes leveraging MTSS data to connect students with appropriate enrichment opportunities, specialized instruction, and acceleration options, ensuring they receive the necessary challenges to foster their academic growth. Through these efforts, Pamlico County Schools strives to create an inclusive and responsive learning environment that meets the diverse needs of all students.

*** 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 is committed to effectively implementing flexible cluster grouping as a strategic approach to meeting the needs of gifted and high-ability students. Within this model, identified gifted students and those demonstrating potential for high academic achievement are intentionally grouped together in mixed-ability classrooms. Teachers are expected to provide differentiated instruction tailored to the diverse learning needs of their students, ensuring appropriate challenges and enrichment opportunities.

Each school's Multi-Tiered System of Support (MTSS) team, which includes an Academically or Intellectually Gifted (AIG) representative, is responsible for collecting and analyzing student data from common, benchmark, and summative assessments. This data-driven approach informs Professional Learning Community (PLC) teams as they establish and adjust flexible student groupings. AIG staff collaborate with PLC teams to support the development of instructional strategies that effectively address the needs of gifted learners.

To ensure continuous implementation and refinement of flexible cluster grouping, school-based MTSS teams will regularly review student performance data. The AIG Coordinator, as an active member of the District-Level MTSS team, will participate in district-wide data meetings where benchmark assessment results are analyzed. Additionally, school teams will convene quarterly to evaluate student growth, placement, and grouping needs for gifted and high-ability learners. At the district level, EVAAS data will be reviewed to assess the effectiveness of differentiated instruction and identify educators who demonstrate success in meeting the needs of high-ability and identified gifted students. These efforts reflect the district's commitment to fostering an inclusive, data-informed approach to gifted education that maximizes student potential.

*** 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 is committed to ensuring that all staff are well-informed and equipped to support gifted and high-ability learners. To achieve this, the district will provide annual professional development for all school personnel on the latest Academically or Intellectually Gifted (AIG) program standards, regulations, and district AIG plan goals. This training will cover best practices for teaching gifted students, the processes for student screening, referral, and identification, as well as the delivery of services designed to meet the needs of gifted and high-ability learners.

To enhance accessibility and transparency, the district will maintain a dedicated AIG webpage on both the district and individual school websites. This online resource will include the district's AIG plan, relevant regulations, program details, and information on service delivery to support educators, families, and the broader community.

Additionally, Pamlico County Schools will provide staff with an AIG Handbook, which will serve as a comprehensive guide to AIG regulations and procedures. The handbook will include district-approved screening, referral, and identification forms, as well as detailed information on the following:

▪ Screening, referral, and student identification processes ▪ Procedures for students transferring into Pamlico County Schools ▪ Due process and grievance procedures These initiatives reflect the district's commitment to maintaining a high-quality gifted education program by fostering a well-informed school community, ensuring consistency in program implementation, and supporting the academic success of gifted and high-ability students.	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. Pamlico County Schools is dedicated to fostering collaboration among AIG and MTSS teams to ensure that the academic and developmental needs of gifted and high-ability students are met. These teams meet monthly to discuss individual student needs, address academic concerns, explore enrichment opportunities, and share effective instructional strategies that have proven successful. Each school's AIG team will also meet regularly to coordinate services within and across schools, ensuring a seamless continuum of support. AIG team members are encouraged to participate in annual Differentiated Education Plan (DEP) review meetings to contribute insights and ensure that services remain aligned with student needs. To facilitate smooth academic transitions, AIG teams will play an active role in supporting students as they progress through key grade-level transitions: ▪ An AIG staff member or designee from the elementary school will participate in transition meetings for students moving from 3rd to 4th grade. ▪ An AIG staff member or designee from the middle school will be involved in transition meetings for students advancing from 5th to 6th grade. ▪ An AIG staff member or designee will also take part in transition meetings for students entering high school from 8th to 9th grade. Additionally, AIG teams at each school are responsible for coordinating and documenting the transfer of student records. All AIG records will be securely transferred along with other school records to the receiving school, ensuring continuity of services and support. Through these structured collaboration efforts, Pamlico County Schools remains committed to providing a well-articulated and comprehensive gifted education program. * 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 is committed to providing accelerated learning opportunities for students who demonstrate a need for advanced instruction. Acceleration decisions are based on a comprehensive body of evidence indicating that the student's academic performance warrants such opportunities and that the district has the resources to support them. Acceleration plans are developed as part of the student's Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) to ensure appropriate instructional placement and support.
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Acceleration Options and Processes

1. Differentiation Through Curriculum Extension

- Instruction is tailored to challenge high-ability students by incorporating advanced content, enrichment activities, and higher-order thinking skills.
- Teachers design lessons that allow students to explore topics in greater depth while ensuring they meet or exceed grade-level standards.

2. Math/Reading Acceleration

- Students who consistently perform at high levels based on multiple data points may receive instruction at an advanced level while remaining with their peer group for most of the school day.
- Placement decisions are based on standardized assessments, benchmark data, and teacher recommendations.

3. Compacted Curriculum

- The regular curriculum is modified to eliminate repetition of previously mastered material.
- Increased rigor and enrichment opportunities allow students to progress at an accelerated pace.
- Teachers work closely with AIG staff and the school's MTSS team to ensure appropriate implementation.

4. Virtual Learning Options

- Pamlico County Schools partners with North Carolina Virtual Public School (NCVPS) and other online platforms to provide advanced courses for gifted students.
- Students can enroll in virtual courses that align with their academic abilities and interests.
- Enrollment in virtual courses requires approval from the school counselor and AIG coordinator.

5. Elementary Grade Advancement

- Reserved for students whose acceleration needs cannot be met through differentiation, compacted curriculum, or subject-specific acceleration.
- The school's MTSS team, including AIG staff, evaluates the request using academic performance data, teacher recommendations, and social-emotional assessments.
- Approval must be granted by the school principal and District Superintendent.
- Criteria for grade advancement:

6. Credit by Demonstrated Mastery (CDM)

■ CDM allows students to earn credit for a course by demonstrating a deep understanding of the content without completing traditional coursework. ■ CDM Process: 7. Dual Enrollment Opportunities ■ High school students may enroll in college courses through Pamlico Community College, Craven Community College, or Lenoir Community College to earn both high school and college credit. ■ Dual Enrollment Process: Pamlico County Schools is dedicated to providing a range of acceleration opportunities that align with student needs while ensuring appropriate academic and social-emotional support. Parents and students interested in exploring acceleration options should contact their school's AIG Coordinator or MTSS team for more information and guidance.	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. Pamlico County Schools recognizes the importance of early identification and nurturing of potential giftedness in young learners. To ensure that students in grades K-3 receive appropriate support, the district implements purposeful and intentional programming designed to cultivate and develop emerging talents. These initiatives provide enrichment, exposure to advanced learning experiences, and differentiated instruction to foster academic growth, creativity, problem-solving skills, and a love for learning at an early age. Key Components of Early Talent Development and Intervention 1. Universal Screening & Observation-Based Identification ■ Conducts systematic observations of students demonstrating advanced abilities in literacy, numeracy, problem-solving, and creativity. ■ Uses universal screening assessments and teacher checklists to identify students who may benefit from additional challenges. ■ Incorporates local norms to ensure equitable access to talent development opportunities across all demographic groups. 2. Differentiated Instruction in the Classroom ■ Provides flexible small-group instruction based on student readiness and ability. ■ Implements tiered assignments and open-ended questioning to encourage depth and complexity in learning. ■ Uses learning centers, inquiry-based activities, and project-based learning to extend learning opportunities for high-ability students.
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3. Talent Development Clusters & Enrichment Opportunities ▪ Establishes Talent Development Clusters where students with advanced potential engage in higher-level learning experiences. ▪ Offers early exposure to STEM activities, creative writing, critical thinking exercises, and leadership-building activities to nurture strengths. ▪ Provides access to enrichment programs such as Math Olympiads, logic puzzles, problem-solving competitions, and storytelling workshops. 4. AIG-Infused Curriculum & Instructional Strategies ▪ Introduces higher-order thinking strategies through Junior Great Books, Socratic Seminars, and guided inquiry. ▪ Uses a literacy-rich environment to develop verbal and analytical reasoning skills. ▪ Integrates hands-on STEM challenges, coding, and robotics to develop early problem-solving and innovation skills. 5. Intentional Professional Development for Teachers ▪ Provides K-3 educators with training on recognizing early indicators of gifted potential beyond traditional academic performance. ▪ Offers professional learning on differentiation, depth of knowledge (DOK) questioning strategies, and inquiry-based learning. ▪ Ensures teachers have access to research-based strategies to support early talent development in all learners. 6. Parent and Family Engagement in Talent Development ▪ Hosts parent workshops to educate families on recognizing and supporting advanced potential in young children. ▪ Provides home enrichment resources such as reading lists, problem-solving games, and hands-on activities to extend learning beyond the classroom. ▪ Encourages collaboration between families and educators to develop early intervention strategies tailored to individual student needs. Pamlico County Schools believes that giftedness and potential should be cultivated as early as possible to maximize student success. By providing intentional programming, enrichment experiences, and differentiated instruction, the district ensures that young learners have the opportunity to develop their talents, curiosity, and critical thinking skills in a nurturing and supportive learning environment.	* Practice I Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12. Equitable Access to Advanced Learning Opportunities
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Pamlico County Schools is committed to fostering an inclusive and equitable approach to gifted education by implementing intentional strategies designed to broaden access to advanced learning opportunities for all students. The district recognizes that talent and potential exist in students from all backgrounds and strives to ensure that identification and services reflect the diversity of its student population.

