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

Approved by local Board of Education on: 08-JUL-19
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Submitted to NC Department of Public Instruction on: 11-JUL-19

Pamlico County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

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

For 2019-2022, 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.

Mission:
With community and family partnerships, Pamlico County Schools will provide daily opportunities that foster academic and social-emotional growth.

Core Beliefs/Values include the following:
• Collaboration
• Exploration
• Opportunities for All
• Rich Experiences
• Nurturing Environments
• Commitment to Learning
• Empowerment
• Partnerships
• Mentoring
• Inspiration
• Ongoing Professional Development
• Effective Communication
• Creative Problem Solving

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

<table>
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<tr>
<th>State Funding</th>
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<th>Grant Funding</th>
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Standard 1: Student Identification

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

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

District Response: Although a mass screening using the Cognitive Abilities Test (CogAT) is currently conducted during the third grade school year, Pamlico County Schools screens, refers, and identifies students (K-12) for gifted services ongoing throughout the year in all school settings. The AIG staff at each school (K-12) routinely reviews multiple data sources to identify students who perform at substantially high levels in academic areas or intellectual ability. Any teacher, administrator, family member, community member, or the student themselves (grades 6-12) may initiate a request for gifted screening.

Each school will have an AIG team. This team will be comprised of the AIG certified staff, a school administrator, teachers or staff that are knowledgeable of the characteristics of gifted students or who have worked with gifted students. The membership of the team may vary according to the specific needs of each case. The AIG team is responsible for seeking out potential candidates for differentiated services; screening, identification, and placement of students; professional development; AIG support for teachers; nurturing support for students; and parental support and education.

In order to ensure that all potentially gifted students from culturally diverse, economically disadvantaged, or disabled populations are considered for gifted nurturing/screening, particular attention is given to our professional development sessions conducted by our AIG teachers for our teaching staff and school level administrators at the beginning of each school year. AIG teachers at all school levels will conduct sessions on the screening, referral, and identification process; but more importantly, on the characteristics of gifted learners and will provide checklists and other observation tools to help teachers determine which students exhibit potential giftedness. In addition to the checklists, some of the data sources considered, but not limited to, during the AIG screening process are as follows: district reading and math benchmark assessments, Cognitive Abilities Test (CogAT), End of Grade Tests, End of Course Tests, mCLASS Assessments, ACT/SAT assessments, Lexile/Quantile scores, Beginning of Grade Reading Test Grade 3, Honors and/or Advanced Placement coursework performance, work samples/portfolios, common assessments, behavior checklists/inventories, and other standardized performance/achievement/aptitude tests. The AIG staff will also provide weekly support at weekly planning meetings (PLC) when identifying potential students. Each school’s AIG team will collect and review available data and observation information with input from teachers, parents, and others to develop a pool of potentially gifted students. All new student enrollees’ records will be reviewed for indications of potential giftedness by the school’s AIG team.

Should evidence on two of these data sources indicate high performance or potential to achieve, nurturing is begun and the parents are notified. Should evidence on three or more of these data sources indicate high performance or potential to achieve, an Initial Referral is begun and the parents
are invited to an AIG team meeting.

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

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

4-12: Teachers will teach whole class and small group higher-level thinking skills embedded throughout the curriculum. The teachers will observe students and use checklists and other tools provided by the AIG team to help identify potential gifted candidates.

The teachers and AIG teams at all school levels will contact parents to let them know that their child is being nurtured and in what capacity. The AIG teachers and the general education teachers will plan and create learning opportunities for the nurtured students during the weekly planning sessions (PLC) at their respective schools. When the nurtured student exhibits/produces data sources that qualifies him/her for the referral step, a meeting will be held by the AIG team and the parent will be notified and invited.

If the school's AIG team determines that a student meets the appropriate criteria for referral, parental consent is obtained before testing.

Referral:
During the referral process, data is collected to reveal academic and/or intellectual giftedness. Data examined includes aptitude test and nationally normed achievement tests. Certain forms are required depending on who requested the referral (Teacher, Parent, or Student).

TEACHER REFERRAL:
Referral Form (completed by teacher)
Work Samples (provided by teacher)
School Rating Scale (completed teacher)
Permission to Test (sent to Parent by AIG teacher)
Due Process Notice (Sent to Parent by AIG teacher)
Home Rating (completed by Parent)
Schedule testing as needed (completed by AIG Coordinator)

PARENT REFERRAL:
Referral Form (completed by Parent & Teacher)
Work Samples (provided by teacher)
School Rating Scale (completed teacher)
Permission to Test (sent to Parent by AIG teacher)
Due Process Notice (Sent to Parent by AIG teacher)
Home Rating (completed by Parent)
Schedule testing as needed (completed by AIG Coordinator)
STUDENT (SELF-NOMINATION) REFERRAL:
Referral Form (completed by Student and AIG Teacher)
Self-Nomination form (grades 6-12- completed by Student)
Student Interview (conducted by AIG Teacher)
School Rating Scale (completed Teacher)
Permission to Test (sent to Parent by AIG Teacher)
Due Process Notice (Sent to Parent by AIG Teacher)
Home Rating (completed by Parent)
Schedule testing as needed (completed by AIG Coordinator)

The AIG Coordinator, school psychologist, and the AIG teacher will be responsible for obtaining the
needed information for the AIG eligibility consideration, which might include more specific rating
scale/observation data, aptitude, and achievement data, and/or evidence of interest and motivation.
In the case of cultural diverse, disabled, twice-exceptional, and/or economically disadvantaged
students, special sensitivity for appropriate evaluation procedures and instruments will be needed and
used. Each AIG identification and placement decision is made on a case by case basis according to
individual student assessment results.

If a student meets the PCS criteria for identification and placement, a Differentiated Education Plan
(DEP) or Individualized Differentiated Education Plan (IDEP) will be developed for the student in
conjunction with the student's teacher and the AIG specialist and written parental consent for services
will be secured. The parents will be invited to a conference with the AIG teacher, the classroom
teacher, AIG Coordinator, and other appropriate personnel to review the data and recommendations.
The DEP recommendations, service options, and learning environments will be reviewed annually
with the parent/guardian.

The students who did not meet eligibility criteria and whose data falls within marginal percentiles will
be provided nurturing services and support strategies for the classroom.

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

District Response: Pamlico County Schools continue to use multiple criteria for AIG student
identification. These include both quantitative and qualitative indicators for ability/aptitude,
achievement, academic performance, observations and ratings for motivation and work ethic by
teachers and parents, and indications of student interests. While multiple factors are considered, at
least one standardized test criterion under the quantitative area must be met for AIG identification. All
information is considered when decisions are made regarding eligibility and placement in
differentiated services. Recommendations are made to meet the individual needs of the student on a
case-by-case basis.
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. Even though K-3 operates on an enrichment/nurturing model, all students, K-12, are eligible for AIG nurturing/identification and the screening, referral, and identification process can occur at any time during the school year.

Identified students transferring to Pamlico County Schools from another states or school districts will be served until the AIG team at the school site reviews the student's records and gathers any additional data needed to determine identification and services.

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% percentile 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

All aptitude and achievement testing must be current (conducted within 12 months of initial identification) to be considered for initial identification.

At least one quantitative area (ability or achievement) with nationally normed standardized test data at the 85th percentile or higher and criteria for at least one other area listed below must be met for AIG identification.

QUANTITATIVE DATA:
Ability - 85th percentile or higher on a verbal, quantitative, nonverbal, or composite score on a group or individual aptitude/ability test.
Achievement - 85th percentile or higher for reading or math achievement on a group or individual nationally normed achievement test (either age or grade norms).
SAT/ACT/AP/IB Scores

ACADEMIC PERFORMANCE:
Students performing at/above grade level standards for grades K-5
Grades of 90 or higher in Math and/or ELA classes for grades 6-12
High Lexile/Quantile scores for age/grade level
Achievement- level 4 or 5 on NC End of Grade/Course testing

QUALITATIVE INDICATORS:
Observations/Rating Scales - Evidence of superior level motivation, work ethic, strengths, and/or
gifted behavioral characteristics gathered from teacher(s) and parents using gifted rating scales.

OTHER DATA CONSIDERED:
Evidence of superior student products, awards, special interests, etc.
Students may receive the following identifications:
IG-Intellectually Gifted
AIG-Academically and Intellectually Gifted
AR-Academically Gifted in Reading
AM-Academically Gifted in Math
AG-Academically Gifted in Reading and Math

Students may be identified as gifted in one or more of the following areas: Academically Gifted in Reading, Academically Gifted in Math, and/or Intellectually Gifted. A student may be identified in multiple areas based on identification criteria for each. For example, students meeting the criteria for intellectually gifted (IG) and Academically Gifted Identification are identified as Academically Intellectually Gifted (AIG). Additionally, layers of service within each area of identification will be implemented to provide students along the continuum of giftedness with differentiation opportunities to best meet their needs.

Students meeting the following criteria will be identified in the subsequent gifted identification areas:

IG - Intellectually Gifted
- Composite, verbal, nonverbal, or quantitative ability score is 95% or higher.
- At least one other criteria area is met (academic performance, parent or teacher rating scales showing at least one strength area, other evidence of superior interest/motivation).

AIG - Academically and Intellectually Gifted
- Composite ability score is 95% or higher AND reading and math achievement scores are 85% or higher.
OR
- Verbal ability score is 95% or higher paired with a reading achievement score at 85% or higher
AND nonverbal or quantitative ability score is 95% or higher paired with a math achievement score at 95% or higher.
- At least one other criteria area is met (academic performance, parent or teacher rating scales showing at least one strength area, other evidence of superior interest/motivation).

AR - Academically Gifted Reading
- Verbal or composite ability score and a reading achievement score are 85% or higher OR reading achievement score only is 85% or higher.
- At least one other criteria area is met (academic performance, parent or teacher rating scales showing at least one strength area, other evidence of superior interest/motivation).

AM - Academically Gifted Math
- Nonverbal, quantitative or composite ability score and a math achievement is 85% or higher OR math achievement score only is 85% or higher.
- At least one other criteria area is met (academic performance, parent or teacher rating scales showing at least one strength area, other evidence of superior interest/motivation).
**AG - Academically Gifted Reading and Math**
- Reading AND math achievement scores are 85% or higher.
- At least one other criteria area is met (academic performance, parent or teacher rating scales showing at least one strength area, other evidence of superior interest/motivation).

The identification area for each student is listed on the Eligibility form and on the Differentiated Education Plan (DEP). In addition to the AIG identification data, universal screening scores for reading and math, EOG data, and other available student data will be used to make recommendations for appropriate service options for all identified students.

Students who are identified for gifted services through AIG are also identified as either Tier I, II, or III as follows:

- **Tier I** students are those who are not meeting criteria for AIG identification and whose academic needs can be met in the regular classroom. Teachers will nurture/develop potential with differentiation as needed.

- **Tier II** students are AIG identified students who meet AIG identification criteria with either ability OR achievement scores along with other data. Their area of identification may be AG, AR, AM, or IG. These students will have a Differentiated Education Plan (DEP).

- **Tier III** students are AIG identified students who meet AIG identification criteria with both ability AND achievement scores along with other data. Their area of identification is AIG. These students will have a Differentiated Education Plan (DEP) or an Individualized Differentiated Education Plan (IDEP).

The AIG team at each school site will contact parents for conferences to discuss results and team findings. At this conference the DEP or IDEP will be discussed or the option for nurturing services and/or no identification will be discussed. If the parent does not agree with the decision of non-placement in the AIG program, the parent will be counseled on the appeals/grievance process.

Once a student is identified as AI, AIG, AM, AR, or AG, Pamlico County Schools provides gifted services, annual DEP/IDEP meetings, and student/parent supports for the student's entire school enrollment period through graduation. Students are not removed or exited from the gifted program unless it is requested by the parent and the request is brought to the district AIG team for further counsel. This practice is highly discouraged and parents are conferenced and counseled before the student is removed.

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

**District Response:** Pamlico County Schools plans to close the gap in screening, referring and identifying gifted populations by increasing awareness of other subgroups who are typically underrepresented. This will be done by ensuring that all school sites have certified AIG staff, an AIG
site team that provides gifted services and teacher/student/parent support, and professional
development opportunities for all staff that address AIG identification, nurturing, tools for teaching
gifted learners, and social-emotional learning assistance.

The AIG team at each school site is responsible for data collection. Data collection is ongoing for
progress monitoring and for identifying best practices and the most effective measurement tools. Data
will be collected and analyzed on students that are being nurtured, screened, referred and serviced. Data teams consisting of the following staff: AIG, EC, and ESL teachers, the LEA Test Coordinator, school and district administrators, and AIG Coordinator, will monitor and analyze subgroup data to identify potential talent in under-represented populations. This data will be analyzed throughout the school year in PLC weekly meetings and at specific intervals. School Data will also be analyzed and discussed at both the school AIG team level and at the District AIG team level to identify trends, population targets, and other local plan areas to address/monitor. By analyzing the district's sub-group data, each stakeholder has a better understanding of the demographic needs in identifying and supporting all students, to include the under-represented populations. This data will be analyzed throughout the school year in PLC weekly meetings and at specific intervals. School Data will also be analyzed and discussed at both the school AIG team level and at the District AIG team level to identify trends, population targets, and other local plan areas to address/monitor. By analyzing the district's sub-group data, each stakeholder has a better understanding of the demographic needs in identifying and supporting all students, to include the under-represented populations. The Screening Pool, all AIG documentation from Team meetings and screening procedures, and the placement documentation are maintained and periodically audited by the AIG Coordinator. The AIG Coordinator will maintain referral data to determine if referrals are responsive to the district's demographics and that traditionally under-represented populations have been appropriately screened and considered for referral. All data will be maintained electronically by school site and as a district.

An enrichment/nurturing program is in place to nurture and develop the potential in all K-3 students
and to help teachers recognize potential talent in students from under-represented populations.
Nurturing continues in grades 4-12 through student grouping and class/course assignments.

In addition to providing services for gifted students and support for parents, AIG certified staff are
housed at all school levels to provide support for all teachers by facilitating in-house professional
development, collaborative lesson planning, observing potential gifted students, and training using
screening tools.

Our LEA continues to seek additional methods of nurturing and identifying under-represented
populations for AIG Program services. Professional development in this area will be top priority in
2019-2020. AIG program personnel, in conjunction with other support personnel (EC, ELL, Title I), will
continue to research and analyze best practices to identify giftedness and potential for giftedness in
under-represented and/or special student populations.

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

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

1. All AIG Specialists and AIG site teams are trained in screening, referral, and identification
processes by the AIG Coordinator and provided with an AIG Specialist Handbook which contains
detailed information about these processes.
2. A short training presentation to clarify these processes is completed annually (Aug/Sept) at each school for teachers and school level administration.

3. Dates for screening are scheduled throughout the year with completion monitored through a monthly report of activities required by all AIG teachers and periodic records checks by the AIG site team and/or Coordinator.

4. Forms used in the AIG referral, identification and placement process are consistent from school to school. They are provided by the district office.

