

Pamlico County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

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LEA Superintendent's Name: Lisa Jackson

LEA AIG Contact Name: Kathy Fitzgerald

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Pamlico County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Pamlico County Schools local AIG plan is as follows:

Pamlico County Schools Vision for local AIG program: Together with home and community support, Pamlico County Schools' vision for the academically intellectually gifted program is to provide the gifted student with the academic, social, and emotional support that he or she needs to continue growth. This vision includes the traditional and nontraditional screening and identification, training the classroom teacher to provide meaningful differentiation and experiences beyond the classroom, and collaboration among school personnel for the benefit of the gifted learner. This vision also includes the input of an advisory board that reviews and upholds the implementation of this plan.

Sources of funding for local AIG program (as of 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$66059.00	\$0.00	\$0.00	\$0.00

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5/25/2017

Standard 1: Student Identification

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

Practice A

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

District Response: Pamlico County procedures for AIG identification are shared with the school personnel during faculty meetings at the beginning of the year. Published brochures and the district website make the identification process available to all other stakeholders.

Universal screening occurs in third grade. The Cognitive Abilities Test Screening Form is given to all third graders who do not already have an IEP (Individual Education Plan) or DEP (Differentiated Education Plan). This initial talent pool of students scoring in the top twenty-five percent, are then given the Cognitive Abilities Test Form 7.

Parents of potential candidates are notified and parent consent for additional testing (if needed) is requested.

The talent pool also includes students who show potential in other ways. Classroom teachers and parents may add students to the talent pool based on documented observations of these behaviors - leadership, creativity, motivation, learning characteristics, and adaptability. Students may also self nominate.

A Gifted Identification Committee made up of the AIG specialist, a school administrator, and a regular classroom teacher, meet to determine which students should be formally referred for testing. Test scores, classroom performance (grades), evidence of special abilities, leadership potential, creativity, motivation, and learning characteristics are all included to develop a comprehensive student profile, which is taken into consideration before a formal referral is made.

The formal referral process begins in third grade, but students may be recommended and identified for services at any time. Once a formal referral is made and parent permission is obtained, an individual's profile is reviewed by the Gifted Identification Committee. The Gifted Identification Committee considers all data and then makes its recommendation regarding identification and services.

Parents are notified by letter and meet with the Gifted Identification Committee to discuss identification and services as designated in the student's Differentiated Education Plan or Individual Differentiated Education Plan.

If services are not needed, parents are contacted by letter. A conference is available if requested.

Identified students transferring to Pamlico County Schools from another district within the state will

maintain their AIG identification and AIG services will continue.

Identified students transferring to Pamlico County Schools from another state, will be served until the Gifted Identification Committee at that school site may review student's records and gather any additional data needed to determine identification and services.

Practice B

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

District Response: Pamlico County Schools continue to use multiple criteria for AIG student identification.

Criteria for identification for Academically Gifted include but are not limited to:

1. Achievement-indicator of student's knowledge
 - 85% or above standardized achievement tests
2. Aptitude- indicator of student's capacity for learning
 - 85%ile or above CogAT, OLSAT
3. Student Performance- indicators of student's mastery
 - work samples, portfolios, grades or other authentic assessment strategies
4. Student Interest-indicator of student's focus areas and/or curiosity
 - formal interest inventory, informal interview, documentation of student's particular passion, participation in extra-curricular activities
5. Student Motivation-indicator of student's commitment to pursue learning experiences
 - participation in activities in and/or outside of the school setting, student observation, anecdotal notes, independent study
6. Student Observation of Gifted Behaviors-indicator of student's need for differentiation, based on observable behavior-communication, motivation, humor, inquiry, insight, problem-solving, memory, reasoning, imagination/creativity
 - gifted behavior scale, anecdotal notes

No one piece of information may prevent a student from consideration for services; however, a single piece of information may indicate that differentiated services are appropriate.

Students with an aptitude of 95% or higher may be identified as Intellectually Gifted.

Students meeting the criteria for Academic Gifted Identification and an aptitude of 95% or higher are identified as Academically Intellectually Gifted.