K-12 Talent Development Initiatives

To promote both equity and excellence in gifted programming, Pamlico County Schools employs the following strategies:

1. Professional Development for Educators

- Ongoing training for teachers and staff focuses on recognizing potential giftedness in traditionally underrepresented populations, including students from diverse cultural, linguistic, and socioeconomic backgrounds.
- Professional development emphasizes the use of multiple measures in identifying gifted potential beyond standardized test scores, including observational assessments and qualitative data.

2. Universal Screening

- A universal screening process ensures that all students have the opportunity to demonstrate their strengths, reducing barriers to access in gifted identification.
- Screening assessments are administered to all students at key grade levels to identify those who may benefit from advanced learning opportunities.

3. Use of Local Norms

- Local norms allow student performance to be compared to peers within their school or district rather than relying solely on national or state benchmarks.
- This approach increases the likelihood of recognizing high-potential students who may not meet traditional cutoff scores but demonstrate exceptional ability within their learning environment.

4. Rating Scales for Gifted Characteristics

- The district utilizes research-based rating scales to assess a broad range of gifted characteristics, including:
- These scales help educators identify students whose talents may not be reflected in standardized assessments but who demonstrate advanced potential in various domains.

5. Multiple Pathways for Identification

- Recognizing that giftedness manifests in different ways, Pamlico County Schools provides multiple pathways for students to qualify for advanced learning services.

▪ Identification methods include a combination of standardized assessments, teacher observations, portfolio reviews, and performance-based measures. 6. Talent Development and Enrichment Services ▪ The district offers enrichment programs and talent development initiatives to support students who perform at significantly higher levels than their peers, even if they do not meet formal gifted identification criteria. ▪ These opportunities include: ▪ Portfolios provide an alternative means for students to demonstrate their abilities through a collection of work that showcases their knowledge, creativity, and problem-solving skills. ▪ Educators assess student portfolios to gain deeper insight into students' advanced thinking and academic potential beyond traditional testing measures. 7. Use of Student Portfolios Pamlico County Schools is dedicated to ensuring that all students, regardless of background or circumstance, have equitable access to gifted services and advanced learning opportunities. Through a comprehensive talent development approach, the district nurtures potential from an early age and provides a continuum of services that support students' academic growth throughout their K-12 education. Parents, educators, and community members are encouraged to collaborate in identifying and supporting students with advanced learning needs.	* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. Enrichment Opportunities for Gifted and High-Ability Learners Pamlico County Schools is committed to fostering the academic, creative, and leadership potential of gifted and high-ability students by providing a variety of extracurricular programs and events. These opportunities are designed to nurture students' interests, develop critical thinking and problem-solving skills, and enhance their overall educational experience. Participation in these activities allows students to engage in advanced learning beyond the classroom, collaborate with like-minded peers, and apply their abilities in meaningful and challenging ways. Extracurricular Programs and Their Impact on Gifted Learners 1. STEM Clubs/ USA Skills Club ▪ Encourages students to explore science, technology, engineering, and mathematics through hands-on projects, research, and experimentation. ▪ Develops problem-solving and analytical thinking skills essential for high-ability learners. ▪ Provides opportunities for students to work collaboratively on complex challenges and innovative solutions.
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2. Academic Competitions

- Spelling Bee, Battle of the Books, MathCounts, Science Olympiad
- Promotes intellectual engagement and advanced skill development in literacy, mathematics, science, and critical thinking.
- Enhances students' ability to think under pressure, synthesize information, and apply knowledge in competitive environments.
- Encourages self-directed learning and deep exploration of academic content.

3. Leadership and Civic Engagement Programs

- Leadership of Tomorrow, Youth in Government, ROTC, USA Skills
- Develops leadership skills, public speaking, and decision-making abilities in real-world contexts.
- Provides high-ability students with opportunities to engage in civic discourse, problem-solving, and strategic thinking.
- Fosters confidence, teamwork, and responsibility through hands-on leadership experiences.

4. Fine Arts and Creative Expression

- Participation in Local Art and Writing Competitions
- Encourages gifted students to express their creativity, refine their artistic or literary talents, and receive recognition for their work.
- Provides an outlet for self-expression and deep engagement with creative problem-solving and critical analysis.
- Promotes confidence, perseverance, and the ability to communicate complex ideas through artistic mediums.
- USA Skills Club

5. Drone Team

- Integrates STEM principles with hands-on application of engineering, robotics, and aviation technology.
- Challenges students to apply physics, mathematics, and problem-solving skills in a dynamic and innovative setting.
- Encourages teamwork, leadership, and technical proficiency through competition and collaboration.

Commitment to Holistic Gifted Education

Pamlico County Schools believes that gifted education extends beyond the classroom and is committed to providing diverse extracurricular opportunities that cater to students' advanced academic, creative, and leadership potential. By engaging in these programs, gifted and high-ability students develop critical skills

that prepare them for future academic and professional success.

*** Ideas for Strengthening the Standard**

- 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)	

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

Standard 3: Differentiated Curriculum and Instruction

Pamlico County Schools (690) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Differentiation and Instructional Support for Gifted Learners

Pamlico County Schools is committed to ensuring that gifted and high-ability students receive appropriate instructional support through differentiated instruction, advanced learning opportunities, and collaborative professional development.

Instructional Responsibilities and Support for Gifted Learners

Classroom Teachers' Role in Differentiation

Classroom teachers are responsible for differentiating the North Carolina Standard Course of Study (NCOS) to meet the academic and intellectual needs of gifted learners. Teachers utilize a variety of instructional strategies to ensure that students receive appropriately challenging and engaging learning experiences.

Through purposeful student placement, administrators ensure that AIG-identified and potentially gifted students are placed in learning environments that provide acceleration, enrichment, and opportunities for advanced content exploration.

Collaboration and Professional Development

- Grade-level teams and departmental groups regularly collaborate to discuss best practices and instructional resources for gifted learners.
- AIG teachers and content-area educators share effective strategies for differentiation throughout the year via district-wide Professional Learning Communities (PLCs) in designated content areas.
- Using the Multi-Tiered System of Support (MTSS) framework, teachers analyze curriculum, student achievement data, and research-based instructional practices in collaboration with colleagues, instructional coaches, Learning Acceleration Coordinators, and building administrators.
- Teachers utilize formative and summative assessment data to guide instructional decisions, ensuring that lessons are tailored to students' abilities, interests, and needs.