5. To ensure consistency in identification, the AIG Lead Teacher reviews all documentation prior to identification and signs the Differentiated Education Plan (DEP)/Individualized Differentiated Education Plan (IDEP).

6. The AIG Coordinator receives all referral folders prior to parent meetings and reviews all AIG documentation to ensure consistency across the district. If the folder is in order, the AIG Coordinator signs the DEP/IDEP.

7. All AIG data entries in PowerSchool are made by the AIG Coordinator to ensure that all students identified as gifted have met the established criteria.

8. Should a student referred for gifted services fail to meet criteria for identification, referral packets are maintained in the AIG Pool folder and reviewed with classroom teachers in September and May of each year to determine if additional testing or documentation is needed. The inactive file remains at the school site with the student. A list of inactive students is housed at the central office. AIG Pool folders transition with AIG records from elementary to middle school and again from middle to high school. AIG teachers, regular education teachers, administrators, and other appropriate personnel can use the AIG documentation data to help meet the students' needs in the regular class setting. The AIG Coordinator will check with the AIG lead at each school site to ensure transfer of records (active and inactive).

9. Following the decision by the AIG team, a conference is scheduled with parents of all initially identified students. During this conference, all identification data is reviewed and an explanation of proposed services is presented. Parents elect or decline for their child to be identified as gifted as well as provide input into proposed services. The Differentiated Education Plan (DEP)/Individualized Differentiated Education Plan (IDEP) and Consent for Services form are signed by parents and/or a copy of the Procedures to Resolve Disagreements is provided. Should parents be unable to attend a conference at the school, a phone conference may be conducted and the DEP and Consent for Services forms sent home for signatures. The lead AIG teacher will be responsible for ensuring all forms are collected and signed.

10. Printed /Electronic resources: A brochure in different languages, as needed or requested, explaining the key components of the screening, referral, and identification processes, Procedures to Resolve Disagreements, as well as other key AIG, Honors, and AP points to explain the LEA AIG Program further is available at all school sites, the central office, the websites, and at conferences, and open houses; Student/Parent Handbook that contains AIG screening, referral, and identification processes, Procedures to Resolve Disagreements, as well as other gifted education services; Website resources that contain the AIG brochure, the AIG Local Plan, AIG identification process,
Procedures to Resolve Disagreements, etc.

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

**District Response:** Pamlico County Schools realizes the importance of all stakeholders (school personnel, students/families and community) understanding the AIG/gifted learner identification process (screening, referral, and identification requirements for our district K-12). Disseminating this information will occur in several formats and in a variety of venues outlined below:

School Personnel:
1. AIG specialists/AIG teams will receive yearly training and program updates from the AIG coordinator. An AIG Handbook will be available for each specialist and team member.
2. School personnel and school level administration will receive annual fall training from the AIG site team and AIG Coordinator on the district’s AIG identification process, screeners, behavior checklists, nurturing resources and gifted learner data analysis from the previous year for the school/district. Personnel will be shown where to locate resources (Local AIG Plan, identification process, FAQs about Gifted Education, Screeners, Behavior Checklists, Nurturing resources, LEA/School gifted learner data analysis, etc.) on the AIG webpage and how to request assistance from the AIG specialist and/or AIG site team.
3. Teachers will receive additional support in lesson planning and data analysis from the AIG specialists and AIG site team when identifying students to nurture and screening potential gifted learners during weekly PLC and data meetings and during scheduled in-house professional development on gifted education topics.

Students/Families:
1. AIG/gifted learner identification process will be in the student/parent handbook at all school levels (digitally and paper copy).
2. A brochure will be available outlining the identification process, program service options, persons to contact at the school and district level, places to go for additional resources. These brochures will be available at all school offices, AIG personnel rooms, Central Office, and at open houses, curriculum nights, special events, and informational sessions. This brochure will be available in different languages as needed based on our student population.
3. Each school website and the district website will have an AIG/gifted learner webpage that will house the local AIG plan, the district’s identification process and requirements, persons to contact at each school and at the district office, the process to appeal a AIG non identification, and parental/student resources. Translated materials will be made available for non-English speaking parents.
4. Parent sessions will be provided at the beginning of the year for identified students and for nurtured students. Follow up meetings will occur as needed based on each student. General parent information sessions will be provided during the fall and spring semesters in conjunction with curriculum nights at all grade spans. AlertNow telephone messaging service, social media, and memos home will be used to advertise these sessions. An EL interpreter will be at the parent meetings to assist with language barrier issues.
Community At Large:
1. A brochure will be available outlining the identification process, program service options, persons to contact at the school and district level, places to go for additional resources (e.g. AIG webpage). These brochures will be available at all school offices, Central Office, open houses, special school events and special community events where applicable.

2. AIG coordinator will make every effort to have AIG events and activities covered by the local newspaper. The AIG Coordinator will submit articles to keep the public informed of what is happening in our AIG classrooms and what our gifted learners are doing and that always includes who to contact for more information regarding AIG processes at Pamlico County Schools.

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

**District Response:** An AIG placement folder is created for all identified students. This folder includes all forms from the identification process and the student's Differentiated Education Plan (DEP)/Individualized Differentiated Education Plan (IDEP). Performance data (grades, test scores, etc.) are recorded annually in student folders. These records transition with students from elementary to middle school and from middle to high school. Newly identified students' Program Services Plan and Evidence Summary will be maintained through PowerSchool.

The DEP/IDEP is reviewed with parents during parent meetings when the student is first identified and then annually at the beginning of each school year. At initial placement meetings, a full copy of the file is to be given to parents. This entire AIG file includes copies of DEPs, testing results, and any other data used in the decision making process. At annual DEP conferences, copies should also be provided to parents of any updated paperwork. Placement and services are outlined on specific forms which are used across Pamlico County Schools. The student folders are housed with the lead AIG teacher at each school site.

Additionally, a brochure which explains the identification process has been developed and will be provided to all parents in placement meetings, and they will also be available at all schools and at the Central Office, as well as posted to the AIG webpage.

A Gifted Learner Referral Folder is created when a student starts the referral process. If a student does not get identified, the folder becomes inactive for identification but the student folder is still reviewed at the beginning and end of each year to determine if the student needs to be re-referred. The student may receive nurturing services in the interim. The folder is housed with the lead AIG teacher and transitions with the student from school to school.

**Ideas for Strengthen the Standard:**
- Share AIG Identification (ID) process through Pamlico County Schools’ and each school site’s AIG website page; Post screening, referral, and identification presentation and brochure on the AIG
webpage.
- Review and Revise AIG brochures and place at key areas in schools and Central Services; and copies of AIG plan distributed to schools and county office for public viewing, parent meetings, school open house sessions, and media outlets.
- Expand translation process into other languages as needed, especially Spanish, for other forms dealing with the AIG ID process, the Nurturing K-3 program, and testing information
- Schedule regular AIG Lead Teacher Meetings every quarter, or as needed, to review the ID process and related issues concerning multiple pathways.
- Host AIG interest meetings at the district and/or school levels to promote greater understanding of the AIG ID process with screening, multi-criteria sources, and performance components.
- Provide AIG Q&A section on website addressing student identification.
- Be inclusive of Talent Pool students who do not satisfy the ID criteria but who may be able to build that capacity in the AIG class if approved
- Create Nurturing Plans (K-5) for the two elementary schools (K-3 PCPS) and (4-5 FAA) in order to reinforce inclusiveness from all subgroups with fun and challenging lessons that enrich learning and tap or build AIG potential
- Provide AIG tuition reimbursement and AP Summer Institute payments to encourage AIG licensure and better preparation for teachers assigned to Advanced Placement courses in the high school arena so that these teachers have a broader view of the identification process.
- Add the staff presentation to the list of required information at the beginning of school year.
- Add AIG information to all 4 schools' Student/Parent Handbooks
- Phone message to all parents in August/September 2019, alerting parents to website where the plan can be found.
- Determine locations for AIG Identification brochure to be made available throughout the community.
- Research more assessment instruments and non- traditional measures that will ensure equal consideration for traditionally under-represented AIG populations
- Provide professional development regarding underserved/under-represented populations
- Review/Revise service documents/procedures for high school students
- Integrate the distribution of program and placement information at events throughout the year
- Consider administering a nonverbal test for students scoring at 95th percentile or higher on the county wide aptitude screener non-verbal subtest would provide an additional pathway for all students. A nonverbal assessment will provide information about the student's intellect without the verbal language part of a test prohibiting the student from scoring at his/her true ability level.
- Obtain tool(s) to translate paperwork into native language of parents

Sources of Evidence:
1. Revised/Updated AIG brochures
2. AIG webpages on the PCS, PCPS, FAA, PCMS, and PCHS websites
3. Meeting agendas about identification/screening process
4. Professional development meeting or workshop rosters about identification/screening process
5. Approved LEA AIG Plan
6. District Nurturing Plans (K-3)
7. Generic Power Point presentation on AIG identification criteria
8. Rosters from AIG professional development and coursework activities
9. Site/AIG team meeting minutes and agendas
10. AIG student placement folders (DEP/IDEP)
11. AIG student rosters showing AIG-identified students, AIG candidates, and Talent Pool students
12. AIG Curriculum resources/materials at each school
13. AIG professional library
14. Benchmark testing results
15. Mid-year review forms
16. K-12 AIG staff schedule
17. Student enrichment folders (nurturing)
18. AIG Program Handout
19. PLC notes and meeting agendas (District/school sites)
20. School Improvement Plans
21. Staff meeting agendas
22. Documentation of parent meetings
23. Site Review records
24. PETS data
25. AIG Headcount reports
26. Audited AIG Placement records
27. Parent/student survey data
28. Collaboration between the AIG Specialist and personnel representing under-represented populations (EC, ELL, Title I)
29. Yearly Performance Review documents
30. Evidence of referrals and outcomes on Google Doc
31. Annual demographic data (also on Google Doc)
32. Parental/Staff signatures on paperwork
33. Vertical Articulation Meetings across the grade levels (and corresponding forms)
34. Samples of translated documents in different native languages
Standard 2: Comprehensive Programming within a Total School Community

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

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

District Response: Pamlico County Schools provides a continuum of services that are comprehensive across all grade levels, K-12. A variety of service options (within grade, beyond grade, across teams, accelerated, specialized, and dual enrollment) are available to meet individual students' academic and social/emotional needs. Differentiated Education Plans reflect the appropriate learning environment, strategies, and enrichment options available to each identified student. The district's AIG Program services strive to meet the diverse needs of its gifted and nurtured learners through enriched learning opportunities, consultation with regular education teachers, collaboration with counselors and other support personnel, and partnerships with all stakeholders. The AIG Program services plans to collect stakeholder feedback yearly and analyze student data in order to monitor and adjust services accordingly.

Pamlico County Schools AIG Service Delivery Model

Grades K-3 (Primary level) (PCPS)
AIG services in kindergarten through third grade are primarily nurturing and enrichment opportunities, with Differentiated Education Plans (DEP), and, as needed, Individual Differentiated Education Plans (IDEP) offered for any student who is referred at this level and meets AIG criteria. Services include scheduled small group enrichment sessions, whole class enrichment instruction, resource support with AIG specialist, advanced content/coursework, consultation with teachers per specific student needs, and subject or whole grade acceleration as needed. Differentiation for all AIG identified students will be provided in the regular classroom for all academic areas as listed on each student's DEP/IDEP and as needed.

Grades 4-5 (Elementary level) (FAA)
AIG services for students in fourth and fifth grades consist of cluster grouping, general enrichment classes, resource support with AIG specialist, advanced content/coursework within the regular classroom, advanced content pullout classes for reading and/or math based on student needs, and subject or whole grade acceleration as needed. AIG identified students with ability or achievement area at or above the 85%ile qualify for Tier II services (cluster grouping, general enrichment sessions, advanced content/coursework in the regular classroom, and consultation with teachers per specific student needs). AIG identified students with ability and achievement area at or above the 95%ile qualify for Tier III services in addition to Tier II services (Advanced Reading and/or Mathematics pullout classes, subject or whole grade acceleration). The elementary school has a designated time daily (What I Need time- WIN) for enrichment and/or remediation classes where students receive
differentiated instruction in reading and/or math based upon classroom performance, grades, universal screenings in reading and math, benchmark assessments and other data. AIG students participate in these differentiated classes based upon individual student needs. Differentiation for all AIG identified students will be provided in the regular classroom for all academic areas as listed on each student's DEP/IDEP and as needed. Consultation with regular classroom teachers for advice and resource materials is also offered. At this level, students are introduced to STEM lab competitions and other extra-curricular team building opportunities such as Battle of the Books, Math Counts, and Odyssey of the Mind.

Grades 6-8 (Middle School) (PCMS)
AIG service delivery at the middle school level consists of cluster grouping with advanced subject content and enrichment opportunities. One goal of middle school programming is to help transition students to high school. In order to encourage and nurture all high performing students and provide the opportunity for those students to take honors, AP, and other college level courses in high school, the middle school offers Math I in the 8th grade. Placement in this class is based on a rubric that considers academic performance through the previous two years' EOG percentiles, grades in the specified subject, teacher recommendations, Level 5 on the Math Grade 7 EOG, and EVAAS data. Students may also be eligible to take other approved high school courses through NCVPS. The middle school has a designated time daily (What I Need time- WIN) for enrichment and/or remediation classes where students receive differentiated instruction in reading and/or math based upon classroom performance, grades, universal screenings in reading and math, benchmark assessments and other data. AIG students participate in these differentiated classes based upon individual student needs. Once the standards for core class(s) have been met by an identified AIG student, the teacher(s) provide further enrichment through opportunities to explore advanced content topics through research and work on projects that will enhance the AIG student's content strengths, interests, and advanced critical thinking skills. Individual Differentiated Education Plans will also document services beyond the current service format. Independent study options can be provided in content as well as fine arts areas, as needed. Counseling services are available for planning for high school and beyond for AIG students, starting in 6th grade. This provides a middle school plan that will help transition students into the high school four year planning process. Other counseling services for AIG students are available for targeted group and individual needs. Students continue to have opportunities to participate in extracurricular activities that strengthen team building and begin to explore more personalized project based learning activities.

Grades 9-12 (High School level) (PCHS)
Service delivery for AIG students at the 9-12 level includes individual scheduling advice (starting in the eighth grade) and counseling sessions for high school and post high school planning, honors and AP courses, and college credit through online, and dual enrollment. High school AIG students are encouraged to take higher- level classes. Consultation with regular and honors class teachers is provided per specific student needs. Students are also encouraged to pursue "Credit by Demonstrated Mastery" when seeking advancement in particular subjects. CDM information is distributed to parents and students bi-annually. Extracurricular activities, such as Leadership Information for Tomorrow, Youth in Government, Governor School, ROTC, honor societies, and vocational and technical competitions, are available for AIG students. Other counseling services for AIG students are available for targeted group and individual needs.
Practice B
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: Our AIG services connect and integrates seamlessly with some of Pamlico County Schools embedded instructional program expectations and resources.