Students may receive the following identifications:

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AR-Academically Gifted in Reading
AM-Academically Gifted in Math
AG-Academically Gifted in Reading and Math
IG-Intellectually Gifted
AIG-Academically and Intellectually Gifted

Practice C

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

District Response: Screening includes all activities designed to review the general population of students to determine which student may need further assessment and, or differentiated gifted education. Screening procedures is comprehensive and easy to accomplish. The information sought at the screening level is readily available for all students. Particular attention during screening is given to potentially gifted students from culturally diverse, economically disadvantaged, and disabled populations.

Pamlico County Schools continue to seek to identify students for gifted services who fairly represent the total student population.

Practice D

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

District Response: The Gifted Identification Committee of each school will provide procedures for screening, referral and identification processes regarding identification. To ensure fidelity, the AIG plan and the referral process will be shared at each school at the beginning of the year. District level monitoring will continue to ensure compliance of screening, referral, and identification processes.

Intentional screening, referral, and identification occurs in August/September and May/June of each school year.

Referrals and identification may take place at any time during the school year.

Practice E

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

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District Response: An AIG placement folder is created for all identified students. This folder includes all forms from the identification process and the student's Differentiated Education Plan. Newly identified students' Program Services Plan and Evidence Summary will be maintained through PowerSchool.

The Differentiated Education Plan is reviewed with parents during parent meetings when the student is first identified and then at the beginning of each school year.

Ideas to Strengthen the Standard:

Review and revise brochures on student identification
Service options for Intelletually Gifted

Sources of Evidence:

Record of annual screening
Faculty meeting agenda
Talent Pool rosters
Differentiated Education Plans
Individual Education Plans
AIG Plan
Publications

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: Classroom teachers are responsible for differentiating the North Carolina Standard Course of Study to meet the needs of gifted learners.

AIG specialists and content specific coaches will assist teachers with appropriate differentiation practices through PLCs, conferences, modeling, and co-teaching.

Grade levels and departments meet to discuss best practices and resources appropriate for gifted learners.

A K-2 nurturing program and a 3-5 pull out program are specifically designed to enrich, extend, and accelerate the curriculum of gifted learners. The AIG specialist meets weekly with primary and elementary level students extending the content areas of Math, Science, Social Studies, and Language Arts through project based learning. Clustering at the middle school allows teachers to provide appropriate gifted services in the classroom through differentiated projects, facilitated activities, and independent contracts. The high school offers honors courses, advanced placement courses, distance learning, credit by mastery, and community college partnerships to provide a rigorous accelerated curriculum to the gifted learner. The high school also employs an AIG counselor to specifically work with gifted students in their course selection and academic planning.

Practice B

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

District Response: EVAAS data is analyzed for planning and implementing appropriate instruction for gifted students.

AIG specialists will engage students through the use of student inventories and identified abilities. This information will help the specialist and classroom teacher to plan, implement, enrich, and/or accelerate curriculum for gifted students.

Practice C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

District Response: The Gifted Chairperson at each school will provide staff with a list of district resources and online resources for gifted education.

Gifted specialists will continue to use research-based resources to appropriately and intentionally differentiate for gifted students.

Practice D

Fosters the development of 21st century content and skills an advanced level.

District Response: Understanding that all current students are digital natives, teachers and AIG specialists will continue to help and encourage students to develop the skills necessary to function in a global society.

STEM camps are available to gifted students K-12 to further enrich content and skills.

Practice E

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

District Response: Classroom teachers collaborate with AIG specialists to review and use formative and summative assessments, to differentiate instruction and implement best practices for gifted and high ability learners.

School benchmark data and computerized program assessments data are used for differentiation and flexible grouping.

Practice F

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

District Response: All staff will be made aware of professional development opportunities regarding the social emotional needs of gifted learners.

Information regarding the social and emotional needs of gifted learners will be shared in a district

Professional Learning Community.

Practice G

Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

District Response: The AIG Specialist and the Gifted Chairperson at Pamlico Primary School will monitor K-3 data to identify students who may benefit from participation in the nurturing program.

The AIG specialist will work with K-3 students in a small group setting with emphasis on divergent and critical thinking using the PETS-Primary Education Thinking Skills as a framework for instruction.

K-3 students participating in the nurturing programming who exhibit a need for more intense differentiation and/or acceleration will be referred to the Gifted Identification Committee.