Lesson Planning and Instructional Support

- Classroom teachers design and implement differentiated lessons that reflect student needs, with differentiation strategies documented in their lesson plans.
- AIG representatives, content-specific coaches, and Learning Acceleration Coordinators provide instructional support by assisting teachers with lesson planning, modeling best practices, and offering guidance on differentiation techniques throughout the school year.
- Professional development opportunities, PLCs, and one-on-one coaching sessions ensure that educators are well-equipped to challenge and support gifted students effectively.

AIG Services by Grade Level

K-5: Elementary AIG Instructional Support

- AIG teachers collaborate with and support classroom teachers in cluster classrooms, ensuring appropriate differentiation for identified students.
- In addition to supporting NCOS instruction within the classroom, AIG teachers provide pull-out services designed to enrich, extend, and accelerate learning beyond the standard curriculum.

6-12: Secondary AIG and Advanced Course Instruction

- AIG teachers and educators of advanced courses follow the NCOS while adapting and enhancing instruction to meet the unique academic and intellectual needs of gifted learners.
- Instruction at this level emphasizes higher-order thinking, independent inquiry, problem-solving, and advanced research opportunities to prepare students for post-secondary success.

Pamlico County Schools remains dedicated to providing a rigorous and supportive educational environment where gifted learners can thrive. Through collaborative planning, differentiated instruction, and targeted professional development, the district ensures that AIG students receive the enrichment, acceleration, and challenge necessary to reach their full potential.

* Practice B

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

Differentiated Instructional Strategies for Gifted Learners

Pamlico County Schools is committed to differentiating curriculum and instruction to meet the unique academic, intellectual, and social-emotional needs of Academically and Intellectually Gifted (AIG) students. Through the Multi-Tiered System of Support (MTSS) framework, schools implement tiered services that align with students' abilities, achievement levels, interests, and learning profiles, ensuring appropriate challenge and growth opportunities.

Key Instructional Strategies for Differentiation

1. Curriculum Compacting

- Adjusts and streamlines the curriculum for students who have already mastered grade-level content.
- Replaces content students have already demonstrated proficiency in with new, more challenging material, enrichment activities, or independent research opportunities.
- Ensures instructional time is used efficiently to maximize student learning and engagement.

2. Tiered Assignments

- Maintains the same core learning objectives for all students while modifying the complexity, depth, and challenge of tasks based on students' readiness levels, background knowledge, and skills.
- Encourages students to work at an appropriate level of difficulty while ensuring engagement and academic growth.
- Provides multiple entry points for learning, allowing students to progress at their own pace.

3. Virtual and Online Learning Opportunities

- Expands access to advanced coursework through the district's partnership with North Carolina Virtual Public School (NCVPS) and additional online platforms such as Courseware.
- Allows students to enroll in higher-level courses that may not be available in their physical school setting, providing personalized learning opportunities that align with their interests and abilities.
- Enables flexible scheduling to accommodate the needs of AIG students who require an accelerated or enriched curriculum.

4. Elementary Grade Advancement

- Offers whole-grade acceleration for students whose academic needs cannot be met through other differentiation strategies.
- Decisions are based on a comprehensive body of evidence, including academic performance, social-emotional readiness, and input from the MTSS team, AIG representatives, teachers, and parents.
- Ensures that students receiving grade acceleration continue to receive support as they transition to a more advanced academic environment.

5. Course Acceleration (Middle School)

▪ Provides opportunities for mathematically and verbally gifted middle school students to take Math 1 and/or English II before entering high school. ▪ Prepares students for more rigorous coursework in high school, including Honors and Advanced Placement (AP) courses. ▪ Supports accelerated students through differentiated instruction, flexible pacing, and academic coaching. 6. High School Honors and Advanced Placement (AP) Courses ▪ Offers a wide range of Honors and AP courses to provide challenging, college-level coursework for high school students. ▪ Encourages critical thinking, problem-solving, and independent inquiry through rigorous academic experiences. ▪ Supports students in earning college credit and developing the skills necessary for post-secondary success. Pamlico County Schools ensures that gifted learners receive rigorous, engaging, and meaningful educational experiences through a variety of instructional strategies designed to promote depth, complexity, and acceleration. By implementing best practices in differentiated instruction, the district maximizes student potential and provides equitable access to advanced learning opportunities at all grade levels.	* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. Pamlico County Schools' Implementation of the MTSS Framework Pamlico County Schools implements the Multi-Tiered System of Support (MTSS) framework to provide research-based and evidence-based instructional practices that enhance student learning. The district utilizes a variety of instructional resources designed to support student growth and academic achievement, including: ▪ Primary Education Thinking Skills (PETS™) Curriculum ▪ William and Mary Center for Gifted Education ▪ Advanced Learning Labs (NCDPI) ▪ Edmentum™ Courseware ▪ North Carolina Virtual Public School (NCVPS) Instructional Resources Primary Education Thinking Skills (PETS™) PETS™ is a structured enrichment and diagnostic thinking skills program that introduces students to critical and creative thinking strategies. Lessons focus on convergent analysis, divergent synthesis, visual/spatial reasoning, and evaluation, aligning with the higher levels of Bloom's Taxonomy. This curriculum is designed for students in grades K-3.
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Advanced Learning Labs Aligned with both conceptual learning and the North Carolina Standard Course of Study (NCSCOS), Advanced Learning Labs offer students opportunities to extend, accelerate, and enrich their understanding of key concepts. These labs incorporate logic puzzles, field studies, research explorations, mindfulness activities, and continued engagement in math and literacy. Edmentum™ Courseware Edmentum™ Courseware electives provide students with opportunities to explore subjects of interest, fostering deeper engagement and a broader understanding of the world. North Carolina Virtual Public School (NCVPS) NCVPS offers a diverse selection of courses, including Advanced Placement (AP) options, to expand students' academic opportunities. Evidence-Based Instructional Strategies In addition to these instructional resources, Pamlico County Schools employs the following evidence-based strategies to enhance student learning: ▪ Flexible Grouping – Allows for dynamic, student-centered learning experiences tailored to individual needs. ▪ Tiered Assignments – Encourages students to build on prior knowledge and extend their learning at appropriate challenge levels. ▪ Project-Based Learning – Provides authentic, real-world applications of content to deepen student understanding. ▪ What I Need (WIN) Time – Offers personalized instructional support to address student learning needs. ▪ Differentiated Instruction – Ensures that teaching methods are adapted to meet diverse student needs and learning styles. Through the strategic implementation of these resources and instructional approaches, Pamlico County Schools remains committed to fostering academic excellence and student success.	* Practice D Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility. Pamlico County Schools is committed to developing the key competencies outlined in North Carolina's Portrait of a Graduate—critical thinking, problem-solving, creativity, communication, collaboration, curiosity, and leadership—within the curriculum. By integrating engaging lessons and real-world performance tasks, we ensure that academically and intellectually gifted (AIG) learners are challenged to think deeply, innovate, and lead with confidence. AIG representatives collaborate closely with classroom teachers to incorporate project-based learning, Socratic seminars, logic puzzles, and collaborative projects that promote advanced cognitive engagement. Together, they design instruction that nurtures curiosity and intellectual exploration in the following ways: ▪ Modeling Curiosity – Educators encourage inquiry by posing Essential Questions, allowing students to speculate at the beginning of a unit and later draw conclusions, generalize, and theorize as they deepen their understanding. ▪ Encouraging Open-Ended Inquiry – Students are provided with structured opportunities to generate and explore “Why,” “How,” “What If,” and other thought-provoking questions about the topics they study.
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▪ Facilitating Unstructured Discovery Time – Learners are given time to independently pursue topics of personal interest, fostering intrinsic motivation and depth of understanding. ▪ Cultivating Student Agency – Students set personalized learning goals, track their progress, and develop their own evaluation criteria, empowering them to take ownership of their learning journey. ▪ Designing Interest-Driven Projects – Instruction is tailored to align with students' passions, ensuring relevance and engagement in learning experiences. By embedding these strategies into daily instruction, Pamlico County Schools ensures that gifted learners are empowered, adaptable, and equipped with the skills necessary for success in an ever-evolving world.	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. Data-Driven Differentiation within the MTSS Framework Teachers in Pamlico County Schools implement the Multi-Tiered System of Support (MTSS) framework to systematically collect, analyze, and utilize data from ongoing formative and summative assessments to inform instruction. These assessments provide essential insights into student progress, allowing educators to tailor instruction and support based on individual learning needs, including those of gifted students. Assessments Utilized in the MTSS Framework To ensure data-driven decision-making, the following assessments are used: ▪ Universal Screeners – Administered to all students to identify strengths, potential learning gaps, and the need for intervention or enrichment. ▪ Benchmark Assessments – Conducted at regular intervals to measure student progress toward grade-level standards and inform instructional adjustments. ▪ Formative Assessments – Embedded within daily instruction to provide real-time feedback on student understanding. Examples include exit tickets, classroom discussions, quick writes, and performance-based tasks. ▪ Diagnostic Assessments – Utilized to gain deeper insight into students' specific strengths and areas of need, guiding individualized instruction. ▪ Summative Assessments – Used to evaluate overall mastery of content and inform long-term curriculum planning. Application of Assessment Data in Differentiating Instruction Assessment data is analyzed during weekly Professional Learning Community (PLC) and data team meetings to guide instructional decision-making. Educators engage in collaborative discussions to: ▪ Determine Flexible Grouping Needs – Student grouping is continuously adjusted based on the most current assessment data to ensure that all learners, including those who are gifted, receive appropriately challenging instruction.
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▪ Adjust Instructional Strategies – Teachers modify their approaches based on student performance, incorporating differentiated instructional strategies such as tiered assignments, acceleration opportunities, and enrichment tasks. ▪ Personalize Learning Experiences – Data analysis informs individualized learning plans, ensuring students receive targeted support or advanced learning opportunities. ▪ Monitor and Track Student Progress – Ongoing assessments provide a continuous feedback loop, allowing teachers to track student growth and make data-informed instructional changes in real time. By leveraging assessment data to drive instructional decisions, Pamlico County Schools ensures that students receive the appropriate level of support and challenge needed to maximize their potential within a responsive and dynamic learning environment.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Collaboration for Implementing Differentiated Curriculum and Instruction in a District AIG Plan Effective implementation of a district Academically and Intellectually Gifted (AIG) plan requires collaboration among various educational personnel to ensure that curriculum and instruction are differentiated to meet the needs of gifted learners. By leveraging the expertise of teachers, specialists, administrators, and support staff, districts can create a responsive and enriching learning environment that fosters advanced academic growth. Key Collaborative Roles and Responsibilities 1. AIG Representatives 1. Work closely with classroom teachers to develop and implement differentiated instructional strategies. 2. Provide professional development on gifted education best practices, such as tiered assignments, acceleration strategies, and enrichment opportunities. 3. Assist in identifying and assessing students for AIG services through screeners, formative assessments, and student performance data. 4. Support curriculum development that aligns with both state standards and the unique learning needs of gifted students. 2. Classroom Teachers 1. Implement differentiated instruction, including flexible grouping, project-based learning, and Socratic seminars. 2. Use formative and summative assessments to adjust instructional strategies and meet students' needs. 3. Collaborate with AIG representatives, instructional coaches, and support staff to integrate higher-order thinking skills into daily lessons. 4. Communicate with families regarding student progress, learning opportunities, and instructional modifications.
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3. Instructional Coaches & Curriculum Specialists