It is expected that our school sites (K-12) have in place Multi-Tiered Support Services (MTSS) team and protocol. This protocol is to ensure that all students regardless of ability are being provided appropriate instruction and supports to reach his/her academic potential in the least restrictive environment. This includes our gifted students. Tier I supports are in the general classroom, Tier II supports usually include resource or extension activities, and Tier III supports require extensive supports that may require outside resources.

Our schools and district have invested a tremendous amount of time and money in professional development and resources in order to provide flex/differentiated grouping at the K-8 level in the areas of reading/ELA and mathematics. This effective teaching strategy allows for individualization, progress monitoring, and purposeful, targeted, intentional teaching. Our gifted learners need this effective teaching strategy to address their learning needs academically and social-emotionally.

Having additional time to meet the students' needs academically, socially, and emotionally in a very small and rural community is difficult. Transportation and afterschool daycare and work prevent many students from extended day opportunities. The district and schools provides a way to address this concern. Rotations (K-3) and What I Need Time (WIN) (Grades 4-8) are dedicated enrichment/remediation times for reading/ELA and mathematics that is built into the master schedule daily. At the high school, CANES Lunch (Grades 9-12) provides tutoring, ACT, WorkKeys, and clubs participation time for all students and is also a daily, dedicated, built in time for students. During these times students are receiving services in content or in other critical achievement/intellectual/social-emotional areas. It allows the student to foster growth and interest in academics, the arts, clubs, competitions, and other interests that may not be obtainable after school hours due to the fact that we are a low wealth, very rural district.

Pamlico County Schools also recognizes that students need to be challenged and become problem solvers and team players. Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. It also prepares students for academic, personal, and career success. Gifted learners benefit from this teaching method and will assist them in all aspects of their growth (academic, intellectual, social-emotional).

Professional Learning Communities (PLC)/Data Teams (DT) are collaborative working partnerships that plan, analyze and create learning opportunities for students. These meetings are the life lines for purposeful/intentional teaching and targeted/differentiated instruction. It is in these meetings that goals and strategies are created, trends are discovered and discussed, and solutions are outlined and put into action. It is expected that these meetings occur weekly and that student achievement/growth, effective teaching, and exemplary curriculum resources are discussed, researched and planned. It is during these meetings that AIG data, identification processes, nurturing and/or gifted learner resource development should occur naturally.
In all, AIG services blend in naturally with what we are expected to do with all our students as it relates to curriculum/lesson planning, service delivery, resources development, data-analysis, and problem-solving/celebrating. Together as a team we work smarter for the students not harder!

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

**District Response:** It is expected that all schools and grade levels participate in professional learning communities (PLC) and professional Data Teams (PDT). This is done weekly to determine what is being learned and what needs to be done during WIN time and CANES lunch. This includes our AIG students as well as our EC students, MTSS watch students, and students in general.

Our school teams use a balanced approach to include formative, diagnostic and summative assessments to inform instructional decisions. AIG specialists use the data from common assessments, benchmark assessments and summative assessments to examine how to support gifted students and potentially gifted students. AIG specialists meet with classroom teachers during PLCs to discuss gifted education and to support teachers in performance analysis of gifted learners as well as designing effective instruction based upon this analysis. Intentional, flexible grouping is created during these meetings to facilitate the learning and growth needs on a weekly basis. These groups are usually short-term, flexible, and fluid and are used for small group instruction and enrichment and/or remediation times built into the school day.

Pamlico County Schools use the following student assessments:
- DIBELS/Teaching Reading Comprehension (TRC) (K-5)
- Quarterly Benchmarks (2-12)
- K-2 Math Assessments
- Edmentum-Study Island (3-8)
- Reading Eggs (K-2)
- EOG/EOC’s (3-12)
- Common Exams
- Edmentum-Exact Path (2-8)
- Renaissance Learning- STAR Reading/STAR Math (K-5)

Pamlico County Schools uses the following guidelines when grouping students more long term.

At the Primary Level (K-3), the students are usually identified as "potentially" gifted and are being nurtured. The nurtured students and the identified students are in heterogeneous classes and receive enrichment/extension opportunities within the general class with the teacher and/or with the AIG specialist. The AIG Specialist is consulted to assist with third-grade clustering in reading based on nurtured students. At specified times (such as Rotations) the nurtured and/or identified students may be grouped together by subject (math/reading) and provided additional content enrichment.

At the Elementary Level (Grades 4-8) the AIG program strongly encourages gifted students to be
cluster grouped within heterogeneous classes for reading and math. Intentionally placing students in clusters at the elementary level allows for student needs to be addressed in a more effective and efficient manner. It also allows for gifted students to be with cognitive peers. At the elementary level, AIG specialists offer support to teachers to develop plans for compacting as well as developing common assessments. Based on the data from common assessments, students can be flexibly grouped within the class, across the grade-level team, or across grade levels if appropriate. Flexible groups are generally short term in nature.

Pamlico County Schools uses the following guidelines for cluster grouping Identified gifted Grades 4-5 students:
• Six or less students identified in a grade level- all students should be placed in the same class.
• No groups of students less than 3 gifted students.
• No groups greater than 9 gifted students.
• In constructing groups, consider each student’s area of identification (AR, AM, AG, IG) and keep all gifted math students together for example.
• AIG Specialist is consulted regarding the other children who are not identified, but are in nurturing status (often these students are receiving services).

Middle School Level students (Grades 6-8): The placement of gifted students together based on academic readiness is preferred. Subject grouping may mean that students need to be cross teamed especially when students are gifted in one area (math), but not another (reading). Flexible grouping is encouraged across classrooms, but most often occurs within the classroom. The placement of gifted students in classes/courses is based on student interest, need, readiness, and areas of identification.

High School Level students (Grades 9-12): With support from middle school AIG specialists, high school counselors, and parents, identified students will design a challenging high school course load reflective of career and college aspirations. The placement of students in classes/courses is based on student interest, need, readiness, and areas of identification.

The AIG staff at each school site will continue to support teachers in differentiating lessons and assignments for gifted leaners. Within cluster groups, the use of formative assessments is encouraged to continuously modify curriculum and enhance learning for gifted students. AIG staff will work with classroom teachers to develop assessments for gifted learners prior to instruction to ensure that instruction includes appropriate levels of challenge. All elementary and middle schools schedule an intervention/enrichment block called WHAT I NEED time (WIN) for students during which students who are performing beyond grade level expectations in reading or math are offered enrichment and/or extension opportunities. The high school schedule has an intervention/enrichment block called CANES LUNCH that allows students to receive academic support, AIG counseling, participate in academic or special interest clubs/organizations, and competitions.

**Practice D**
Inform all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.
District Response: The local AIG plan, regulations, program information and service delivery are shared with all school personnel in the following ways:
1. The Plan, regulations, program information and service delivery information are housed on the schools and district websites under AIG.
2. The AIG site team and the district AIG Coordinator facilitate an annual AIG Information Session at the beginning of the school year for faculty/staff at each school site. This session will also cover gifted education regulations, our district's delivery of services and instruction at each school site/level and answer questions about our AIG program as a whole.
3. The AIG Coordinator presents information about the AIG program, the local plan, service delivery at all schools, and regulations to district and school level administrators during administrative team meetings in July/August annually.

Other information about our AIG school programs will be shared in the following ways:
1. A quarterly newsletter will be sent to all teachers, administrators and support staff by email as well as be housed on the AIG webpage highlighting services and topics as it relates to gifted education: professional development opportunities, resources, and current educational research. This newsletter will be authored by the District AIG team and edited/distributed by the AIG Coordinator.
2. An AIG brochure is available at all school sites (main office and Lead AIG teacher) and Central Office (lobby and AIG Coordinator). The brochure explains the identification process, service delivery options, contacts for each school and district office, and where to locate additional AIG resources (Local AIG Plan, Grievance Due process, etc.)
3. DEPs/IDEPs and nurturing lists can be accessed through the lead AIG teacher, Power School, and AIG Coordinator.
4. AIG Specialists and AIG team members have an AIG Handbook/Manual that contain the Local AIG plan, AIG regulations/law, district approved identification forms, screening and referral process and forms, identification requirements, transfer student procedures, rosters, and grievance procedures. This manual is updated annually to reflect any changes in our plan, policy or regulations.
5. AIG teachers/AIG Coordinator present AIG information/guidance at staff meetings and/or grade/team meetings throughout the year as the need arises. Topics include screening, nurturing, lesson development, differentiation, etc.
6. At the beginning of the school year, AIG teachers provide classroom teachers with a list of gifted students assigned to their classes and review DEPs outlining AIG services to be delivered.

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: The AIG teams at each school will have three vertical alignment meetings (VAM) throughout the year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY). The District AIG Team will oversee the VAM: K-3 school/4-5 school, 4-5 school/6-8 school, and 6-8 school/9-12 school. At the VAM, student data, service delivery, best practices, and resources will be discussed.

Within a school setting, the AIG teacher meets with regular education teachers at the beginning of the year to discuss the identified gifted students, their learning needs, and strategies which have proven successful in the past to best meet those needs. When a student is getting ready to transition to
another school level then the following process is used: Elementary school AIG teachers are invited to end of year DEP meetings for any grade 3 students; middle school AIG teachers are invited to end of year DEP meetings for 5th grade students; and high school AIG teachers or AIG counselor are invited to of year DEP meetings for 8th grade students in order to become familiar with their needs.

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.

An AIG records transition form accompanies all records which transition from school to school. This form will provide information on services and teacher comments to assist with transitions.

The District AIG Team meets Quarterly to discuss progress of AIG programs at each school, the progress of the local AIG plan, parent/community surveys/feedback, and other concerns/celebrations. Adjustments are made if necessary.

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

**District Response:** Professional Development (PD) addressing how to support the social and emotional needs of AIG students will be the priority topic since our school district does not staff guidance counselors at the three of our four schools (primary, elementary, or middle school). We only have one full time guidance counselor staffed at the high school. Because of the number of identified gifted students at our high school, the district has hired an additional part-time retired guidance counselor to work two days a week with our AIG students at the high school in the areas of counseling and curriculum guidance. Beginning with the 2019-2020 school year, this additional part-time counselor will also be heading up the in house training in PD that addresses social and emotional needs of AIG students at our faculty meetings, PLCs, VAMs, and District AIG meetings. She will also be working with our middle school AIG site team with the 8th grade gifted students transition to high school.

The AIG teams at each site (K-12) will work in collaboration with the support staff/administration at each school, across school sites, and at the district level to plan classroom topic discussions, small group seminars, and grade level/age appropriate presentations that address social and emotional needs. In addition to AIG staff, teachers and administration, collaborative partners may include but are not limited to the following: community mental health services, communities in schools, churches, school social workers, school nurses, career development coordinator, special populations coordinator, EC director, CTE director, professional development Coordinator, community youth organizations, grant writers, and civic organizations.

Classroom teachers, AIG specialists, guest speakers and other school staff will facilitate whole group, small group and individual sessions with gifted students (K-12) and with school staff at all sites through the school year. These sessions with students may be in the form of an assembly, a classroom discussion/presentation, a private small group chat, or an individual counseling session.
The sessions with the school staff will occur during faculty meetings, PLC meetings, teacher workdays, and individual conferencing sessions. Professional development days are other times that these sessions will be provided.

Parents will have invitations to the sessions that are appropriate for their attendance. It is our intention to provide a parent session each year, for each school level, to address the social and emotional needs of gifted learners. 2019-2020 will be our planning year and we expect to fully implement parent sessions for the 2020-2021 school year and beyond. This will be one of the collaborative projects that our AIG parent focus group will be assisting the District AIG team with this year.

Other Social and Emotional Needs of AIG Students Resources
Professional development (PD) on social and emotional needs of gifted learners will be provided for school staff in multiple formats: on site, off site, and online. An AIG professional library provides resources to address the social and emotional needs of gifted learners. It is the AIG Coordinator's responsibility to make professional development opportunities available and to maintain and update the AIG professional library. Resource listing and PD course offerings will be housed electronically and on the AIG webpage. An email notice will be sent to all staff when new opportunities and/or resources are added.

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

**District Response:** The AIG Continuum of Services contains a research-supported menu of accelerative practices that result in substantial academic achievement gains for students. Pamlico County Schools (PCS) recognize individual student learning needs may occasionally necessitate accelerating through a grade or subject curriculum at a faster pace than same age peers. All Tier 1 and gifted students in Tiers 2 and 3 will have opportunities to compact curriculum when sufficient evidence of mastery is demonstrated. Students will be provided assignments which enrich and/or extend the North Carolina Standard Course of Study to replace compacted material. These enrichment/extension activities must be designed at the highest levels of thinking. Should enrichment and extension assignments fail to meet the learning needs of a student as evidenced by consistent outstanding performance, the principal may initiate a process to determine if acceleration is warranted. The Iowa Acceleration Scale will be made available for teams to collect and analyze data when making acceleration decisions. While the AIG Program respects the right of principals to grade and place students, all acceleration decisions must be shared with the Executive Director of Instructional Services & Accountability and the Superintendent prior to implementation. Listed below are Pamlico County Schools' Board Policies that support a continuum of services for gifted learners:
1. 5531 ACADEMICALLY/INTELLECTUALLY GIFTED EDUCATION
2. 6011 ENTRANCE AGE: INITIAL: 6011.5 Early admission to Kindergarten if gifted
3. 5542 COURSES FOR CREDIT: 5542.6 Credit by Demonstrated Mastery
4. 5810 DUAL CONCURRENT ENROLLMENT WITH INSTITUTES OF HIGHER EDUCATION
5. 5820 DISTANCE LEARNING COURSES
1. Pamlico County Schools' Board Policy 5531 ACADEMICALLY/INTELLECTUALLY GIFTED EDUCATION outlines/describes our gifted education program and services. Please see Appendix under STANDARD 2 for the policy.

2. Early entrance to kindergarten: State policy specifically permits. § 115C 364 states that "A child who has passed the fourth anniversary of the child's birth on or before April 16 may enter kindergarten if the child is presented for enrollment no later than the end of the first month of the school year and if the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and that the child has the maturity to justify admission to the school." Specific guidelines for early entrance to kindergarten are outlined in 16 NCAC 6E.0105. Pamlico County Schools' board policy 6011.5 supports this statute: "A child who has turned 4 years old by April 16 may enter kindergarten if presented for enrollment no later than the end of the first month of the next school year, provided the principal finds: that the child is gifted, based on information provided by the parent or guardian, and that the child has the maturity to justify admission to the school. The principal shall use State Board of Education guidelines in making these findings." If early admission to kindergarten is requested, PCS Instructional Services oversees this process.

(a) To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:

i. Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.

ii. Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.

iii. Performance. The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete an informal reading assessment of the child.

iv. Observable Student Behavior/Student Interest. The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.

v. Motivation/Student Interest. The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

(b) The parent shall present the information required by this Rule to the principal within the first 30
calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent’s request for enrollment within three weeks after receiving this information.

(c) The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days’ notice before exiting the child from school so the parent may arrange childcare, if needed.