Practice H

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

District Response: Gifted Chairpersons for each school meet with the AIG coordinator quarterly to share information regarding differentiation and gifted education, as well as monitor and review the AIG plan.

AIG specialists, teachers, administrators, and instructional coaches meet regularly to review data and to make informed decisions regarding differentiation for gifted students.

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: A Differentiated Education Plan or Individualized Differentiation Education Plan is created for each student who is identified for gifted education services. This plan is developed by the AIG specialist, the classroom teacher, administrator, gifted chairperson, and parent. The DEP or IDEP is reviewed annually.

Ideas to Strengthen the Standard:

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Parent information session regarding:

- Honors Classes
- Advanced Placement Classes
- Credit by Demonstrated Mastery
- Parent Portal in PowerSchool
- AIG Counselor

Provide professional development opportunities regarding gifted education and gifted learners for middle and high school teachers.

Sources of Evidence:

- Resource list
- Agenda for quarterly meetings with AIG coordinator
- Schedule of content coaches
- AIG~Instructional Resources Project Lessons

Standard 3: Personnel and Professional Development

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

Practice A

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

District Response: The AIG coordinator for Pamlico County Schools is AIG licensed. The AIG coordinator monitors the local AIG program K-5. The AIG coordinator monitors the K-12 AIG plan for the district.

The Executive Director of Instructional Services monitors the AIG program 6-12.

The AIG coordinator and other AIG certified personnel, work together to plan, implement, and revise the AIG program and plan. Quarterly meetings for professional development and collaboration provide time for AIG Chairpersons from each school to meet.

Practice B

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

District Response: AIG specialists are responsible for teaching the whole child, addressing all of the needs of the gifted learner. AIG specialists extend, enrich, and the curriculum.

A counselor is employed at the high school to specifically meet with identified gifted students to address their needs.

AIG specialists are responsible for testing and evaluation for student identification.

AIG specialists advocate for gifted students, their needs, and gifted programming.

Practice C

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

District Response: To encourage teachers to pursue add-on licensure for gifted education, one

scholarship will be provided for certified teachers annually.

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

District Response: AIG students are clustered with AIG certified teachers to the extent possible.

Practice E

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

District Response: Professional development opportunities will be provided to support the local AIG program and implementation of the AIG plan. The district's literacy initiative will continue to provide professional development that provides teachers with the knowledge and tools to better provide differentiation in the classroom. As a district and a zone, we will continue to look for professional development opportunities that focus on identifying and serving the under-represented student populations.

The AIG coordinator attends university AIG conferences, zone meetings with other district leads, and the state gifted conference for information regarding best practices in gifted education.

Practice F

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

District Response: Southeast Zone Leads and its members will provide a "Drive In" professional development opportunity for AIG specialists.

University AIG conferences provide an opportunity for professional development for teachers and specialists.

Pamlico County Schools expects the three AIG licensed teachers who deliver direct instruction and provide support within grade levels, to be given time during PLCs to debrief, plan, and create ways to effectively use strategies from professional development as well as determine curricular needs for growth. The PLCs for these licensed teachers are held quarterly.

Ideas to Strengthen the Standard:

Create a partnership with a university to provide AIG certification to more teachers in the district.

5/25/2017

As an AIG Zone, pool resources to provide professional development to AIG specialists and classroom teachers.

Sources of Evidence:

Classroom Rosters

Attendance of Zone Meetings

Schedule of high school AIG counselor

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.

District Response: AIG services are provided K-12.

K-3 students are primarily served through the nurturing program.

Student services are provided for Intellectually Gifted, Academically Gifted in Reading and/or Math and Academically Intellectually Gifted.

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

District Response: AIG services match student identification.

District Gifted Professional Learning Community meets and shares resources.

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

District Response: Departments meet regularly to review, revise, and align instruction in order to differentiate for gifted students.

Quarterly vertical alignment meetings address differentiation needs of gifted learners.

Practice D

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

District Response: All personnel will be informed of the AIG identification process, services and delivery options.

The local AIG plan will be shared with all school personnel on the district website.

Differentiated Education Plans will be available through PowerSchool.