1. Assist in curriculum planning and alignment to ensure that gifted learners receive rigorous and engaging learning experiences.
2. Provide coaching and resources to support differentiated instruction in diverse classroom settings.
3. Facilitate Professional Learning Communities (PLCs) focused on analyzing data to inform instruction and intervention strategies.

4. School Administrators

1. Ensure that the district AIG plan is effectively implemented by allocating resources and supporting professional development.
2. Monitor and evaluate the effectiveness of differentiated instructional practices.
3. Promote a culture of inclusivity and academic excellence that encourages gifted learners to thrive.

5. Exceptional Children (EC) & English Learner (EL) Specialists

1. Collaborate with AIG personnel to support twice-exceptional students and gifted learners from diverse linguistic and cultural backgrounds.
2. Assist in the development of individualized learning plans that address both strengths and potential challenges.

6. School Counselors & Social-Emotional Learning (SEL) Specialists

1. Support the social-emotional needs of gifted students, particularly in areas such as perfectionism, peer relationships, and self-advocacy.
2. Provide counseling sessions, peer groups, and leadership opportunities to enhance students' well-being and resilience.

7. Families & Community Partners

1. Engage families as partners in the learning process through workshops, communication, and resources that support gifted education at home.
2. Collaborate with local universities, businesses, and organizations to provide mentorships, internships, and real-world learning experiences for gifted students.

Collaborative Implementation in Practice

- Regular Team Meetings – AIG representatives, classroom teachers, and support staff participate in PLCs and data review meetings to assess student progress and refine differentiation strategies.
- Cross-Disciplinary Collaboration – Teachers across subjects work together to design interdisciplinary projects that challenge gifted learners.
- Professional Development & Coaching – Ongoing training ensures educators are equipped with best practices in differentiation and gifted education.

▪ Student-Centered Planning – Teams use data from MTSS assessments, classroom performance, and student feedback to personalize learning experiences. By fostering ongoing collaboration among educators, specialists, administrators, and families, a district can effectively implement an AIG plan that provides meaningful, rigorous, and student-centered learning experiences for gifted learners.												
* 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 Infinite Campus												
Planned Sources of Evidence <table><tr><td>*</td><td>Lesson Plans indicating differentiation</td></tr><tr><td>*</td><td>Learning Styles/Interest inventories</td></tr><tr><td>*</td><td>DEP's/IEP's</td></tr><tr><td>*</td><td>Student AIG folders</td></tr><tr><td>*</td><td>Credit by Demonstrated Mastery documentation</td></tr><tr><td>*</td><td>AIG meeting agendas and meetings</td></tr></table>	*	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
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AIG Standard 3 Additional Resources		N/A										

Standard 4: Personnel and Professional Development

Pamlico County Schools (690) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Strengthening the AIG Program Through Leadership and Professional Development

Due to a lack of AIG-licensed educators in our district, Pamlico County Schools does not currently have an Academically and Intellectually Gifted (AIG) Coordinator to oversee and enhance gifted education services across the district. While the coordinator does not currently hold AIG licensure, they will obtain the required add-on AIG licensure through the successful completion of the Gifted Education Praxis (5358) competency-based assessment.

Roles and Responsibilities of the AIG Coordinator

As a key leader in the district's gifted education program, the AIG Coordinator plays a crucial role in ensuring that gifted learners receive high-quality, research-based instruction tailored to their academic and intellectual needs. Responsibilities include:

- Program Leadership & Implementation
 - Oversee the development, implementation, and continuous improvement of the district's AIG plan, ensuring alignment with state policies and best practices in gifted education.
 - Collaborate with district and school administrators to advocate for policies, resources, and instructional strategies that support gifted learners.
 - Ensure compliance with state regulations regarding AIG identification, services, and reporting.
- Professional Development & Support
 - Facilitate ongoing training and coaching for AIG representatives, classroom teachers, and support staff to enhance their ability to implement differentiated instruction effectively.
 - Provide mentorship and instructional guidance to teachers working with gifted students, ensuring the integration of advanced learning strategies such as tiered assignments, acceleration, and enrichment opportunities.
 - Promote a culture of continuous learning by leading Professional Learning Communities (PLCs) focused on best practices in gifted education.