(d) LEAs may require parents to supply information in addition to that required by this Rule. LEAs may also require specific tests or other measures to provide information relating to the factors listed in (a) of this Rule.

(e) Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated education plan for the child.

3. Early entrance to 1st grade: §115C-364 states that the initial entry point into the school system for all children is kindergarten. However, if the school principal determines that first grade would be a more appropriate placement, he or she may "implement this educational decision without regard to chronological age." §115C-288 gives the principal the power to do this, and states that this type of decision will not be solely based on standardized test scores. Pamlico County Schools’ board policy 5532 ACCELERATION supports this statute and also allows for acceleration at other grade levels: "The staff shall see that individual learners are encouraged to move ahead as rapidly as they wish and can. This can be done by individualizing the materials and goals of the student's program. While acceleration ahead of grade should be approached with caution, gifted or capable students may be accelerated ahead of grade, after thorough discussion by the professional staff and approval of the parents and the principal."

i. Whole Grade Acceleration (grade skipping) Grades 1-8: Schools will use the Iowa Acceleration Scale, which is available from the AIG Coordinator, to collect data on students being considered for whole grade acceleration. The scale totals will be used to guide the decision making of the District AIG Team. Characteristics/Behaviors which may indicate a student's need for grade acceleration include the following:

- Demonstrate academic and social function at least two years beyond their peers
- Work well independently and within groups in a demanding school environment
- Follow verbal and written instructions accurately
- Possess an eagerness to learn and excitement about new school experiences
- Display a thirst for knowledge, consequently requiring new and challenging learning situations on a consistent basis
- Differentiated Portfolio - Classroom Performance Indicators (May include, but not limited to)
- mCLASS - Scores above highest level for assigned grade
- Lexile Score - Two or more grade levels above present grade
Scores of 90 or higher on common assessments

Writing samples - Exemplary status for the grade to be skipped

Work samples - Two or more grade levels above the current grade with high level of accuracy in all core subject areas; assignments at the highest tiers of differentiation

Student scores consistently in the top percent in all core subject areas: reading, writing, language, mathematics, social studies, and science. If acceleration is recommended, an acceleration plan for the student will be created. A review of placement will take place 4-6 weeks after implementation. Additional meetings may be needed.

ii. Subject Acceleration (subject skipping) grades K-8: Schools will use the student achievement data, student work samples, observations, and other data for students being considered for acceleration. Team will also consider the same indicators within the Iowa Acceleration Scale used for grade acceleration. However, in assessing whether formal subject acceleration is appropriate for a student, the team shall afford significant weight to data relative to the subject through which the student might accelerate with greater significance. The District AIG Team will make a decision based on the data and school level's AIG Team recommendation. If acceleration is recommended, a review of placement will take place 4-6 weeks after implementation.

The District AIG Team reviews the information as described above (Grade and/or Subject Acceleration) and makes a recommendation to the principal. The principal communicates the final decision regarding grade or subject acceleration to the parent within five school days of receiving the District AIG Team's recommendation.

4. Credit by examination/proficiency-based promotion-Credit by Demonstrated Mastery (CDM): State policy (SBE-GCS-M-001, Section 8) specifically permits proficiency-based promotion, and allows graduation credit for proficiency. State Board of Education policy mandates a multi-phase assessment with a minimum of 1 examination and 1 artifact demonstrating deep understanding of content. Other methods of demonstrating proficiency include multiple choice tests, essays, lab experiments, standardized tests, oral exams, portfolio, and performance. Advancement options after proficiency are ultimately left to the LEA to determine, but could include individualized instruction, independent study, dual/concurrent enrollment, cross-grade grouping, cluster grouping, grade/course advancement, individualized education programs, and internships. Pamlico County Schools’ Board Policy 5542.6 CREDIT BY DEMONSTRATED MASTERY outlines the process. A District CDM Review Panel recommends whether or not the student earns credit through the CDM process. In the event that credit is not awarded, a family may appeal the decision to a district appeals committee.

• Students and their parents submit appeals within ten calendar days of receiving notification.
• The appeal must be in writing.
• Final recommendations will be made within ten calendar days of Appeals Review.

5. PCS Board Policy 5810 DUAL CONCURRENT ENROLLMENT WITH INSTITUTES OF HIGHER EDUCATION states that "In its effort to provide a rigorous expanded curriculum that will adequately prepare students for future educational and workplace endeavors, the board will support high school students who also wish to enroll in classes taught by a college, university, community college or other approved entity in accordance with the requirements of this policy, state law and State Board of Education policy." The policy addresses Career and College Promise and other college courses.

6. PCS Board Policy 5820 DISTANCE LEARNING COURSES States that "Pamlico County High School offers online distance learning courses through North Carolina Virtual Public High School
(NCVPS), PLATO, and EdOptions Virtual Academy. Success in distance "virtual" learning requires students to work more independently and be more self-directed than in a traditional classroom. NCVPS, established by the North Carolina State Board of Education, offers online courses to middle and high school students who are currently enrolled in a state-funded educational institution in North Carolina. NCVPS allows students to earn high school credits, take College Preparatory classes, Advanced Placement classes, and other higher-level classes."

The high school/AIG counselor and/or the Career Development Coordinator work with students and parents to create a 4-year course/pathway plan. This plan is reviewed each semester and revised as appropriate/necessary, especially when the students are using opportunities #4, #5, and/or #6.

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

**District Response:** Pamlico County Schools is committed to consistent services so that all students have the same opportunities for learning and growth. Our district ensures access to our most rigorous courses to a diverse group of students who demonstrate a need for rigorous coursework. The Gifted Education department administers the CogAT, a gifted screener, to grade three students each year and continues to screen students in subsequent grade levels through EOG data and benchmark scores as outlined in Standards 1 and 2. Any K-2 student that requires screening prior to grade three is also screened according to our guidelines outlined in Standards I and 2. Administrators place gifted learners and potentially gifted learners in advanced classes in elementary and middle schools based on multiple data sources. In high schools, all students receive curriculum counseling and can self-select advanced course opportunities.

Pamlico County Schools still continues to monitor the under-represented AIG populations and commits to providing intentional programming that will grow and identify our gifted talent pool.

Teachers use Primary Education Thinking Skills (PETS) to nurture K-3 students who may have gifted potential including under-represented populations. These whole group lessons expose all populations of students to higher level thinking activities. The small group lessons enrich students who have strengths in particular thinking skills, thus nurturing academic potential.

STEM Labs and course work are now integrated at our K-8 schools. STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy. (Tsupsos, 2009)

Project-Based Learning (PBL) is a district's instructional practice that is expected in all our classrooms/curriculum courses (K-12). PBL is an instructional methodology that encourages students to learn and apply knowledge and skills through an engaging experience. PBL presents opportunities for deeper learning in-context and for the development of important skills tied to college and career
readiness. The three characteristics of meaningful project-based learning activities that lead to
deeper student understanding are as follows: Inter-disciplinary, Rigorous, and Student-centered
Pamlico County Schools also utilizes other processes to ensure that we are monitoring and providing
supports in order to cultivate potential gifted learners, especially in our under-represented
populations.

Professional Learning Communities planning sessions (weekly): These meetings consist of school
support staff, teachers and administration. At these meetings they collaborate and create lessons,
curriculum, units of study and differentiated instruction activities. They use data analysis to create
flex/small groups and to determine "what next" for students and the instructional plan for the students.
This is also when they discuss nurturing, identified needs, and potential needs of students both
academically and social/emotionally.

Data Teams (weekly): These meetings consist of school support staff, teachers and administration. At
these meetings they review and analyze the data (classroom, school, student, cohort, or subgroup).
Areas of improvement and celebrations are identified. Problem-solving and goal setting occurs and
strategies are put into place to address next steps. Data and the results of the meeting are shared
with the staff.

Child Family Support Team Meetings (as needed)/Student Support Services Team Meetings
(monthly): These support teams are comprised of the school nurse, school social worker, school
counselor (high school only), administration, teacher of student, other support staff that may be
needed, family member, student if applicable, and outside agencies if applicable. These meetings are
for addressing student/family issues and finding solutions and assistance for the student/family.

ROTATIONS/WIN/CANES LUNCH (daily): This is time built into the day to address remediation
and/or enrichment. Rotations are for K-3 students, WIN is for grades 4-8 students, and CANES Lunch
is for grades 9-12 students. During this time students are assigned to teachers based on curricular
needs or enrichment opportunities. These groups may vary depending on the data analysis and
assignments made by the PLC teams at each school. At the K-8 level academics and STEM are
primarily addressed during this time. During CANES lunch, the students can choose from academics,
advising from the counselors, attend clubs, competitions, or seminars.

Inclusion Classrooms: All school sites K-12 have inclusion classrooms to service EC students that
benefit from that learning environment/level of service. This also enables other learners to benefit
from the expertise of the EC specialist. It also allows for more opportunities to nurture potential twice-
exceptional students.

Clubs/Competitions: Because we are a rural/low income school district, many of our students are not
able to stay after school for clubs and competitions due to transportation issues and daycare issues.
Our lower grades (4-8) offer during the school day opportunities for our students to participate in
clubs and competitions. Our high school (9-12) also offers many school day opportunities for
clubs/competitions as well because so many of our students have transportation issues, family
responsibilities, or have jobs.

Mentoring programs (community supported through PYDCO)

Inter-departmental Meetings: Meetings between the ELL teacher, EC teacher, AIG specialist and
general Education teacher occur monthly at each school site (K-12) to discuss progress with student
required special learning assistance. At these meetings potential gifted learning concerns can be addressed and explored.

Pamlico County Schools’ Gifted Education Department strives to ensure that services are equitable and attainable to all students who are gifted across all school sites. AIG specialists and district level leadership continue to research and identify different tools for screening and identification for students in the various subgroups. Partnerships with English Language Learner Services and Exceptional Children’s Division will continue to enable the Gifted Education department in screening students for possible giftedness and the services that will match their needs. Although Pamlico County Schools continues to use the CogAT, we are researching the use of the Naglieri as the aptitude assessment because the assessment is nonverbal and does provide non-English speaking students a greater opportunity to demonstrate their aptitude. Furthermore, younger students who have not been exposed to text-rich environments in the home due to being economically disadvantaged or because education is not a priority in the home also have a greater opportunity to demonstrate their aptitude on a nonverbal assessment. Additional emphasis will be placed on identifying twice-exceptional students who need EC and AIG services.

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

**District Response:** Pamlico County Schools provides opportunities for extra-curricular programs and events to develop the needs and interests of AIG students as well as our nurtured students.

K-3:
At Pamlico County Primary School (PCPS) (our K-3 school) the students put on a daily news show where they choose the topic, write the script and report the news out. The students at PCPS also have access to STEM activities with the Science/Math/Technology Facilitator. These activities are planned and carried out in both the classroom and the lab. Additionally, PCPS provides assemblies and guest speakers that address curricular areas and the arts. Some of these assemblies/speakers provide hands on activities, mobile labs or interactive conversations.

Grades 4-5:
Beginning with the 2019-2020 school year, Fred A. Anderson (FAA) (our grades 4-5 school) will have a STEM teacher and a STEM lab. The AIG and nurtured students will have daily access to the lab and lessons/activities facilitated by the STEM teacher. During daily WIN time, the AIG students will have opportunities to explore curriculum deeper and to investigate areas of STEM that interest them. At this school, students have opportunities to participate in Spelling Bees, Battle of the Books, Math Counts, and local writing and art competitions. Also during the 2019-2020 school year, FAA will also be creating a Science Olympiad or Odyssey of the Mind team.

Grades 6-8:
Pamlico County Middle School (PCMS) (our grades 6-8 school) has a STEM Lab and a STEM teacher. The master schedule has both STEM and WIN times built in daily. The students can also participate in the Spelling Bee, Battle of the Books, local writing and art competitions as well. Our AIG and nurtured students participate in Genius Hour with the STEM teacher. Other clubs such as student
government, special interest clubs (Legos, Chess, and Video News) to name a few are also accessible. Curricular competitions are encouraged and matched with student interests. Gifted music students are able to participate in the high school marching band and symphonic band.

Grades 9-12:
Pamlico County High School (PCHS) (our grades 9-12 school) has numerous extra-curricular choices that are offered both during and after school hours. PCHS CANES lunch provides access to clubs, activities, counseling, and other enrichment seminars during the school day that would otherwise be not accessible due to students not being able to stay after school. Leadership opportunities are provided through student counsel, Leadership Information for Tomorrow (LIFT), Youth in Government (YAG), several Career and Technical Education (CTE) and academic clubs, and ROTC. During the 2019-2020 school year, Robotics/Drones courses will be offered at our high school and a corresponding club will be created as well.

K-12:
As summer and after/out of school opportunities become available (STEM camps, ART (music/visual) camps, Governor School, NC School of Math and Science, College/University camps, work internships, and events), students and parents are notified and counseled on the application process.

Idea for Strengthen the Standard:
- Pamlico County Gifted Advisory Board will advocate for counselors at the primary, elementary and middle schools.
- Build a resource AIG library of supplemental books and research articles and journals addressing one or more of these areas: the academic, intellectual, social, or emotional needs of gifted learners across all grade levels and settings.
- Develop the elementary-school Nurturing Program for K-3 that intentionally includes all student sub-groups at some point during the school year to build the capacity for giftedness in a challenging yet fun atmosphere.
- Partner with MTSS coordinators at each school to develop discussion guide for gifted learners during school-based MTSS meetings.
- Review the Annual AIG plan and program with school administrators.
- Establish cooperative planning/training opportunities for AIG social-emotional professional development for teachers of AIG students and other support personnel.
- Develop methods of collaboration among all stakeholders that especially include parents/families and other support personnel for the delivery of services to meet social and emotional needs of AIG students.
- Compile information about the available extra-curricular programs available at all grade levels including a list of extra-curricular programs offered through community organizations, such as 4H, and distribute list to students to make them aware of opportunities outside of school as well as put on AIG webpages.
- Increase opportunities for academic competitions available to gifted and advanced learners
- Increase awareness of secondary options for advanced students – AP and CCP and become more consistent across district distributing information about Duke TIP, Governor’s School, Summer Ventures, and other such programs.
• Continue professional development for AIG Social-Emotional learning needs
• Refine the implementation of district PLC with AIG teachers
• Ensure administrator and principal knowledge of grouping practices
• Pursue additional high school credit options in middle schools
• Revise/update AIG websites at district and school levels
• Provide intentional PD to recognize and provide services that respond to the traditionally underrepresented populations.
• To develop curriculum that meets the cognitive and affective needs of special populations
• To work closely with staff and counselors to ensure smooth transition points at the middle and high school levels.
• To coordinate with the ESL, Title I, RtI, Reading Specialist, and other support personnel to align the AIG Program identification and services to meet the diverse population of our district.
• To study the effectiveness of grouping practices through student growth measures.
• Developing programs and resources for addressing with the social and emotional and executive function needs of gifted students.
• Establishing a protocol for differentiation walk-throughs to collect evidences of best practices in meeting the needs of gifted students. What strategies are working, what professional development is needed, and what additional support might be effective?
• As the Multi-Tiered System of Support becomes the framework for identification and service delivery options, continue to include gifted services in the conversation and implementation strategies.
• Communicate with building level leadership to ensure that gifted specialists are integral to the instructional services at the school level.
• Create brief professional development for the start of each school year that provides an overview/reviews screening, referral, identification, services, DEPs, Article 9b, and other key aspects of gifted services.
• Revising the local board policies that impact AIG services and programming to reflect the most up to date language and practices.