Practice E

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

District Response: In order to provide seamless delivery of services, the AIG coordinator conferences with the gifted chairperson and grade level chairs at each school. As students move from one campus to another, transition meetings are held with the AIG coordinator, the gifted chairperson, and grade entry classroom teachers. Principals also attend these meetings when possible.

Practice F

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

District Response: Professional development opportunities are shared with staff members of how to support the social and emotional needs of AIG students.

An AIG professional library provides resources to address the social and emotional needs of gifted learners.

Practice G

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response: Curriculum compacting, subject acceleration, and grade acceleration are available to gifted students K-12.

North Carolina Virtual Public School may be used to offer gifted students additional courses not traditionally and/or currently offered in our schools.

Students may participate in other distance learning opportunities.

Credit by Demonstrated Mastery is offered twice a year, in the fall and spring. Students and families are notified of this opportunity by the counselor for gifted students at the high school.

Practice H

Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: Academically Intellectually Gifted specialists, English Language Learner specialists, and Exceptional Children's specialists collaborate to discuss student needs, scheduling, and programming.

Practice I

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

District Response: Pamlico County Middle School clubs provide enrichment for AIG students based on interests.

Pamlico County High School CANES lunch provides AIG students one-on-one and/or small group counseling and information sessions.

AIG specialists continue to work to match students to opportunities for growth. Gifted students may participate in Battle of the Books, Quiz Bowl, Invention Convention, Duke TIP, writing contests, spelling bees, and other academic challenges. Leadership opportunities are provided through student council, LIFT and YAG, Future Business Leaders of America, and a mentoring/tutoring partnership. Other opportunities include Girls on the Run, ROTC, and summer counseling through our local camps.

Practice J

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

District Response: Identified students with similar academic needs are clustered in grade K-8.

Identified students with similar academic needs will be advised in course selection and other opportunities for growth in grade 9-12.

Classroom teachers monitor gifted students' progress and may group for acceleration, curriculum compacting, or other differentiation.

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Ideas to Strengthen the Standard:

Pamlico County Advisory Board will advocate for counselors at the primary, elementary, and middle schools.

Pamlico County Advisory Board will advocate for AIG certified teachers at all grade levels.

Sources of Evidence:

Class rosters

CDM student enrollment

NCVPS student enrollment

Record of transition meetings

Standard 5: Partnerships

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

Practice A

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

- ☐ academic and intellectual
- ☐ social and emotional.

District Response: Annual parent information sessions are held at each school providing parents with information regarding programming and service options.

Pamlico Gifted Advisory Board meets to review and revise AIG plan.

Partnerships with local camps and education foundations provide support for enrichment opportunities for gifted students.

Practice B

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

District Response: Parent information sessions regarding programming and services are held annually at each school.

Practice C

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

District Response: The Pamlico Gifted Advisory Board helps develop, revise, and monitor the AIG program and plan.

This board strives to reflect the diversity of our student population and stakeholders.

The Pamlico Gifted Advisory Board is composed of administrators, teachers, the AIG coordinator, parents, and community stakeholders. We utilize this group in the following ways:

- Provide feedback on the current AIG plan

- Address concerns that involve programming
 - Provide insight for community involvement and partnerships for our advanced students
 - Monitor timelines and identification procedures
 - Address public perception of the opportunities available in the program
- These meetings are held biannually.

Practice D

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

District Response: The Gifted Committee Chairperson of each school communicates with, shares, and informs parents/families and students of opportunities available for the gifted. This communication is ongoing. The gifted specialists work to match opportunities with the unique needs of each student. Pamlico County Schools currently enrolls 1,244 students K-12. Less than 2% of the total school population are ESL students. Collaboration with the district ESL instructor will ensure that AIG information and opportunities for AIG students may be shared with students and families in their native language.

Practice E

Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

District Response: Career Development Coordinator at the middle school level counsels students regarding college and career readiness in selecting high school educational pathways.

Career Development Coordinator at the high school coordinates job fair with local businesses.

Career Development Coordinator at the high school coordinates job shadowing opportunities for gifted students.

Career and College Promise Director and Career and Technical Education Director share pathways or course opportunities with gifted students.

Ideas to Strengthen the Standard:

Parent Information sessions will be scheduled at strategic times for each grade level.