▪ Collaboration & Stakeholder Engagement • Work closely with AIG representatives, instructional coaches, and school counselors to design and implement differentiated curriculum and instruction. • Partner with Exceptional Children (EC) and English Learner (EL) specialists to support diverse gifted learners, including twice-exceptional students. • Engage families and community stakeholders in supporting gifted education through workshops, advisory councils, and external learning opportunities. ▪ Data-Driven Decision Making & Curriculum Development • Oversee the collection and analysis of formative, summative, and diagnostic assessments within the MTSS framework to inform student placement, curriculum differentiation, and instructional practices. • Guide the development of individualized learning plans for gifted students, ensuring alignment with their unique strengths and areas of growth. • Monitor program effectiveness through ongoing data analysis and make evidence-based recommendations for continuous improvement. Through strong leadership, collaborative partnerships, and data-informed decision-making, the AIG Coordinator will play a pivotal role in strengthening Pamlico County Schools' gifted education program and ensuring that all gifted learners receive the rigorous, engaging, and meaningful educational experiences they need to thrive.	* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan. Roles and Responsibilities of AIG-licensed Staff in Pamlico County Schools Pamlico County Schools seeks to increase the number of Academically and Intellectually Gifted (AIG)-licensed educators at each of the district's four schools—Primary, Elementary, Middle, and High School—to ensure that gifted learners receive differentiated instruction, enrichment opportunities, and social-emotional support tailored to their unique needs. Primary & Elementary Schools (K-5) AIG representatives at the primary and elementary levels provide foundational enrichment and advanced learning opportunities for gifted learners through a variety of instructional strategies: ▪ Deliver whole-group and small-group instruction to students in grades K-5. ▪ Implement the PETS™ (Primary Education Thinking Skills) or a similar curriculum for students in grades K-3 to develop critical thinking and problem-solving skills.
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- Utilize project-based learning for students in grades 4-5 to foster creativity, inquiry, and independent learning.
- Support the social-emotional development of gifted students through structured guidance and classroom strategies.
- Actively collaborate with classroom teachers during Professional Learning Communities (PLCs) to integrate differentiation strategies within the curriculum.
- Facilitate Differentiated Education Plan (DEP) meetings, ensuring individualized learning plans align with student needs.
- Oversee the screening, referral, identification, and transition process for gifted students at the school level.
- Provide professional development for teachers on best practices in gifted education.
- Monitor and document student progress to ensure appropriate instructional placement and growth.

Middle School (6-8)

AIG representatives at the middle school level work closely with teachers and students to enhance curriculum rigor and provide targeted support:

- Collaborate with Language Arts and Math teachers to develop differentiated instructional plans that challenge advanced learners.
- Assist in the development and refinement of the honors curriculum for grades 6-8.
- Promote social-emotional development by addressing the unique needs of adolescent gifted learners.
- Participate in PLCs to align instructional strategies with assessment data and student performance.
- Facilitate DEP meetings, ensuring that student learning goals are met.
- Oversee the screening, referral, identification, and transition process for gifted students within the middle school.
- Provide professional development to teachers on effective differentiation strategies and instructional best practices.
- Maintain accurate documentation of student progress, ensuring data-driven decision-making for instructional adjustments.

High School (9-12)

AIG representatives at the high school level play a critical role in academic planning, advanced course placement, and college and career readiness:

- Facilitate course scheduling for students in grades 9-12 to ensure appropriate academic pathways for advanced learners.
- Collaborate with Advanced Placement (AP) and honors teachers to develop and implement rigorous instructional plans.
- Work with school counselors to inform students of scholarship opportunities, dual enrollment, and academic competitions.
- Assist students in the application process for Governor's School and other selective academic programs.
- Provide social-emotional support, helping gifted learners navigate challenges such as perfectionism, motivation, and post-secondary planning.

▪ Engage in PLCs with educators to ensure instructional differentiation in high-level coursework. ▪ Facilitate DEP meetings, ensuring academic goals align with student aspirations and strengths. ▪ Manage the screening, referral, identification, and transition process for gifted students at the high school level. ▪ Offer professional development to educators on strategies for supporting gifted learners in advanced coursework. ▪ Maintain student progress documentation to track growth, engagement, and academic success. Through collaboration, data-driven decision-making, and a commitment to fostering both academic and personal growth, AIG representatives at every level play a pivotal role in ensuring that gifted students receive the resources, opportunities, and support they need to reach their full potential.	* 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. Comprehensive Professional Development for Effective AIG Implementation Pamlico County Schools is committed to ensuring intentional and effective implementation of Academically and Intellectually Gifted (AIG) services through comprehensive professional development for all district personnel. AIG training is provided at the beginning of the school year and continues throughout the year to deepen understanding and enhance instructional practices. Targeted Training for All Stakeholders Professional development is designed to meet the specific needs of various stakeholder groups, including: ▪ School Leadership (Administrators, Learning Acceleration Coordinators) – Focuses on policy implementation, program oversight, and instructional leadership for gifted education. ▪ Classroom Teachers – Equips educators with strategies to differentiate instruction, challenge gifted learners, and integrate enrichment opportunities within the curriculum. ▪ Support Staff (Instructional Coaches, Counselors, and Other Personnel) – Provides training on the social-emotional needs of gifted students and best practices for supporting their academic growth. Ongoing Professional Learning and Implementation The AIG Coordinator, Director of Curriculum and Instruction, and additional AIG staff collaboratively plan and facilitate professional development throughout the school year. These training sessions include hands-on workshops, instructional coaching, and collaborative PLC discussions to ensure continuous growth in gifted education practices. Professional Development Focus Areas
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1. AIG Procedures, Processes, and Protocols

1. Understanding district and state screening, referral, and identification procedures.
2. Navigating eligibility criteria and placement options for gifted learners.
3. Ensuring compliance with state gifted education mandates and best practices.

2. Differentiated Instruction: "Booster Shots" for Classroom Teachers

1. Strategies for modifying content, process, product, and learning environment to meet the needs of gifted students.
2. Best practices for implementing tiered assignments, curriculum compacting, and acceleration.
3. Techniques for flexible grouping and student-centered learning in heterogeneous classrooms.

3. Social-Emotional Needs of Gifted Learners

1. Recognizing and addressing perfectionism, asynchronous development, and underachievement.
2. Providing guidance for twice-exceptional learners who are both gifted and have learning differences.
3. Strategies for fostering growth mindset, resilience, and motivation in gifted students.

4. MTSS Modules: Integrating Gifted Education into Multi-Tiered Systems of Support

1. Understanding how gifted learners fit within the MTSS framework.
2. Using formative and summative assessments to drive instructional decision-making.
3. Implementing targeted interventions and enrichment opportunities based on assessment data.

5. CogAT Proctor Training

1. Ensuring accurate and effective administration of the Cognitive Abilities Test (CogAT).
2. Understanding how to interpret and apply assessment results to inform AIG placement decisions.
3. Providing clear guidelines for test security and administration protocols.