Sources of Evidence:
1. Bi-Annual survey forms and results
2. Data results from empirical observations, school discipline reports, and dropout statistics about AIG students
3. Nurturing Plan reports and notes
4. Copies of DEP/IDEP conferences at school sites
5. AIG staff school assignments and schedules
6. Updated/Revised AIG brochure
7. Student schedules
8. LEA Budget allocation
9. Student/Parent Handbook
10. AIG Websites (district and schools)
11. Curriculum Catalog Guide 9-12
12. Dates and minutes of Gifted Advisory Board meetings
13. Dates and minutes of Pamlico County Schools AIG Team meetings (District and
14. AIG teachers schedules and Monthly Reports documenting planning time with cluster teachers
15. Records of monthly visits by AIG Coordinator to schools
16. Annual AIG Professional Development Plan with agendas of training provided
17. AIG Teacher Handbook
18. Agendas and notes from cooperative professional development sessions on social-emotional issues
19. Documentation of AIG teacher participation on school leadership teams and committees
20. Teacher/staff handbook
21. Presentations to staff and administrators
22. Monthly staff meeting agenda/notes
23. AIG teacher records per communications about transitions
24. AIG plan procedures about record transfer and transitions
25. AIG Coordinator roster information
26. Agenda/meeting notes with central office and/or school administrators
27. Documentation of professional development sessions
28. Documentation of parent information sessions
29. Individual student review meeting notes and records
30. Needs assessment results
31. Credit by Demonstrated Mastery policies and procedures
32. AIG Handouts
33. Classroom resource inventories
34. Information sheets listing extra-curricular opportunities
35. Rosters of student participation in Duke TIP, Governor's School, Summer Ventures, and other such programs
36. Professional Development agendas and attendance records
37. Grouping fidelity checks
38. AIG presentations to district and school meetings
39. AIG meeting agendas and attendance records
40. PETS checklists
41. Rosters of student participation in various academic contests/Contest results
42. Site monitoring data
43. Transition documents between grade levels and schools
44. District and School newsletters
45. AIG Specialist/Enrichment and Nurturing Service Delivery
46. Middle School STEM program and enrichment sessions
47. PLC agendas
48. Website information, articles, and best practices
49. Yearly Performance Reviews
50. Rosters of parent participation on school and district level committees
51. AIG Screening Pool
52. AIG placement data
53. Addition of curriculum that meets interests and academic, social/emotional needs of special populations
54. Extra-Curricular programs rosters
55. AIG Staffing at all levels
56. Differentiation Walk Through Protocol(s)
57. Results from Interest Inventories
58. Online database of AIG resources and data
59. Cluster grouping report with areas of identification and suggestions (elementary)
60. Data on pathways that AIG students are following
61. MTSS agendas and evidence of gifted services
62. District and school level agendas with AIG as a topic
63. Social Media presence
64. Data on the number of students in high school credit bearing courses in the middle school.
65. Data on the number of students at the high school level in advanced level courses (honors, AP, distance learning courses and duel enrollment CCP
66. Number of AIG students who graduate from high school early
67. Number of students who are admitted to Kindergarten early versus those that attempt the process
68. Rosters and agenda from the site team meetings taking place at each school.
69. Data regarding which students are participating in enrichment events
70. Data regarding opportunities available at each school
Standard 3: Differentiated Curriculum and Instruction

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

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

District Response: K-12:
Classroom teachers are responsible for differentiating the North Carolina Standard Course of Study to meet the needs of gifted learners. Administrators purposefully place AIG and potentially gifted students in appropriate learning environments which provide acceleration and growth opportunities within advanced content. Grade levels and departments meet to discuss best practices and resources appropriate for gifted learners. Teachers of AIG students share "Best Practices" throughout the year through district Professional Learning Community (PLC) opportunities in selected content areas. Through the PLC model, teachers have many opportunities to examine the curricula, students' achievement data, and research-based instructional practices with their colleagues, Instructional coaches, and building administrators. Teachers use formative and summative assessment data to guide instructional decisions and to adapt the curriculum according to student abilities and interests. Classroom teachers plan and provide differentiated lessons according to student needs as evidenced in their lesson plans. The AIG specialists and content specific coaches assist teachers with appropriate differentiation practices through these PLCs, as well as conferences, modeling, and co-teaching throughout the year.

Our teachers offer students opportunities for differentiation and other strategies to support differentiation (advanced content, extensions, enrichment, and compacting). Teacher developed tiered assignments, curriculum compacting assignments, and independent study units include strategies such as Literature Circles, Problem-based Learning, Personalized Learning, In-class/Across-grade flexible grouping (student movement based upon current data to encourage development of potential).

A nurturing program at (K-3) and a pull out program enrichment classes and/or inclusion at (Grades 4-5) is scheduled 1 to 2 times/week as described in the DEP (identified as NC AIG Program Services Plan in PowerSchool). This classes are specifically designed to enrich, extend, and accelerate the curriculum of gifted learners. All attempts will be made for AIG students not to miss direct classroom instruction where grades are assigned for their AIG enrichment pull-out service time. 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 (Grades 6-8) allows teachers to provide appropriate gifted services in the classroom through differentiated projects, facilitated activities, and independent contracts. The high school (Grades 9-12) offers honors courses, advanced placement courses, distance learning, Credit by Demonstrated 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.

Grades K-3
- Primary Education Thinking Skills (PETS) and research-based gifted curriculum models
- Jacob's Ladder Higher Level Thinking and Comprehension Skills Program (Grades 1-3)
- Identification of AIG potential through aptitude and achievement tests (Grade 3)

Grades 4-5
- Jacob's Ladder Higher Level Thinking and Comprehension Skills Program (Grades 4-5)
- Center for Gifted Education Language Arts Units (The College of William and Mary: Grades 4-5)
- Cluster grouping for identified students
- Problem-Based Learning implementation (initial phases)

Grades K-3/4-5
In the two elementary schools (PCPS) and (FAA), teachers provide expandable math activities, extension menus, and appropriately challenging literature and content area texts. During PLC's, the instructional coaches and teachers analyze data in order to develop focus groups for intervention and enrichment time to meet the specific skills that are needed. Each child is placed in flexible groups for intensive intervention and enrichment opportunities. The academically gifted students focus on PBL (Project Based Learning) daily during their enrichment time. In the classrooms, the students are challenged with Problem Based Learning opportunities, addressing specific problems in the community and devising a plan of action to support the problem.

In addition to Cluster Grouping the gifted learners, our grades 4-5 elementary school provides challenging competitions in the content areas and in the visual arts. Elementary students, to include the gifted, are involved in specific blocks of time in the school day to expand their level of skills in math, science, and reading through Daily W.I.N. (What I need...) time. During this time, students who are advanced are provided with extension opportunities. This is also when the gifted learner will have opportunities to be grouped with other AIG/Nurtured students across classrooms for projects, competitions, and specialized activities.

Grades 6-8
- Advanced math sequence in middle school (Math 6 Plus, Math 7 Plus, Math I)
- Center for Gifted Education Language Arts Units (The College of William and Mary: Grades 6-8)
- Cluster Grouping/Across-grade flexible grouping
- Problem-Based Learning implementation (initial phases)

The teachers of advanced math classes extend and enrich the grade level curriculum. PCMS has become a STEM school, and students have an opportunity to engage in Genius Hour. The schedule has been modified to include a Daily W.I.N. (What I need...) time. During this time, students who are advanced are provided with extension opportunities. In addition to these options, the middle school now provides a variety of academic, service, and interest clubs during the school day so that students who ride the bus or play sports and cannot stay after school have the opportunity to engage in a variety of enrichment activities. The middle school STEM coordinator is currently working on her K-12 AIG certification and is providing opportunities for curriculum enrichment for AIG students throughout the school day. In addition we offer STEM activities in each grade level, including STEM speakers/presenters. Our Middle school provides challenging competitions in all content areas.
Grades 9-12
-Honors classes
-Advanced placement classes
-Credit by Demonstrated Mastery
-Virtual learning
-Dual enrollment

Teachers of honors and Advanced Placement provide students the opportunity to delve into topics with a greater degree of depth and complexity. Credit by Demonstrated Mastery is available as an acceleration option for students. Pamlico County Schools (PCS) also offers courses through virtual learning (online vendors). Virtual learning allows for students to take courses we do not or cannot offer due to our size. PCS has also partnered with Pamlico Community College (PCC) to provide the opportunity for students to take part in the College and Career Promise (CCP) program at both the main campus and the satellite campus located beside our high school. Students in the program will be dually-enrolled in PCC as well as PCHS. Students will take courses their junior and senior years at both their high school and at PCC.

Pamlico Schools Gifted Education Program expects all high school students to enroll in advanced learning courses consistently – at least one per semester (two per year) to remain active in the program, based on the level of service. Students who do not enroll in the expected honors courses will have contact with a counselor at the school in order to support possible return to appropriate services.

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: K-12
Pamlico County Schools (PCS) encourages teachers to use instructional practices that address the diversity of learners within their classes. Each school site will implement tiers of services based on abilities, achievement, readiness, interests, and learning profiles to address a range of learning needs at each level. During the first weeks of school, all students with a Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) will complete both a learning styles survey and an interest survey. This data will be shared with classroom teachers and used when planning enrichment, extension, and acceleration activities. Procedures are in place to ensure that all teachers who teach gifted students use differentiated instruction to accommodate the strengths and needs of gifted students as identified by assessment and evaluation. Regular classroom teachers are provided with a list of differentiation strategies based on each student's enrichment needs or (DEP) or (IDEP). Professional development will be offered to all teachers on strategies for differentiation and meeting student instructional needs at all grade levels. The AIG team at each site and the District AIG team are responsible for assisting teachers and administrators with this professional development and also with mentoring/planning support for use of instructional practices/strategies at the PLC meetings. Instructional Practices and Strategies include but are not limited to the following:
~ Multiple Intelligences
~ Curriculum Compacting
Some of the instructional practices supported by gifted services include compacting the curriculum, tiered assignments, Socratic Seminars, critical thinking, problem solving, service learning, student choice, conceptual thinking, independent study, and other approaches as appropriate. Schools develop master scheduling plans based upon the needs of students on their campuses. These master plans allow for student acceleration as well as time for gifted and high-achieving students to spend time with like-minded peers.

Credit-by-Demonstrated Mastery (CDM) will continue to be used and enhanced across high schools and middle schools for high school (grades 6-12) credit bearing courses as identified in the CDM guide. This will allow students who already have mastered the content and processes within a course to show this knowledge, receive credit, and advance at a more rapid rate.

Any curriculum that is developed by the Pamlico County Schools' AIG staff builds upon and extends the North Carolina Standard Course of Study. The curriculum provides challenging learning experiences that match the service options and the students' learning needs. Any curriculum that is developed must:
~ Provide instruction reflective of the highest levels of selected educational taxonomies such as Revised Bloom's Taxonomy and Webb's Depth of Knowledge [DOK].
~ Incorporate critical thinking skills, problem-solving, and flexible thinking activities into the instruction
~ Utilize research-based educational models and strategies in the development of curriculum, projects and products
~ Incorporate appropriate content modifications into the curriculum as described on the Differentiated Education Plans
~ Differentiate Content, Process, Product, and Learning Environment

All AIG curriculum used in our district is evaluated annually by AIG certified staff for necessary updates and changes to better meet the needs of gifted students and to ensure that the curriculum reflects current best practices in gifted education.

Specific to K-8:
In grades K-8, AIG staff will continue to work with classroom teachers to provide differentiated instruction to address a range of needs within the gifted population in the areas of reading and math. It is highly encouraged by the AIG teams at each site to use pre-assessment opportunities for gifted learners in English-Language Arts and Mathematics classes and to differentiated assignments for those students who demonstrate mastery of the standards assessed. Differentiated assignments may include curriculum compacting, tiered assignments, or learning contracts designed to enrich and extend the North Carolina Standard Course of Study. When a sufficient body of evidence supports acceleration (consistent outstanding performance on differentiated assignments designed at the highest Levels of Learning from Learning-Focused), academic acceleration options may be considered by the school administration. AIG will provide the Iowa Acceleration Scale to assist with
decisions regarding subject or whole grade acceleration upon request of the principal. Final decisions regarding academic acceleration are made by principals in conjunction with district leadership.

Specific to Grades 9-12:
Professional development for strengthening high school honors class instructional practices to help ensure rigor and challenge continues to be developed. Teachers of AP courses are required to get updated professional development in their respective AP course areas. AIG teachers will collaborate with regular classroom teachers to differentiate curriculum maps across the curriculum areas to include science and social studies. The Career and Technical Education (CTE) Director works with the CTE staff in maintaining the rigor for the CTE honors courses.

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

**District Response:** The Pamlico County Schools district implements research-based practices in the classrooms at all grade levels. Gifted specialists and teachers will continue to use evidenced-based resources to appropriately and intentionally differentiate for gifted learners. Participation in regional and state gifted conferences keeps AIG staff abreast of research-based curriculum and resources to support gifted learners. These resources are shared among AIG staff and teachers who work with gifted learners as they become available. During monthly District AIG PLCs, time is provided for AIG staff to collaborate in the development of lessons for gifted learners. The literacy and technology specialists are also available to aid regular classroom teachers and the AIG staff in obtaining research-based resources to augment instruction. Each school site provides in-house research-based professional development based on their strategic instructional plans and goals.

The AIG staff at the school and district levels are tasked with providing resources, support, and training opportunities for all teachers working with gifted learners and for also obtaining and using research-based supplemental resources and instructional practices within their own teaching. Many books on AIG topics continue to be purchased for the AIG professional library to be checked out by all staff members as needed. Efforts to expand these resources will continue. Specialists use these materials in their direct instruction with students and also provide consultation to the other teachers using these resources. These include materials and teaching resources emphasizing challenge and rigor in technology, critical thinking skills, problem solving, literacy competencies (reading comprehension, writing), math reasoning and applications, science, social studies, and creativity.