Sources of Evidence:

Notifications for:
Parent meetings
High School job fair
Job shadowing opportunities

Standard 6: Program Accountability

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

Practice A

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

District Response: Pamlico County Schools Gifted Advisory Board develops a written AIG plan, in accordance with the state legislation and State Board of Education policy. This plan describes our local AIG program.

The AIG Plan for Pamlico County Schools is first approved by the seven member Board of Education for Pamlico County Schools and then submitted to the State Board of Education/Department of Public Instruction for review.

Practice B

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

District Response: Gifted Committee Chairpersons from each school meet to review, revise, and improve implementation of the AIG plan. These meetings are organized by the AIG coordinator.

Input from stakeholders is gathered annually to evaluate the gifted program.

Administrators, teachers, AIG specialists, and the district testing coordinator meet to review data for gifted students.

Practice C

Uses and monitors state funds allotted for the local AIG program according to state policy.

District Response: All state funds allotted to Pamlico County Schools are used for gifted staff, professional development, and resources.

The Assistant Superintendent of Business Services reviews the AIG budget regularly.

Practice D

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

District Response: Data regarding AIG students-achievement, student growth, and annual drop-out data is gathered by administrators in conjunction with the district testing coordinator. This is an ongoing process. This information is shared with the AIG coordinator and teachers.

Practice E

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

District Response: AIG Committees at each school monitor the demographics of the AIG program.

Committees constantly seek alternative paths to cast a wider net for student identification.

EVAAS data regarding AIG student growth and demographics are shared with teachers annually.

Practice F

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

District Response: All personnel serving gifted students are highly qualified. Personnel credentials and certifications are monitored by the district's personnel director.

Practice G

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

District Response: Annual surveys to students, parents, teachers, and administrators provide feedback regarding implementation and effectiveness of the AIG program.

Regular feedback is provided through collaborative meetings with grade levels, media specialists, counselors, and administrators. Student conferences and parent conferences also provide meaningful feedback.

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during

comprehensive program evaluation.

District Response: Sources of data used for review and revision of our AIG plan include:

Student, parent, staff surveys
Feedback given during parent conferences and meetings
AIG student growth
AIG enrollment

Practice I

Disseminates all data from evaluation of the local AIG program to the public.

District Response: The Annual NC School Report Card includes information regarding AIG student achievement.

Data from surveys regarding program evaluation is shared with the Pamlico Gifted Advisory Board.

Practice J

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

District Response: Pamlico County Schools AIG plan utilizes letters of:

1. informed consent regarding identification and placement

Parents are required to provide a signature or written documentation that allows Pamlico County Schools AIG to proceed with services.

2. invitation to conference regarding a student's

Differentiated Education Plan/Individual Education Plan

Parents are given the option to meet with the Pamlico County Schools AIG Coordinator or schedule a different time using the provided form in order to create a DEP. All DEPs are signed by parents and teachers that provide the DEP service options. Three attempts to contact parents for conferences are made and documented.

3. notification of no recommended services

Parents are given the option of reviewing the documentation and meeting with Pamlico County Schools AIG personnel to discuss next steps and answer any questions about student supports.

Conferences are provided for all identified students.

Parents of students not identified may request a conference.

Transfer students are served based on the DEP provided by the previous school system until local

identification requirements can be verified and a Pamlico County Schools AIG DEP is developed.

Due process policy and procedures are in the district's AIG plan and are available to the public.

DUE PROCESS PROCEDURES

REGARDING ACADEMICALLY/INTELLECTUALLY GIFTED

ELIGIBILITY DETERMINATION

AND SERVICES DECISION

Appeal to the School Gifted Identification Team

Appeal to the Building Level Principal

Appeal to the Associate Superintendent for Administrative Services

Appeal to the Superintendent

Appeal to the Local Board of Education

Appeal to State Level Administrative Law Judge for a Contested Case Hearing

Pamlico County continues to seek ways to make our schools quality learning environments. Part of the attainment of this commitment is a collaborative effort between the home and school.

Pamlico County Schools Gifted Education Program goals, objectives and service options should be clearly communicated to parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following procedures should be followed to resolve any disagreements.