6. Credit by Demonstrated Mastery (CDM) Training

1. Supporting high school students in earning course credit through demonstration of subject mastery.

2. Training educators in the assessment and portfolio review process for CDM. 3. Ensuring fair and rigorous evaluation of student proficiency in advanced coursework. Through intentional, research-based professional development, Pamlico County Schools empowers educators and support staff to provide high-quality, differentiated instruction for gifted learners. By equipping stakeholders with the knowledge and skills needed to foster academic growth, social-emotional development, and intellectual curiosity, the district ensures that gifted students receive rigorous, meaningful, and equitable educational opportunities.	* 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. AIG Instructional Staffing and Scheduling Recommendations Pamlico County Schools continually seeks to employ AIG-licensed educators who deliver specialized instruction within the general education setting to support the unique needs of gifted learners. These educators meet all Local Education Agency (LEA) requirements for their respective positions and play a critical role in the differentiation and enrichment of curriculum for academically and intellectually gifted students. To maximize the effectiveness of AIG services, it is strongly recommended that school administrators design master schedules that: ▪ Ensure AIG-certified staff have designated instructional time to provide direct services through flexible grouping, enrichment rotations, and targeted interventions. ▪ Support cluster grouping of AIG students within classrooms to allow for differentiated instruction that meets their academic and social-emotional needs. ▪ Facilitate collaboration between AIG representatives and general education teachers to develop and implement differentiated learning experiences. By intentionally structuring scheduling practices, Pamlico County Schools can ensure that gifted learners receive instruction tailored to their abilities, fostering their intellectual growth and academic success. * Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Recruitment and Retention Strategies for AIG-Certified Educators To support the development of highly qualified educators in gifted education, administrators at each school actively survey staff to identify teachers interested in pursuing AIG (Academically or Intellectually Gifted) certification. This initiative is designed not only to recruit talented professionals but also to retain them by fostering career growth and professional development opportunities. Teachers who express interest in AIG certification are provided with comprehensive resources, including a study guide tailored to the Gifted Education Praxis (5358) examination. Additionally, educators who successfully complete the Praxis (5358) are reimbursed for the associated testing fees, demonstrating our commitment to supporting their professional advancement.
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Efforts are made in recruiting professionals from diverse backgrounds to ensure that our gifted education programs reflect the rich diversity of our student population. By fostering an inclusive environment and encouraging teachers from underrepresented groups to pursue AIG certification, we aim to provide equitable opportunities for all students. To further enhance retention, we emphasize ongoing support for certified educators through mentorship programs, collaborative learning communities, and access to specialized training. These strategies help ensure that AIG-certified teachers feel valued and empowered to make a lasting impact on their students' academic success.	
* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Pamlico County Schools is committed to providing comprehensive professional development opportunities for teachers through a combination of face-to-face and virtual settings. The AIG Coordinator will collaborate with district leadership to plan, promote, and deliver targeted professional development in the following key areas: 1. Cultural Responsiveness 2. Social-Emotional Learning (SEL) 3. Educational Equity 4. Characteristics of Gifted Learners These professional development initiatives aim to enhance educators' skills and knowledge, ultimately supporting the diverse needs of our student population and fostering a more inclusive learning environment.. By offering a variety of delivery methods, we ensure that our teachers have access to high-quality professional development resources that align with current educational best practices and the specific needs of Pamlico County Schools. Our focus on these critical areas reflects our commitment to nurturing a well-rounded, culturally responsive, and equitable educational experience for all students, while specifically addressing the unique needs of gifted learners.. Through these targeted professional development opportunities, we strive to empower our educators with the tools and strategies necessary to excel in their roles and positively impact student outcomes.	
* 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. Professional Development Alignment for AIG and Advanced Learners Pamlico County Schools is committed to aligning professional development opportunities with AIG program goals, best practices for teaching gifted learners, and district initiatives. This alignment ensures a comprehensive approach to supporting gifted and advanced learners while fostering collaboration among AIG representatives and other educators.	

AIG Program Goals and Best Practices Integration

Our professional development strategy incorporates the following key elements:

1. Equitable Identification and Multiple Criteria Assessment: Training on developing and implementing equitable identification procedures using multiple criteria to appraise student needs for differentiated services.
2. Differentiated and Enriching Curriculum: Workshops on curriculum compacting, providing enrichment activities, and differentiating instruction to address varying rates, depths, and paces of learning.
3. Gifted Education Licensure: Information sessions on opportunities to earn licensure in gifted education, supporting teachers in acquiring specialized knowledge and methodologies.
4. Social-Emotional Support: Training on providing appropriate counseling and support services to address gifted students' social and emotional well-being.
5. Collaborative Learning Environments: Guidance on creating opportunities for gifted students to interact with peers of similar abilities, fostering cognitive, academic, and social growth.
6. Developing "Gifted Behaviors": Strategies for supporting students who may be underrepresented in gifted populations or not maximizing their abilities.

Facilitating Collaboration and Building Capacity

To enhance collaboration among AIG representatives and other teachers, we will implement the following strategies:

1. Coaching Model: Implement a GT (Gifted/Talented) coaching model to build capacity among classroom teachers in identifying, serving, and teaching gifted and high-potential learners.
2. Co-Teaching and Consultation: Encourage team teaching, collaboration, and consultation between AIG representatives and general education teachers.
3. Professional Learning Communities (PLCs): Establish PLCs focused on gifted education strategies, allowing for regular collaboration and sharing of best practices.
4. Cross-Grade Level Collaboration: Facilitate opportunities for teachers to work together across grade levels to develop comprehensive, vertically aligned strategies for gifted learners.
5. Mentorship Programs: Pair experienced AIG-certified teachers with those seeking certification or looking to enhance their skills in working with gifted learners.

Alignment with District Initiatives

Our professional development efforts will also align with key district initiatives:

1. MTSS Framework: Integrate gifted education strategies within the Multi-Tiered System of Supports, emphasizing data-driven problem-solving to maximize growth for all students, including those performing above grade level.
2. Differentiated Learning: Incorporate "Booster Shots" and other targeted professional development sessions to highlight and promote best gifted instructional practices..
3. Project-Based Learning: Provide training on implementing project-based learning strategies that challenge and engage gifted learners.
4. School Mental Health Initiative: Include sessions on supporting the social-emotional needs of gifted students within the broader context of promoting healthy development for all students.

By implementing these strategies, Pamlico County Schools aims to create a robust, collaborative environment that supports the growth and development of gifted and advanced learners while building capacity among all educators to meet the diverse needs of our student population.

*** 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

Document Template

N/A

Type

AIG Standard 4 Additional Resources

Standard 5: Partnerships

Pamlico County Schools (690) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

Pamlico County Schools acknowledges the critical importance of fostering intentional, bidirectional partnerships with parents and guardians to comprehensively support AIG students in their academic, intellectual, social, and emotional development. To cultivate these essential relationships, the district will implement the following strategies:

1. Solicit parent/guardian input through targeted surveys
2. Encourage parent/guardian participation on the AIG advisory committee
3. Involve parents/guardians in the development of student Differentiated Education Plans (DEPs)
4. Ensure parent/guardian representation on each school's team

These initiatives aim to create a collaborative environment that maximizes the potential of AIG students through active engagement with their families.

*** 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 will foster strategic partnerships to enhance and support its local AIG programs through collaborative efforts led by the Director of Community Outreach, Equity & School Improvement, in conjunction with the District's MTSS Team and AIG Coordinator. These initiatives will encompass:

1. Dual enrollment opportunities through partnerships with Pamlico Community College and neighboring institutions.

2. Career exploration events, including job fairs and job shadowing experiences, coordinated by the Director of CTE in collaboration with local businesses.. 3. Comprehensive information dissemination and extension learning opportunities facilitated through joint efforts of the high school guidance counselor, Career Development Coordinator, and community college personnel. 4. Participation in the Don Lee Center's Coastal Communities Environmental Education Program and Common Ground Team Building Program, offering experiential learning in coastal ecosystems and leadership development. 5. Engagement with the Perry Griffin Foundation to provide additional support and resources for AIG students. These partnerships aim to create a robust network of support for AIG students, enhancing their academic, professional, and personal development opportunities.	* 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 has established a comprehensive Gifted Advisory Board to oversee and enhance its Academically or Intellectually Gifted (AIG) program. The board comprises a diverse group of stakeholders, including: ▪ District AIG Coordinator ▪ Director of Curriculum and Instruction ▪ Director of Student Support Services ▪ Director of Exceptional Students ▪ Principals ▪ AIG staff members from each school site ▪ Instructional support staff ▪ Parent/guardian representatives of gifted learners
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■ Community representatives

The Gifted Advisory Board's primary objectives are to:

1. Collaborate in the development, implementation, and monitoring of Pamlico County Schools' AIG program and plan.
2. Address and resolve concerns related to AIG programming.
3. Provide strategic guidance for community engagement and foster partnerships that benefit gifted learners.

This multifaceted approach ensures a well-rounded perspective in decision-making and program development, aligning with best practices in gifted education.