AIG Specialists have access to several evidenced-based supplemental resources to augment reading and mathematics instruction such as Jacob's Ladder, units developed by The College of William and Mary's Center for Gifted Education, Junior Great Books, Primary Education Thinking Skills (PETS™), and other lessons/projects/units by curriculum and grade levels from Prufrock Press. These resources are used during instruction in regular education classes, AIG groups, and enrichment blocks at the elementary and middle schools (k-8). The high school (grades 9-12) teachers use the honors courses' curriculum, AP courses' curriculum and other resources provided by the AIG school site team to enrich the curriculum for gifted learners.
Listed are a few of the main models and resources utilized throughout the school year:
~ Implementation of content modifications as identified on students’ Differentiated Education Plan
~ Flexible grouping
~ Differentiated instruction based on formative and quarterly assessment data
~ W.I.N. and Focus group
~ Project-based learning
~ Socratic Seminars and Shared Inquiry
~ Technology incorporated into lessons
~ Digital Portfolios
~ STEM
~ William and Mary curriculum units
~ Junior Great Books
~ Prufrock Press Gifted Education Resources
~ Jacob’s Ladder Higher Level Thinking Program
~ College Board AP released exams
~ Peer Review
~ Use of Rubrics

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

Jacob’s Ladder (grades 1-8) targets reading comprehension skills in high ability learners. In the form of three skill ladders connected to individual readings in poetry, myths/fables, and nonfiction, students move from lower order, concrete thinking skills to higher order, critical thinking skills. Tasks have been organized by skill ladders with questions and activities within each. Ladder rungs are organized to increase complexity in intellectual demand.

The Junior Great Books program (K-5) combines high-quality literature, student-centered discussion, and activities that support reading comprehension, critical thinking, speaking and listening, and writing. This program combines classroom materials and an inquiry-based approach to teaching and learning to provide the essential elements students need to meet and surpass curriculum standards/goals for English Language Arts.

Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. In Project Based Learning, teachers make learning come alive for students. Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project.

Rubrics are used by teachers to support learning. By developing a working guide (rubric) for students to use as a tool throughout the assignment, teachers provide the scaffolding necessary to improve
the quality of their students' work and to increase the knowledge that the students acquire. A rubric defines in writing what is expected of the student to get a particular grade on an assignment. Rubrics have two major aspects: clear sets of criteria and descriptions of levels of performance for these criteria. The Analytic rubrics are what the Gifted Education department chooses to use because it describes work on each criterion separately.

Opportunities to engage in "peer review" can help students improve their reading and writing skills and learn how to collaborate effectively. More specifically, participating in peer review can help students learn how to gather and respond to feedback on their own work. Participating in focused peer review interactions allow students to offer productive feedback, accept constructive criticism, and master revision. By reviewing their peers' work, students enhance their critical thinking, which make their own work better.

Digital portfolios, e-portfolios or web folios are the same as traditional portfolios only its presentation format differs. The content of a digital portfolio is presented in a digital format. It means students can save their work in the form of a web page, CD or disk. It is a collection of learning artifacts intentionally collected to showcase a student's accomplishments, learning and/or growth over time. Portfolios also make classroom learning more accessible to parents, administrators, and other district support staff because they provide a window into student learning. They offer valuable data about student improvement and skill mastery. Along with student reflection, that data provides valuable information about how each student learns and what is important to him or her in the learning process. E-portfolios allow students to collect their work for future use. Portfolios help students develop a sense of belonging and to own their learning as well as prepare them for digital citizenship.

**Practice D**

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

**District Response:** Our four schools recognize the importance of preparing students with future-ready skills which are rich in digital competencies. This is a collaborative team effort consisting of the classroom/course teacher, the AIG specialists, the Instructional Technology Facilitator, Reading Specialist, Professional Development Facilitator, Instructional Coaches, STEM Coordinators, Counseling and Media staff, and other support personnel. The AIG Coordinator and AIG teachers will continue to attend local and state professional development sessions that provide the most current practices to assist in the development of advanced future-ready content and skills for gifted learners.

It is a district expectation that all grade levels incorporate critical thinking, problem solving, creativity and innovation, real-world learning, applied life skills and advanced technology in their curriculum units/lesson planning. Interactive whiteboards, interactive student response systems, document cameras, wireless tablets, laptops, and IPads have been widely distributed into teacher classrooms and media centers. Teachers continue to participate in professional development opportunities (online and face-to-face) to increase their knowledge about topics such as blogs, wikis, podcasts, QR codes, digital badging, PBL, STEM, etc. Students are encouraged to collaborate, develop civic and global awareness, and other 21st century skills through class work, clubs, competition teams, and presentations. AIG Specialists in our district are also taking the lead in creating units of study that are rich with real world contexts that allow critical thinking skills to develop and creativity to be expressed.
Our AIG specialists are integral in collaborating with all classroom teachers and school staff to make sure that skills such as creativity, collaboration, critical thinking and communication are integrated into all of their plans for instruction. Units are created by the AIG specialists to allow the students to become more globally aware and to apply the knowledge to solve problems. These units can be used by AIG Specialists in pull-out settings or for inclusive classroom use.

There are many opportunities for advanced learners to share their critical thinking and problem solving skills. The use of Project-Based Learning (PBL) to target future-ready skills at advanced levels is the most used practice (K-12). Through well designed PBLs, students are required to think critically, collaborate with peers to solve complex, real-world problems requiring research, and communicate their findings to an audience. All AIG staff will receive additional Project Based-Learning training during this local AIG plan cycle and will continue to have resources to assist with planning PBL units.

In addition to PBL*, the extra-curricular activities/sessions, digital portfolios*, Jacobs Ladder lessons*, Junior Great Books*, (*described in Standard 3 Practice C), other opportunities our gifted learners develop future ready skills are through the following:

- Scholastic competitions where the students solve a real world problem such as "Future City" (Future City starts with a question—how can we make the world a better place? To answer it, 6th, 7th, and 8th grade students imagine, research, design, and build cities of the future that showcase their solution to a citywide sustainability issue);
- Specialized Youth Training by Community Organizations- RYLA Rotary Youth Leadership Awards (RYLA) (Grades 9-12) is an intensive leadership experience organized by Rotary clubs and districts where students develop their skills as a leader; build communication and problem-solving skills; discover strategies for becoming a dynamic leader in his/her school or community; learn from community leaders, inspirational speakers, and peer mentors; and unlock student potential to turn motivation into action.

- (Additional K-3 Experiences)
  • PCPS Pups ambassadors –leaders/ambassadors for the school when visitors or new students arrive.
  • Pups Daily News – daily news show produced and created by the students.
  • Participation in Across Curriculum Units

- (Additional Grades 4-5 Experiences)
  • Library Lunch Bunch
  • Odyssey of the Mind (New for this Local AIG Plan cycle)
  • Participation in Across Curriculum Units

- (Additional Grades 4-8 Experiences)
  • STEM courses –all students take a stem course during the electives/specials rotation.

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

**District Response:** Even though all K-12 teachers use a variety of formative data daily to inform their instruction and to monitor student progress, our school and district leadership require our teachers use both quantitative and qualitative data to inform instruction. It is expected that each school site create a protocol and schedule that allows teachers and other key personnel to meet in Professional Learning Communities (PLC) and Professional Data Teams (PDT) weekly to plan instruction and to create flexible grouping for differentiation during (K-3) rotations, (Grades 4-8) What I Need (WIN) time and (Grades 9-12) CANES lunch. The PLC and PDT meetings consist of grade level teachers, AIG teachers, school administration (school and/or district), and support teachers (media, technology, STEM, Curriculum Coaches). Both teams are required to keep records of their meetings. The PDT team's responsibility is to analyze the current data available and to determine strengths, weaknesses, and patterns/trends associated with the data. This data and the recommendations associated with the results are then shared with the PLC team for instructional planning, problem-solving, and for students' analysis/grouping during small group instruction, rotations, WIN time, or CANES lunch tutoring. Additional data sharing/analysis may also occur at the faculty meeting, vertical alignment meetings (VAM) with other transitioning schools, and at the district level and/or BOE meetings if requested.

During the PDT meetings, the District/school sites use the quarterly benchmarks data (NC Check Ins and Case/TE21), grade level and/or subject/course common assessments, as well as classroom assignments when appropriate. At the K-5 grade levels, the PDT/PLC teams also use Amplify's Test of Reading Comprehension (TRC), STAR Reading/Math diagnostic tests, and ExactPath diagnostic/progress monitoring data. Additionally, the K-2 level uses Reading Eggs diagnostic/progress monitoring data and the NC K-2 Math assessment data.

The End of Grade tests, End of Course tests, NC Final Exams, Read to Achieve Test, Beginning of Grade 3 Reading tests, AP testing, ACT, and PreACT data are also used when available.

Because these teams meet weekly, the student grouping is updated to reflect student needs based on current data.

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

**District Response:** Social and emotional learning (SEL) needs are at the heart of well-being and the foundation for achievement for all children. Social-emotional needs are needs that gifted and talented students have along with their thinking (cognitive) needs. They may include sensitivity, intensity, high expectations of themselves or others, a strong sense of justice, perfectionism, depression or underachievement. Many of gifted children need targeted assistance with peer relationships, perfectionism, asynchronous development (refers to an uneven intellectual, physical, and emotional development), situational stressors, and rational post-secondary planning. Pamlico County Schools understands and recognizes that one approach does not fit all. AIG teachers, regular classroom teachers, school counselors, and administrators are committed to work together to support the social
and emotional needs of gifted learners. Collaborations towards this goal occur in both formal and informal ways. School personnel and AIG staff continue to plan jointly for addressing specific needs of students.

Unfortunately our district does not employ counselors at the three lower level schools PCPS (K-3), FAA (4-5) and PCMS (6-8). We only have one counselor at the high school and a part-time AIG counselor that is also housed at the high school. This makes it difficult to plan specific lessons on topics such as perfectionism, underachievement, growth vs fixed mind set, anxiety, social relationships, twice exceptional, under-representation, and other social-emotional related topics at age appropriate levels. As a result, the AIG teacher leads at each school site will be responsible for sharing at faculty meetings and at PLC meetings - strategies that can address the SEL needs of AIG students through curricular and instructional practices within the general classroom setting as a Level/Tier I service. The AIG team at each school site will also implement social support groups for gifted learners for social-emotional support monthly. Topics will be chosen based on students' needs determined by student survey and teacher observations. This will be a Level/Tier II service. Level/Tier III service will involve additional support staff such as the school nurse, school social worker, and/or the AIG counselor (if needed at one of the K-3, 4-5, or 6-8 schools). Parents of gifted learners and the general education teachers will continue to receive support and best strategies for meeting these students' needs.

Providing these three tiers of social-emotional support for gifted learners will require professional development in SEL, supplemental resources, lesson development planning sessions, and administrative support at both the school and district level. Fortunately our students are given numerous opportunities at all grade levels to participate in clubs, competitions, and special services, allowing them to interact with the greater school community. Parents are invited to Parent Events such as Parent Day or Parent Night and other AIG events that provide information about meeting students' social-emotional and learning needs. The AIG enrichment units and activities in the primary and elementary school support team-building, cooperation, and group discussions about social and emotional issues. At the middle level, the STEM approach to learning provides ample opportunity for students to team build, strengthen social skills, and problem-solve. Beginning in the 2019 school year, the elementary school will begin using the STEM approach to learning as well. Students are encouraged to participate in extracurricular activities, clubs, and organizations to foster communication skills and problem solving strategies. Academic clubs, such as the Beta Club, allow students leadership opportunities within the school setting. Competitive teams such as Battle of the Books enhance academic interests and provide mechanisms for student intervention and collaboration. Middle School students have an opportunity to engage in Genius Hour to explore and research topics that are important to them.

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

**District Response:** For students at the K-3 level, formal identification is not typical in Pamlico County Schools. However, services for students at these grades who demonstrate the potential for exceptional academic performance are important.
Pamlico County Schools is committed to developing and cultivating potential gifted learners to and to enhance the potential of all young children, thereby increasing their chances of being appropriately identified for gifted services and ensuring that their educational needs are optimized. The AIG Teachers will provide professional development on thinking skills, differentiation, and nurturing to focus on higher order thinking skills in K-3. The AIG Teachers also need time in their schedules to work directly with high performing students that have been flexibly grouped based on assessment data and teachers on enhancing reading, math, and critical thinking skills. This can be within the general classroom or in small group pull out sessions. In grades Kindergarten through 3rd grade, the Nurturing Program recognizes young children who demonstrate the potential for exceptional academic performance and/or intellectual giftedness. In addition to providing professional development, the district’s AIG Coordinator and the AIG staff at each school site will continue to collaborate with regular education teachers regarding potentially gifted children by assisting them with creating differentiated units of study and resources support.

One of the resources used in identifying our potential gifted learners is Primary Education Thinking Skills (PETS). PETS™ is a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3. The program aligns to the higher levels of Bloom’s Taxonomy.

Two additional resources used when working with our nurturing students are as follows:

~ Jacob’s Ladder - targets reading comprehension skills in high ability learners. In the form of three skill ladders connected to individual readings in poetry, myths/fables, and nonfiction, students move from lower order, concrete thinking skills to higher order, critical thinking skills. Tasks have been organized by skill ladders with questions and activities within each. Ladder rungs are organized to increase complexity in intellectual demand.

~ The Junior Great Books program – it combines high-quality literature, student-centered discussion, and activities that support reading comprehension, critical thinking, speaking and listening, and writing. This program combines classroom materials and an inquiry-based approach to teaching and learning to provide the essential elements students need to meet and surpass curriculum standards/goals for English Language Arts.

Our teachers also utilize Project-based Learning as a means to develop and cultivate our gifted students. Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. In Project Based Learning, teachers make learning come alive for students. Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project.

Additionally, Our K-3 school has daily rotations time for both reading and for math. The entire grade level is flex grouped according to the student needs based on student data analyzed during Professional Data Team meetings and Professional Learning Communities team meetings. During the rotations time, potentially gifted learners are grouped so that nurturing and talent building can
occur and be monitored and tracked.

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

**District Response:** AIG teachers are members of Professional Learning Communities/Professional Data Teams (PLC/PDT) at each school site that meet weekly and collaborate with other teachers and curriculum support personnel to develop differentiated curriculum units, plan instructional lessons/activities, analyze data, implement school programs, and assist in identifying potentially gifted students and/or determining what the gifted learners need (identified and potential). They also participate in regularly scheduled professional development/planning sessions with all school personnel. Each school has an AIG site team that helps oversee the AIG program at the school level. This committee includes regular education teachers that teach gifted students, AIG teachers, EC teachers (if needed), counselors (only at high school), and administrators, and conducts at least one meeting with parent representatives each semester. AIG teachers and teachers of gifted students in the regular classroom have scheduled planning times during the school day, on staff development days, and during planned summer professional development to develop high quality differentiated curricula and discuss/plan for individual or small group learning needs. There are also scheduled times for AIG teachers to present differentiation strategies to faculty and staff throughout the year.