STEP 1: Appeal to the School Gifted Education Committee

The parent/guardian may request a conference with the gifted education committee at the child's school. This request must be made in writing. The gifted identification committee should be given ample opportunity (10 days) to convene all members together for conference.

At this conference, the individual student profile will be examined and discussed. Information that was used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student characteristics and achievement by the gifted identification team.

Minutes are recorded on the Gifted Education Committee minutes forms, and signatures are obtained from those involved.

Following the conference, the gifted education committee will respond to the parent's concerns in writing within 10 days of the conference.

STEP II: Appeal to the Building Level Principal

The parent/guardian may appeal the decision of the Gifted Education Committee to the building level principal. This should be done in writing within 10 days of the decision from the gifted identification committee. The principal shall schedule the conference within 10 days of receipt of the written request. The gifted identification committee chairperson and child's teacher may be invited to this conference along with the parent/guardian.

The principal shall review the concern. During the conference, he/she may request further information from the child's teacher, the gifted identification team or the parents. Minutes are recorded on the "Gifted Education Committee" minute form and signatures are obtained from all those present.

The principal shall respond to the concern in writing within 10 days of the conference.

STEP III: Appeal to the Associate Superintendent for Administrative Services

The parent/guardian may appeal the decision of the building level principal to the Executive Director of Instructional Services. This should be done in writing within 10 days of the decision from the building level principal.

Please submit this appeal to Sherry Meador
Pamlico County Schools
507 Anderson Drive
Bayboro, NC 28515

The conference shall be scheduled within 10 days of receipt of this request.

The conference shall be scheduled within 10 days of receipt of this request.

The Associate Superintendent for Administrative Services will review the concern. During the conference with the parent/guardian, further information may be requested, from the child's teacher, the gifted identification committee, the parent/guardian, and/or the principal. Minutes are recorded on the "Gifted Education Committee" minutes form and signatures are obtained from those present.

The Associate Superintendent for Administrative Services shall respond to the concern in writing within 10 days of the conference.

STEP IV: Appeal to the Superintendent

The parent/guardian may appeal the decision of the Associate Superintendent for Administrative Services and the Superintendent in writing within 10 days of the decision.

Please submit appeal to: Lisa Jackson
Superintendent

Pamlico County Schools
507 Anderson Drive
Bayboro, NC 28515

This conference shall be scheduled within 10 days of the receipt of the request for appeal.

The Superintendent will review the concern. During the conference with the parent/guardian, he may request further information from the child's teacher, the gifted identification term, the parents, the principal, and/or the Associate Superintendent for Administrative Services. Minutes are recorded on the "Gifted Education Committee" form and signatures are obtained from those present.

The Superintendent shall respond to the concern in writing within 10 days of the conference.

At this point, the Superintendent may request mediation in order to resolve the concern. This shall be done by an impartial mediator.

STEP V: Appeal to the Local Board of Education

The parent/guardian may appeal the decision of the Superintendent to the Local Board of Education within 10 days of the decision from the Superintendent. This appeal must be in writing. Please submit appeal to: Pamlico County Board of Education

507 Anderson Drive
Bayboro, NC 28515

This request must be made the Monday prior to the next scheduled board meeting in order that this appeal will be placed on the agenda.

The Board will review the concern. The Board may request further information from the child's teacher, the gifted identification committee, the parents, the principal, the Associate Superintendent for Administrative Services, and the Superintendent. During this meeting, minutes will be recorded on the "Gifted Education Committee" minutes form and signatures obtained of those present.

The Board shall make a final decision in writing within 30 days of the receipt of the written complaint.

STEP VI: State Level Grievance Procedure

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

The issues for review shall be limited to:

Whether the local system improperly failed to determine eligibility for services within its gifted education program.

Whether the local system implemented and provided those services specified within the differentiated gifted education plan.

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

5/25/2017

Ideas to Strengthen the Standard:

The Gifted Advisory Board will review and revise parent and student surveys.

Sources of Evidence:

Written AIG Plan

Pamlico Board of Education Approval

State Board of Education Approval

Due Process Procedures

Glossary (optional):

Appendix (optional):

2016 Due Process.docx (*Appendix - Standard 6*)

Board of Education Approval.pdf (*Local Board Approval Document*)