To enhance the diversity of Pamlico County Schools' AIG advisory group, the district will implement the following strategies to recruit stakeholders who represent the community's diversity:

1. Expand outreach efforts: Actively seek diverse candidates through various channels, including community organizations, local businesses, and cultural groups.
2. Partner with diverse professional organizations: Collaborate with organizations that focus on underrepresented groups to identify potential advisory group members.
3. Utilize existing networks: Engage current Parent Advisory Council members to recommend diverse candidates from their networks.
4. Offer mentorship opportunities: Create mentorship programs to encourage participation from underrepresented groups and develop potential future advisory group members.
5. Conduct targeted recruitment: Identify and actively approach qualified individuals from diverse backgrounds, including those with different skills, experiences, and education.
6. Ensure accessibility: Remove barriers to participation by considering factors such as meeting times, locations, and potential support needed for members with disabilities.
7. Highlight the importance of diversity: Clearly communicate the value of diverse perspectives in the advisory group's work to attract a wide range of candidates.
8. Review and revise recruitment processes: Regularly assess the effectiveness of recruitment strategies and make necessary adjustments in the advisory group

By implementing these strategies, Pamlico County Schools can create a more representative AIG advisory group that reflects the community's diversity and enhances the program's effectiveness.	
* Practice D Informs all students, parents/guardians, and the community of the following: ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities Communication is ongoing and responds to the diverse language and other needs of the community. Pamlico County Schools is committed to expanding communication about its local AIG plan, program services, policies, opportunities, news, and accomplishments to reach a broader range of stakeholders. The district leverages multiple platforms and strategies to ensure accessibility and engagement. Key initiatives include: Current Resources on the PCS Website The district's website features an AIG resources page that provides: ▪ The Local AIG Plan. ▪ Detailed descriptions of AIG program services. ▪ A Local AIG Guidebook outlining screening, referral, and identification processes, as well as service descriptions and due process procedures. ▪ Links to policies related to advanced learning and gifted education. ▪ A comprehensive list of opportunities for gifted learners at various grade levels (e.g., PETS, Science Olympiad, Drone Club, etc). Strategies to Expand Communication To enhance outreach and ensure information reaches larger stakeholder groups, the district will: 1. Utilize Diverse Communication Channels: 1. Share updates through newsletters, social media platforms, email listservs, and local media outlets.	

2. Post regular updates on the district and individual school websites.

3. Publish success stories, program highlights, and upcoming opportunities on the district's homepage.

2. Host Community Engagement Events:

1. Organize parent information sessions at strategic times for each grade level.

2. Conduct workshops or webinars to explain the AIG plan, services, and policies.

3. Showcase student achievements through events such as exhibitions or award ceremonies.

3. Collaborate with Community Partners:

1. Partner with local businesses, community organizations, and higher education institutions to promote opportunities such as mentorships, internships, and enrichment programs.

4. Leverage Multilingual Outreach:

1. Ensure all communications are accessible in the native languages of stakeholders by collaborating with the district's ESL instructors.

5. Enhance Transparency Through Reports:

1. Share data from program evaluations (e.g., student growth metrics or stakeholder surveys) with the public via annual reports or presentations.

6. Engage Stakeholders Directly:

1. Conduct regular surveys to gather feedback from parents, students, staff, and community members.

2. Establish a dedicated email or hotline for inquiries about AIG programs.

By implementing these strategies, Pamlico County Schools aims to foster greater awareness of its AIG programs while building stronger connections with families and community stakeholders. This approach ensures that all stakeholders are informed and actively engaged in supporting gifted learners.

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

Standard 6: Program Accountability

Pamlico County Schools (690) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

Pamlico County Schools employs a comprehensive and collaborative process to revise its local AIG plan, ensuring continuous improvement in programming and services for gifted learners and their families. This process involves the following key components:

Collaborative Development

The revision process is spearheaded by a diverse team of educational professionals, including:

- AIG Coordinator
- Director of Testing and Accountability
- MTSS Coordinator
- School-level administrators
- AIG-certified staff within the district

This collaborative approach ensures a multifaceted perspective in addressing the needs of gifted learners.

Data-Driven Evaluation

The district facilitates a comprehensive evaluation of the local AIG plan by utilizing data from various sources:

1. Bi-Annual AIG surveys from:

1. Teachers

2. Students

3. Parents/guardians

4. Administrators

5. Community stakeholders

2. Student Performance Metrics:

1. Universal Screening Data

2. Student Achievement Data (BOG, EOG, EOC scores)

3. EVAAS student growth data

4. Benchmark assessment and NC Check-in 2.0 data

5. PreACT/ACT/SAT data

Revision and Approval Process

1. The collaborative team analyzes the collected data to identify areas of strength and opportunities for improvement.
2. Based on this analysis, the team proposes revisions to the AIG plan to enhance programming and services.
3. The revised plan is presented to the Pamlico County Schools Board of Education for review and approval.
4. Following approval, the updated plan is submitted to the North Carolina Department of Public Instruction (NC DPI) for review and comment.
5. Any feedback from NCDPI is incorporated into the final version of the plan.

This process is conducted annually, ensuring that the AIG plan remains responsive to the evolving needs of gifted learners and aligns with best practices in gifted education. The regular revision cycle allows for timely adjustments based on emerging data and stakeholder feedback, fostering a dynamic and effective

AIG program. By implementing this systematic approach to plan revision, Pamlico County Schools demonstrates its commitment to excellence in gifted education and its responsiveness to the needs of gifted learners, their families, and the broader community.	* Practice B Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components. District-level oversight of the Academically or Intellectually Gifted (AIG) program involves multiple roles working collaboratively to ensure program effectiveness and continuous improvement. ▪ District AIG Coordinator: Provides leadership in implementing the local AIG plan, conducts regular fidelity checks at the beginning of the fall and spring semesters, and ensures alignment with state and local policies. This role also analyzes data from school-level monitoring to identify trends and areas for enhancement. ▪ Curriculum and Instruction Leaders: Support AIG instructional practices by reviewing curriculum implementation, ensuring differentiation strategies are effectively integrated, and providing professional development to enhance educator capacity in serving gifted students. ▪ Data and Accountability Specialists: Periodically review student records to verify compliance with local requirements, including updates to cumulative records and Differentiated Education Plans (DEP/IDEP). They also analyze assessment data to assess program impact and identify gaps in service. ▪ Parent and Community Engagement Coordinators: Administer and analyze annual AIG parent surveys to gather feedback on program effectiveness and identify areas for improvement. They collaborate with stakeholders to enhance family involvement and communication regarding AIG services. Together, these district-level roles, in conjunction with school-based AIG coordinators, ensure that the AIG program is effectively implemented, continuously monitored, and refined to meet the needs of gifted learners.
* 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 collaboratively oversee and document the allocation and expenditure of AIG funds to ensure compliance with state guidelines and alignment with program objectives. All state-allocated funds for Pamlico County Schools are dedicated to supporting AIG services, including staffing for gifted education, professional development opportunities, and instructional resources. To ensure strategic budget planning, school-based AIG representatives will convene annually to assess program needs and establish funding priorities for the upcoming academic year. Budget requests are submitted to the District AIG Coordinator for initial review. Requests that align with the AIG program goals and	

the local AIG Plan are then forwarded to the Director of Finance 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 systematically collects, analyzes, and monitors multiple sources of student achievement and growth data, including annual dropout data for AIG students, to identify trends and inform program improvements.

Key data sources include, but are not limited to:

- DIBELS assessments
- Progress monitoring data
- State and local benchmark assessments
- End-of-Grade (EOG) and End-of-Course (EOC) results
- Advanced Placement (AP) results
- Cohort graduation rate data

The Director of Accountability compiles and disseminates this data quarterly to the Director of Curriculum and Instruction, who then shares it with school leadership teams. At the school level, data is disaggregated and analyzed to identify patterns, trends, and areas for improvement.

Findings from this analysis guide decision-making processes regarding policies and instructional practices to ensure equitable access and support within the AIG program. By monitoring these trends over time, the district can proactively implement strategies to enhance program effectiveness and better meet the needs of gifted students.

*** 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 committed to ensuring equitable access to AIG services by systematically collecting, analyzing, and monitoring multiple data sources related to referral, identification, services, and retention. This process ensures that students' racial, ethnic, economic, and other demographic factors—including exceptionalities and language differences—do not limit their likelihood of accessing and participating in gifted education.

Referral & Identification

The district will track referral rates and identification data across diverse student groups to ensure that gifted services are inclusive and representative. Data sources include:

- Universal screening assessments (CogAT) to identify gifted potential among all student populations, reducing reliance on teacher or parent referrals alone.
- Classroom performance data from state and local benchmark assessments to detect high-achieving students who may not traditionally be identified.
- Teacher and parent referral trends analyzed by demographic groups to ensure all populations are equitably considered.
- English Learner (EL) and Exceptional Children (EC) student data reviewed to identify students who demonstrate gifted potential but may be underrepresented due to language barriers or learning differences.