**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 (DEP) or Individualized Differentiation Education Plan (IDEP) is created for each student in our district (K-12) who is identified for gifted education services. After the review of all the screening/referral/testing data, the AIG DEP team will recommend services for the upcoming school year. The DEP/IDEP will document in detail the continuum of services and support the student will receive for the current school year. Teacher-developed Differentiated Education Plans (DEPs) for identified students indicate learning environment and instructional service options appropriate for their indicated academic needs. DEPs also indicate the research-based instructional strategies to be used with the identified student. Content Modification and Enrichment opportunities are also documented on the plan. Both the general and the AIG teachers outline their responsibilities, along with the roles of students and parents in the educational process. A parent signature is requested on the DEP/IDEP along with all the AIG team members who help create and/or review the plan. This plan is developed by the AIG specialist, the classroom teacher, administrator, gifted chairperson, and parent. Depending on the maturity and/or age of the student, he or she may be invited to the meetings. The DEP or IDEP is reviewed annually at the beginning of the new school year. Parents and students (if appropriate) are invited each year to
review and discuss the plan. Teachers maintain documentation of each instructional strategy utilized and maintain samples of students' work indicative of the students' academic abilities. During the year, teachers update students and their parents regarding progress and performance. Conferences are scheduled throughout the year as needed to provide these updates on student progress or to amend the student's plan if needed. Any changes to the DEP/IDEP must involve all stakeholders including students and parents.

The DEP/IDEP for a high school level student (Grades 9-12) includes courses schedule and his/her projected 4 year plan.

Ideas for Strengthen the Standard:
- Continue to research resources and participate in professional development that augments curriculum and instruction
- Conduct parent information sessions on Honors and AP classes, Credit by Demonstrated Mastery, Parent Portal in PowerSchool, and the role of the AIG Counselor at PCHS
- Utilize MTSS (Multi-Tiered System of Support) framework to ensure we are accommodating a range of academic, intellectual, social and emotional needs of learners.
- Recognize that the use of on-going assessments are the driving force behind differentiation and grouping practices.
- Continue procedures for Credit by Demonstrated Mastery (CDM)
- Share differentiation strategies and resources at PLC
- Develop strategies to meet the needs of Intellectually Gifted (IG) students
- Continue research-based programs and seek out/investigate additional ones
- Provide innovative opportunities for 21st century skills integration, including Global Literacy and Service Learning
- Investigate portfolio opportunities in digital/non-digital formats
- Provide professional development to AIG staff and K-12 classroom teachers focusing on social and emotional needs of gifted learners, differentiation practices, digital literacy, and nurturing potentially gifted learners
- All DEPs/IDEPs and criteria for identification records documented in PowerSchool
- AIG progress reports that reflect student participation and progress are developed and shared when appropriate
- Explore criteria for students who may need higher services in history, science, and foreign languages (according to SBE policy GCS-M-001: High School courses taken in the middle school)
- Implement walk-throughs consistently with purpose
- Explore resources compatible with available technology applications
- Develop and implement STEAM initiatives within advanced clusters
- Time allotted during District PLC to discuss advanced courses
- Provide additional targeted curricula and social/emotional materials for the AIG subgroup
- Provide additional targeted materials for K-2 identification
- Revisit and implement the four-year plan for high school students or develop alternative DEP
• Share SENG (Serving the Emotional Needs of Gifted) Organization website information (sengifted.org) with all AIG and Counseling staff, with access to the regular SENG organization’s online updates and online professional development modules. Also, share SENG link with parents of AIG students.

• Consider soliciting input from parents prior to DEP development to increase parental involvement in services for the upcoming year.

• Beginning in the fall of 2019, all 8th grade students will complete a high school and career plan which will be used to select a challenging high school course of study. This plan will be reviewed annually with students and families prior to course selection for the coming year.

• Explore tools to assist with identifying potential in traditionally underrepresented populations.

Sources of Evidence:
1. lesson plans indicating differentiated assignments
2. learning styles and interest surveys completed by students
3. list of resources available from the AIG Lending Library
4. project-based learning units developed
5. documentation of K-3 nurturing
6. DEPs and IDEPs with signatures of participants
7. Student AIG folders
8. District/school professional development documentation
9. District policies for Credit by Demonstrated Mastery
10. Student products
11. AIG Curriculum resources/materials at each school
12. Benchmark testing results
13. Progress reports/report cards
14. Mid-year review forms
15. K-3 AIG teacher’s lesson plans and schedule
16. Student enrichment folders
17. AIG Program Handout
18. PLC notes and meeting agendas
19. School Improvement Plans
20. Staff meeting agendas
21. Documentation of parent meetings
22. Elementary, Middle, and High Schools AIG services/placement fidelity checks
23. Elementary, Middle, and High Schools AIG Services DEP checks
24. District PLC agendas/rosters
25. William and Mary Jacob’s Ladder curricula materials/Junior Great Books curricula materials
26. Middle school advanced mathematics courses
27. Primary Education Thinking Skills Professional Development rosters
28. Primary Education Thinking Skills Behavioral Checklists
29. Primary Education Thinking Skills Small Group Checklists
30. Baseline data of students identified gifted following PETS implementation
31. Annual evaluation to administrators, teachers, and random samples of AIG-identified students and parents
32. AIG Service Reviews document advanced content and research-based learning opportunities, including but not limited to, tiered assignments, curriculum compacting, independent study, and Parallel Curriculum
33. Four year plans documenting enrollment in at least two honors/AP courses per year
34. AIG growth data
35. Site monitoring data
36. PD agendas and rosters
37. Credit by Demonstrated Mastery support documents
38. AIG monthly PD agendas
39. AIG Credentials Google site
40. AIG district/school websites
41. Gifted staff schedules
42. PLC agenda/minutes (district and school sites)
43. Individual learning contracts
44. Problem or project based learning lesson and/or student products
45. Display various student projects for authentic audiences
46. AIG portfolios which follow students throughout their education career
47. Access to and use of data from a variety of sources
48. Rosters from programs, workshops, or information sessions
49. Parental newsletters
50. Vertical articulation meeting minutes for key transition points: elementary/middle and middle/high school
51. Pacing Guides
52. Curriculum Units
53. Enrollment and data from Honors and AP classes
54. Student Schedules
55. Enrichment and Resource classes
56. NCVPS courses
57. CEUs of participation in professional development opportunities
58. Progress monitoring checks
59. K-5 Assessments (Dibels, TRC, Math)
60. EOG/EOC data
61. Guidance Lessons and Activities
62. Agendas and minutes of sessions provided by AIG staff
Standard 4: Personnel and Professional Development

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

Practice A

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

District Response: Pamlico County Schools' (PCS) AIG Coordinator is AIG licensed and is supervised by the Executive Director of Instructional Services & Accountability. The primary role of this coordinator is to provide support to school administrators, AIG specialists, and classroom teachers regarding the most effective means to meet the needs of gifted learners. This guidance should be made in reflection of the standards and strategies outlined in this AIG Strategic Plan. In addition, the coordinator of gifted education works to provide clear and comprehensive descriptions and protocols as questions arise. This guidance includes outlining processes for student documentation (confidential files to include Active, Inactive, and Did Not Qualify -DNQ), addressing professional development needs (including those of AIG specialists at opportunities such as the NCAGT conference and university conferences), clarifying identification process, monitoring program services (progress reports, surveys), and connecting gifted services with other district initiatives.

AIG Coordinator Qualifications:

- Master's Degree in School Administration from an accredited college/university (preferred but not required)
- Academically or Intellectually Gifted Licensure
- Knowledge of North Carolina Standard Course of Study
- Knowledge of North Carolina State Gifted Standards
- Knowledge of educational guidelines
- Knowledge of effective teaching methodologies

AIG Coordinator Job Description (Knowledge and Responsibilities):

- Works with administrators, AIG teachers, and other personnel to guide, plan, develop, implement, revise, and monitor the AIG program and plan for Pamlico County Schools.
- Coordination of AIG Program system wide
- Member of the AIG Team at each school site
- Chairs the Gifted Education Advisory Committees (which includes parents and community stakeholders) and schedule/conduct meetings
- Manages the AIG budget and AIG purchasing
- Reviews/analyzes AIG student and program data and disseminate to stakeholders
- Organizes and oversees district professional development required for teachers of gifted learners within advanced content courses and conducts and/or schedules staff development as needed
- Schedules and conducts AIG staff meetings quarterly
- Conducts year-end reviews on AIG program effectiveness and makes modifications as needed.
• Monitors active and inactive AIG student files at each school site
• Perform any other responsibilities as designated in the PCS AIG Plan
• Maintains clear, equitable, and comprehensive student identification procedures for gifted screening, referrals, and identification
• Ensures consistency in program implementation
• Maintains the documentation of District AIG Team decisions
• Oversees processes for Differentiated Education Plans and annual reviews
• Provides curricula resources to appropriately challenge and serve gifted learners and students with gifted potential and encourages and supports the use of Future-Ready content and resources
• Provides support to personnel overseeing the delivery and planning of AIG instruction
• Monitors the credentials of teachers of AIG students
• Forms partnerships with school personnel from various departments including, but not limited to - Exceptional Children program specialists, subject area coaches, finance and accountability officials, and student services to meet the academic, intellectual, social, and emotional needs of gifted learners
• Oversees accelerative instructional and placement options within the schools—Encourages extra-curricular programs, competitions, and contests
• Forms partnerships with AIG stakeholders and district personnel to promote the goals of gifted education
• Coordinates communication with all AIG stakeholders including the District AIG Team, Gifted Education Advisory Committees, and AIG school site teams through the AIG website page, memos, newsletters, presentations, and minutes from meetings
• Reviews publications and any paperwork regarding AIG program and services
• Evaluates, refines, and informs AIG stakeholders of all aspects of AIG programming including a written plan, services fidelity, state funding, program evaluation, data collection and dissemination, and rights of AIG stakeholders
• Participates actively in regional meetings, professional development opportunities, and other state initiatives to support gifted programs
• Plans for structured visits to school sites to conduct feedback sessions with AIG Specialists
• Continues with monthly AIG Specialist meetings at each school site
• Makes plan reflection a part of each AIG Specialist meeting
• Reviews and maintains district AIG data and coordinates with AIG leads/chairs at each site in collecting school data, agendas/minutes from site meetings, and other requested reports as needed
• Performs duties designated by the Executive Director of Instructional Services

Due to recent retirements, the new AIG Coordinator is currently getting the AIG licensure as well as the Executive Director of Instructional Services. This license will be acquired by the end of the 2019-2020 school year. Because gifted education is housed under Instructional Services and Accountability, obtaining AIG licensure by the Director will be optional but highly encouraged. The AIG Coordinator is a district level position but will be housed at one of the school sites.
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

**District Response:** Pamlico County Schools’ AIG specialists/teachers are responsible for teaching the whole child, addressing all of the needs of the gifted learner. AIG specialists extend, enrich, and the curriculum. They are responsible for testing and evaluation for student identification. AIG specialists advocate for gifted students, their needs, and gifted programming.

Pamlico County Schools (PCS) have experienced many AIG licensed retirements and/or relocations to other districts/states. This has severely impacted our number of AIG personnel. As a result, each school site is actively recruiting master teachers to pursue AIG licensure/certification. The district is also highly recommending support staff such as Media Specialists, STEM teachers, technology Facilitators, and the two curriculum coaches to also pursue AIG licensure/certification.

AIG Specialist Qualifications

- Possess North Carolina Teaching License
- Possess certification in Academically or Intellectually Gifted
- Recognized as a master teacher by school administration/peers or demonstrates accomplished and/or distinguished ratings in all standards on the state teacher evaluation system

At the K-3 school (PCPS) we currently have one teacher with AIG licensure. During the 2019-20 school year one additional teacher will be completing the licensure. The goal at this school is to have at least one AIG licensed teacher at each grade level as well as the school's Media Specialist.

At the 4-5 school (FAA) we currently have two teachers with AIG licensure (one at grade 4 and one at grade 5). Currently the STEM teacher is completing the AIG licensure during the 2019-2020 school year. The goal at this school is to maintain AIG teacher representation at each grade level and to have the STEM teacher, the Media Specialist, and the Technology Facilitator obtain AIG licensure.

At the 6-8 school (PCMS) we currently have one licensed AIG teacher. Currently we have the STEM Teacher completing the AIG licensure during the 2019-2020 school year. The goal at this school is to get at least one teacher at each grade level to obtain AIG licensure as well as the Media Coordinator.

At the 9-12 school (PCHS) we do not have any teachers with AIG certification. We have two departments (English and Social Studies) that have a teacher currently working on AIG certification during the 2019-2020 school year. A part-time AIG counselor is employed at the high school to specifically meet with identified gifted students to address their needs through providing course guidance, Social-Emotional guidance, Career and College counseling, and assists in finding additional resources and/or programs that will enrich the gifted learner. The goal for this school is to get a teacher from the Math and Science departments to obtain AIG licensure. It is also encouraged that the school's Media Specialist obtains the licensure as well.

The Roles/Responsibilities of an AIG Specialist/Teacher are as follows:

- Provides support and feedback for teachers who teach potential and identified gifted learners through individual conferencing/work sessions, through Professional Learning Communities, and through Professional Development
- Conducts classroom visits for each teacher who work with gifted learners and provide feedback
• Serves as a member and maintains records for the school level AIG Team who oversees identification and placement decisions regarding gifted identification
• Works with PowerSchool and program records to provide accurate rosters for administrators, teachers, and counselors (high school only)
• Supports AIG programming by educating district personnel on the processes, procedures, and protocols in gifted education throughout the school year
• Provides parent letters, parent and student conferences, and DEPs
• Assists in reviewing students and school data and program evaluation data
• Assists in the development of processes related to screening, referral, identification, and placement of gifted students
• Meets with PLC’s at schools to assist in implementing strategies for AIG students and nurtured students
• Assists in distributing materials and resources to school personnel, students, and parents
• Attends District AIG Team meetings, site meetings, DEP meetings, and regional/state meetings when appropriate
• Participates in AIG In-House Audit as directed
• Helps redesign professional development for various gifted programming, such as, but not limited to William and Mary, Jacob’s Ladder, PETS, etc. to support system structures
• Assists in providing professional development/training or assistance to school personnel in matters related to advanced learning
• Performs duties designated by AIG lead Specialists at each school site and the AIG Coordinator
• Possess a working knowledge of PCS Academically or Intellectually Gifted (AIG) Program
• Will serve as a liaison between stakeholders (Parents, School, Student, and community).

Each school will provide AIG Lead Contacts who will oversee many procedures and processes within gifted programming. This Lead AIG teacher specialist will meet quarterly with the AIG Coordinator and other AIG Leads to discuss and review AIG programming and the local AIG plan.