Service Delivery & Program Participation

To monitor equitable access to gifted services, Pamlico County Schools will analyze:

- Enrollment data in AIG and advanced coursework (e.g., honors, AP classes) disaggregated by race, ethnicity, socioeconomic status, and disability status.
- Student progress and performance on quarterly assessments to ensure gifted students receive appropriate instructional differentiation.
- Participation in enrichment opportunities, such as STEM programs, academic competitions, and mentorship initiatives, to identify gaps in access and engagement.

Retention & Long-Term Success

To ensure that all identified AIG students remain engaged and supported in the program, the district will:

- Monitor AIG student dropout and transfer rates to identify trends among specific demographic groups.
- Analyze Advanced Placement (AP) and dual enrollment participation among AIG-identified students to ensure sustained access to advanced learning opportunities.
- Gather feedback from students and families through annual surveys to identify barriers to participation and areas for program improvement.

The Director of Accountability will compile and analyze this data quarterly, sharing findings with the AIG Coordinator, Curriculum & Instruction leaders, and school-based AIG teams. These teams will:

- Use data to inform recruitment strategies and intervention support for underrepresented populations.
- Adjust policies and practices to remove barriers to AIG access.
- Provide professional development for educators on recognizing gifted potential in diverse learners.

By maintaining a comprehensive and equity-driven data analysis process, Pamlico County Schools will ensure that all students, regardless of background or exceptionalities, have the opportunity to access, participate in, and succeed within the AIG program.

*** 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.

Pamlico County Schools is committed to ensuring that all personnel serving gifted students are highly qualified in both their respective content areas and grade levels. The Personnel Director, Director of Curriculum and Instruction, AIG Coordinator, and school-level administrators actively monitor teacher credentials to verify that identified gifted students receive instruction from educators who are appropriately trained to meet their advanced learning needs. To further strengthen the district's capacity to support gifted learners, Pamlico County Schools actively encourages and supports teacher certification in gifted education. The district facilitates this process by providing study resources and offering reimbursement for educators who take the Praxis Gifted Education Test (5358), thereby promoting continued professional growth and expanding the number of AIG-certified teachers.

*** Practice G**

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

Pamlico County Schools is committed to gathering comprehensive stakeholder feedback to assess the implementation and effectiveness of the local AIG program. To ensure meaningful input from students, parents/guardians, families, teachers, and other stakeholders, the district utilizes multiple feedback mechanisms, including:

- End-of-Year Surveys for parents and teachers, aligned with the self-assessment tool provided by the North Carolina Department of Public Instruction (NC DPI), to evaluate program effectiveness and identify areas for improvement.
- Mid-Year and End-of-Year Surveys for high school students, designed to assess their experiences within AIG-designated courses and the overall impact of gifted programming on their academic growth.
- District and School-Level Multi-Tiered System of Supports (MTSS) Meetings, where stakeholders review data, discuss student progress, and provide recommendations for enhancing AIG services.

These feedback channels allow Pamlico County Schools to monitor program effectiveness, identify areas for improvement, and make data-driven adjustments to better serve gifted students and their families.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. Pamlico County Schools is committed to transparency and collaboration in sharing data from the local AIG program evaluation with school and district personnel, students, parents/guardians, families, and community stakeholders. The district disseminates this information through multiple channels, including: ▪ Quarterly District and School-Level AIG Team Meetings to review data, discuss program effectiveness, and implement improvements. ▪ Updated AIG Handbook available on the district and school websites, with printed copies provided upon request. ▪ Board Presentations to inform district leadership and the broader community about AIG program outcomes and developments. ▪ Presentations at Principal Meetings to ensure school administrators are equipped with current data and program insights. ▪ Family Engagement Events, including Family Nights, Open Houses, and Transition Nights, where stakeholders can review program data, ask questions, and provide feedback. By utilizing these platforms, Pamlico County Schools ensures that all stakeholders remain informed and engaged in the continuous evaluation and improvement of AIG services.
* Practice I Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements. Pamlico County Schools AIG Program: Due Process and Parent/Guardian Rights Pamlico County Schools upholds the rights of AIG students and their parents/guardians in accordance with Article 9B and North Carolina AIG standards. The district ensures transparency and adherence to due process through clearly defined policies, procedures, and practices. Parent/Guardian Consent and Notification ▪ Informed Consent for Testing Before a student is assessed for AIG identification and services, parents/guardians receive a notification letter outlining the testing process and	5/23/2025 4:27:27 PM

assessment tools (e.g., CogAT). Parents/guardians must provide written consent before testing can proceed and have the option to decline participation.

- Notification of Testing Results

After testing, parents/guardians receive a detailed report explaining their child's scores in relation to district identification criteria. This letter clarifies the implications of the results and next steps regarding AIG placement and services.

- Informed Consent for Services

If a student qualifies for AIG services through the referral and assessment process, parents/guardians are provided a service plan detailing the instructional modifications and resources their child will receive. Written approval is required before services begin.

Reassessment and Talent Development Program

- Reassessment for Talent Development

Students who do not meet formal AIG identification criteria but exhibit high ability and potential may be eligible for the Talent Development Program. Parents/guardians receive a letter explaining this opportunity.

- Students in Talent Development are reassessed quarterly to ensure continued academic and social-emotional benefits.
- If data indicates the program is not beneficial, a decision to discontinue services may be made with approval from the regular education teacher, site-level AIG Representative, and District AIG Coordinator.
- Students identified as AIG under district qualifications remain identified unless a parent-initiated meeting is held with the AIG team, school administration, and district leadership to discuss reassessment.

Request for Removal from AIG Services

While the district does not revoke AIG identification once granted, parents/guardians may request removal from specific services. To do so, they must:

- Submit a written request detailing the reason for removal and specific services affected.
- Obtain signatures from the parent/guardian, regular education teacher, AIG Specialist, site-level administration, and AIG Coordinator to finalize the request.
- The request is maintained in the student's file through graduation.

Transfer Students and AIG Identification

- In-State Transfers: The district honors AIG identification as recorded in PowerSchool or Infinite Campus and places students in appropriate services upon enrollment. Additional testing may be conducted to determine if a different identification category is warranted.

- Out-of-State Transfers: Students with gifted identification from another state must complete the district's screening and assessment process to determine AIG eligibility under local policies. Testing is conducted as soon as parental consent is received.

Dispute Resolution Process

If a parent/guardian disagrees with a screening, referral, identification, or placement decision, they should first communicate with the Regular Education Teacher and AIG Representatives. If concerns remain unresolved, the following appeal process is followed:

1. School-Based AIG Team Appeal

1. A parent may request a meeting with the school-based AIG team, which may include the AIG teacher, regular education teacher, counselor, and assistant principal.
2. The team reviews the student's profile and supporting data, discusses concerns, and documents recommendations.

2. Building-Level Principal Appeal

1. If unresolved, parents may appeal to the principal, who will review the AIG team's decision and request additional information if necessary.
2. A summary of the meeting and recommendations is documented in the student's file.

3. District AIG Coordinator Appeal

1. If concerns persist, parents may request a review with the District AIG Coordinator, who evaluates the principal's decision and makes a final district-level recommendation.

4. Superintendent Appeal

1. If necessary, parents may appeal to the Superintendent, who will review previous decisions and may involve an impartial mediator to facilitate resolution.

5. Board of Education Appeal

1. Parents may escalate concerns to the Local Board of Education, which reviews all previous documentation and decisions before rendering a final determination.

6. State-Level Grievance Procedure

1. If all local appeals are exhausted, parents may file a petition for a contested case hearing under North Carolina's Administrative Procedures Act (Chapter 150B, Article 3).

2. The review is limited to:

- Whether the district failed to determine eligibility for AIG services properly.
- Whether the district implemented services as outlined in the AIG Plan.

3. A state-appointed Administrative Law Judge will issue a final decision, which is provided to the parties involved and the State Superintendent of Public Instruction.

By maintaining a structured, transparent, and equitable process, Pamlico County Schools ensures that all students have appropriate access to gifted education while upholding the rights of parents/guardians in decision-making.



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

Pamlico County Schools (690) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/20/2025 

AIG Related Documents

Pamlico County Schools (690) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	2025-2028 AIG Plan Board Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Phrase		Definition	