In addition to the specialist/teacher Roles/Responsibilities, the LEAD AIG Specialist/Teacher at each school is responsible for the following:
• Serves as the AIG point of contact for parents and community stakeholders at the school site
• Provides leadership support for the AIG staff at the school site
• Maintains records for the school level AIG Team who oversees identification and placement decisions regarding gifted identification
• Reviews all AIG files for completeness and accuracy
• Works with the AIG Coordinator to collect program data, plan professional development, monitor the local AIG plan, and ensure AIG services are consistent and implemented with fidelity within the school site
• Works with school administration, school personnel and data information services to complete fidelity checks related to program services, teacher credentials, and required communications to the AIG Coordinator
• Manages tasks related to fidelity checks
• Organizes testing procedures for school personnel to test for appropriate student services
• Distributes materials and resources to school personnel, students, and parents
• Attends District AIG Team meetings, site meetings, DEP meetings, and regional/state meetings (as directed by the AIG Coordinator)
• Participates in AIG In-House Audit
• Facilitates the School AIG Team meetings (agenda, minutes, data analysis)
• Responsible for collecting AIG school data and sharing this data when requested by the AIG Coordinator
• Responsible for school site's active, inactive, Did Not Qualify, screening and referral files (paper and electronic)
• Responsible for transfer and receiving of AIG files when students leave/arrive individually or as a grade

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: Pamlico County schools recognize the need to ensure that all stakeholders within the school setting are provided with specific and appropriate professional development experiences related to the needs of gifted students. There is also a need to develop a system wide set of basic gifted education professional development requirements for all teachers who are assigned clusters of AIG students. With these needs in mind, a three years research based professional development plan will be developed in 2019-2020 to prepare teachers, counselors, and administrators to address the academic, social and emotional needs of the gifted, including special populations. The proposed plan for faculty and administrators utilizes faculty/staff meetings, study groups or Professional Learning Communities (PLCs), online professional development resources, and direct instruction on selected topics.

Professional development sessions are planned to be ongoing throughout the three-year plan cycle for 2019-2022 and will be integrated with existing system and school initiatives as appropriate. Feedback will be elicited from staff members as to their personal needs regarding gifted education topics through surveys, focus groups, and personal growth plans to plan for any additional staff development. AIG specialists will assist in the development and implementation of professional development, in conjunction with the AIG Coordinator and the Instructional Services Administrator, for all personnel involved in the AIG Program including classroom teachers, counselors, and administrators in all schools. In order to address the under-represented and the twice-exceptional student, special education teachers and ELL teachers will also participate in professional development sessions as well.

Professional Development Topics for Administrators, Teachers, and Counselors
• AIG Procedures, Processes, and Protocol Topics
• Differentiated Education Plan (DEP) implementation
• Screening, nomination, and referral processes
• The identification process
• Evaluation
• Service/Annual reviews
• Transition guidelines
• Scheduling, placement, and service delivery options
• Advanced content protocols

Additional professional development topics also include the following:
• addressing twice-exceptional student needs
• Social-emotional needs of gifted students.
• nurturing potential gifted learners
• professional development according to the needs of the school and personnel

The topics for the general education, special education and ELL teachers' professional development could include but are not limited to: Instructional best practices, district instructional priorities, Future Ready skills, technology integration, characteristics of bright and gifted Learners, and curriculum training and development. Additional professional development topics for classroom teachers would also include specific resource trainings such as:
• Instructional Practices such as PBL, Peer Review, & Differentiation
• Primary Education Thinking Skills (PETS)
• Jacob's Ladder
• Junior Great Books
• Mentoring Mathematical Minds
• Screener tools

Professional Development Topics for Counselors (high school only), School Social Workers and School Nurses will include the following:
• Social and emotional needs
• Why services?
• Issues in gifted education

Professional Development Topics/Work Sessions for School Level Administrators will occur during district principal meetings, summer leadership sessions, and individually if warranted:
• grade acceleration
• curriculum compacting
• master schedules and the AIG program (nurturing and identified services)
• District AIG plan and its impact on student achievement and student/teacher assignments
• AIG legislation
• AIG licensure and potential staff
• Flex grouping and clustering practices
• Professional development needs
• School level/District AIG data analysis - problem-solving session

To encourage teachers to pursue add-on licensure for gifted education, the district will reimburse all costs associated with the study guides, Praxis test and licensure fees until we have an AIG licensed
teacher at each grade level K-8 and subject/course department at 9-12. Support staff such as STEM, Media, Technology Facilitator, Content Coaches, and Counselors are also encouraged to obtain the AIG licensure. Their costs will also be reimbursed as funds are available.

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

**District Response:** All our AIG licensed teachers teach general education courses and/or provide general education services. These teachers meet the LEA requirements for the position they hold (NC licensure in grade level and/or content and AIG licensure). K-8 students are scheduled into regular classrooms with AIG licensed personnel when those teachers are available. However, the pool of available AIG licensed teachers is very limited at this time for Pamlico County Schools. As a result, students may be placed in classrooms with expert teachers that meet excellent EVAAS growth performance with gifted learners but do not have the licensure yet. Therefore gifted education professional development requirements will be established for personnel teaching AIG students and training will be provided in order to place AIG students in general education classrooms with teachers trained in gifted education. Teachers with gifted learners will be provided intensive support from the AIG personnel at both the district and school level. These teachers will have a professional development plan created and personalized based on individual needs.

Potential and identified gifted students are served by AIG licensed teachers for enrichment in grades K-5 and separate class instruction through clustering for reading and math areas in grades 4-5.

Potential and identified gifted students in grades 6-8 are clustered and served in classes with compacted and/or accelerated content in both English language arts and in mathematics. These clustered students are assigned an AIG licensed teacher if available. Math I is offered for grade 8 students who demonstrate/meet the criteria to take the high school course. Students may also elect to participate in virtual courses such as NCVPS in order to take additional high school level courses.

High school students (9-12) are served by an AIG licensed teacher (if available) through both direct instruction with honors and AP classes and indirect activities that includes counseling for course selections, college planning, monitoring of grades, and help with specific independent/individualized courses based on student need. An additional part-time counselor is employed by the district to address those indirect activities specifically with the AIG students attending the high school.

In addition to identified gifted students, high ability students K-12 whose trend data supports their potential to achieve at higher levels have access to advanced content with teachers who have specific training in how to continue to grow gifted learners.

**Practice E**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.
**District Response:** Pamlico County Schools' AIG program supports the district initiatives, which include building student relationships, making learning relevant, and future-ready innovation. The AIG coordinator and District AIG team (Gifted Programs) work collaboratively with district personnel and school level administration to provide professional development for instructional strategies through various workshops and training sessions that support the district's strategic goals and desired outcomes.

To ensure consistent understanding of district expectations for classroom teachers, AIG staff will continue to receive training in the following initiatives currently deployed during this AIG Plan cycle:

- Multi-Tiered System of Supports (MTSS)
- Project based learning
- Balanced Literacy
- Guided Math
- Writing to respond and express (Constructed writing responses throughout all the curriculums/courses)
- Digital Competencies and fluid/seamless integration with learning and teaching
- Team Teaching/Inclusion

The AIG Coordinator and/or AIG teachers will meet with district and school administrators as professional development calendars are created for each year to plan for professional development needed for AIG program goals at each school and its alignment with other system and school level initiatives as outlined in the Pamlico County Schools Strategic Plan and each school’s School Improvement Plan.

AIG professional development will be planned to meet national and state teaching standards and best practices for gifted education including future-ready skills and content at advanced levels. The alignment of the professional development to standards and best practices will be documented and transparent to all stakeholders. A relationship between each AIG professional development opportunity and the district and schools’ planning goals will be evident. Every effort will be made to collaborate with other district professional development personnel decision makers in order to blend and/or jointly provide the training or work session.

When opportunities arise for out of district professional development collaboration, Pamlico County School's AIG Coordinator will actively seek partnerships in order to expand the availability of training topics for teachers. Professional Development delivery options may include face to face or virtual (group or individual).

AIG staff will be encouraged to attend state and regional professional development in order to grow as a teacher of gifted learners and as a resource/mentor for general education teachers.

The AIG coordinator will attend university AIG conferences, regional 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:** Pamlico County Schools' AIG specialists/teachers utilize different setting opportunities in order to plan, implement, and refine applications of their own professional development learning:

Off-site and/or In-house professional development/workshop sessions:
University AIG conferences, state conferences, regional AIG work sessions and local in-service trainings provide an opportunity for professional development for teachers and specialists to learn and work together. Almost all conferences and professional work sessions provide team planning time within the schedule.

AIG staff meetings:
Beginning with this AIG plan cycle (2019-2022), time for collaboration and planning will be scheduled during all AIG staff meetings held monthly at each site. During this time, teachers will work individually or in groups of similar interest to develop lessons and resources to be used with gifted students. These lessons will be uploaded to a shared folder in Google Drive, arranged by grade and subject area, and can be used when planning with classroom teachers. Lessons from the NC AIG Instructional Resource Project and other researched based resources will be used as exemplars in planning.

Professional Learning Communities (PLC)/common planning times:
Pamlico County Schools expects the AIG licensed teachers who deliver direct instruction and provide support within grade levels, to be given time during a district AIG PLC 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.

Schools have worked to establish common planning time for AIG teachers and regular classroom teachers of AIG students and to include AIG teachers in the development of grade level curriculum maps and other grade level planning. Teachers of AIG students have common schedules to allow for common planning and collaboration. AIG teachers also have common planning times with other classroom teachers who have clusters of AIG students. AIG teachers participate in grade level and PLC meetings to collaborate and plan with other classroom teachers. These planning times allow opportunities for discussing the needs of the AIG students they teach and the differentiation needed in both the regular classroom and the AIG classrooms.

In addition to grade level planning and PLC time, the middle school level teachers of gifted learners have AIG students that are clustered on teams. This allows the teachers to have additional common planning times.

The high school AIG teacher/counselor also participates in PLCs and other planning meetings with teachers who teach in the same content area.

Vertical Alignment Meetings (VAM):
Vertical Alignment Meetings are meetings where two schools meet to discuss the students transitioning to the next school site level. It is also a time to discuss resources, best practices, successes/issues, and AIG planning/student data. These meetings happen three times a year:
Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY).

Selective collaborative work sessions after school:
AIG Specialists have scheduled time to plan instruction with cluster teachers. When sufficient days of service are provided for each school, planning will occur on a bi-weekly basis during the school day to minimize meetings before and after school. The use of electronic resources is also encouraged when time during the instructional day is not feasible. During this planning time, teachers will receive informal professional development as needed, reflect on lessons implemented, discuss formative assessment data, and plan for upcoming instruction. Additional planning with Exceptional Children Program staff and ELL staff will be scheduled to serve twice exceptional learners and other underrepresented populations.

**Ideas for Strengthen the Standard:**
- Pamlico County Schools will cover the cost to get our highly qualified teaching staff AIG licensed (Praxis, study materials, and License add on fee). We will continue to mentor additional staff in key grade levels and subject/content areas to become AIG licensed.

- Ensure that the schools include AIG professional development as part of the school improvement plan and teacher professional development plans as appropriate.

- Establish specific professional development opportunities for each of the following groups involved in AIG programs: school counselors, exceptional children program teachers, ELL personnel, Administration, other specialists, and teaching staff.

- Provide targeted professional development, in a variety of formats to help all personnel understand the needs of gifted learners and the local AIG program.

- Provide an annual needs assessment survey to certified staff and principals to determine the direction for staff development with AIG emphasis.

- Direct all schools to provide a dedicated AIG licensed teacher (AIG Chairperson) to oversee school level gifted programming (similar to processes used in Exceptional Children's' Programs).

- Provide ongoing support for teachers who are pursuing, or have earned AIG licensure.

- Increase the number of teachers seeking AIG certification (at least one per grade level and one per core area (math, science, social studies, and ELA) in grades 9-12.

- Work with Human Resources Division and principals to develop a process for evaluation of AIG Specialists which includes Roles and Responsibilities of AIG Specialists

**Sources of Evidence:**
- AIG licensure rosters
- CEU data from all AIG teachers
• Professional Development aligned with AIG programming needs
• Professional Development aligned with AIG staff needs
• School Improvement Plans that address AIG needs
• Increased percentage of AIG licensed staff
• Mid-year review forms
• Teachers’ Professional Growth Plans addressing AIG professional growth goals/licensure
• Instructional snapshots, observations
• Professional development rosters
• List of teachers working on AIG credentials
• Registration for gifted conferences/workshops
• Gifted Specialists/Staff schedules
Standard 5: Partnerships

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

Practice A
Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

District Response: Annual DEP meetings, although important, do not completely ensure or safeguard the needs of AIG students; therefore, the program recognizes the importance of continuing and increasing parental partnerships and communication through the use of the school/district AIG website pages, newspaper articles, newsletters, AIG Parent Events, parent conferences, surveys, and parent meetings (Parent Advocacy and/or Gifted Leadership Advisory Team meetings).

Differentiated Education Plan (DEP) meetings are held with the parents at the initial identification meeting and annually each fall to discuss the most appropriate services for their child. In addition to DEP/IDEP meetings, annual parent information sessions are held at each school providing parents with information regarding programming and service options. Pamlico County Schools’ Gifted Advisory Team meets twice a year (fall and spring) to review, discuss and revise the district AIG plan during each plan cycle. The Gifted Leadership Advisory Team includes representation from various stakeholders including parents, classroom teachers, administrators, and central leadership. Meeting formats allow all participants opportunities to establish goals, review program evaluation, and address various commendations and concerns. A Gifted Learner Parent Advocacy Team will meet quarterly to discuss concerns, give suggestions, review feedback from surveys, and analyze survey data to identify successes and areas to strengthen.

In order to keep parents informed of existing partnerships and to encourage new opportunities, the AIG Team at each school will also maintain a publicly viewable social media presence (web-site, Twitter feed, Facebook Group, etc.) as well as share experiences and opportunities through a monthly newsletter. In the same way, at the district level, a quarterly newsletter will be published and distributed virtually and in print where requested. The district will also maintain and enhance the gifted services website. The AIG plan is posted on these websites, and brochures outlining our policies and services are made available in print at all schools, meetings and special events in addition to being located on the websites.

Parents and families are also invited to meet with AIG teachers during parent conferences and at other times when parents are participating in school sponsored activities. Sessions related to the AIG program will be held during family nights and other specified times in the schools where parents and/or community are invited to attend. AIG students showcase projects during various times, such as STEM nights, Open House nights, parent conference nights, etc., when families and the community are invited to attend. Opportunities for discussion and feedback are available at these activities.
One way the AIG teams at both school/district level intentionally communicate to collect meaningful data and holistic data about our gifted education services/program is through surveys. Surveys are provided to collect data and feedback from teachers, administrators, students, and parents. These surveys will be made available early fall and late spring each year.

At the elementary level, AIG Teachers have the most direct contact with parents and families. Each AIG staff member designs opportunities within the school setting and through extra-curricular offerings which seek to meet the needs of students, parents, and families.

**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:** Throughout each school year Pamlico County Schools' (PCS) AIG Program shares information with all stakeholders regarding the local program, plan, and policies through various media, and face-to-face meetings. AIG District/School personnel present AIG programming information and updates annually. School staffs hold annual meetings with parents/families regarding gifted services. The district and schools' website includes general programming information and a copy of the AIG plan, as well as highlights AIG policies and practices.

At both the district and school site level, communication currently flows to stakeholders through several channels. Beginning with 2019-2020 school year Gifted Education services is redesigning the Gifted Education website at each of the 4 schools and at the district level with tabs for various stakeholder groups and focused on a number of topics including being the parent of a gifted child, understanding the local AIG plan, policies related to gifted education, and general resources for gifted. Gifted services will also utilize social media, especially Twitter and Facebook, to share resources and events supported by AIG and involving AIG students. Gifted services will also be featured on our Instructional Services quarterly district newsletter. This newsletter is distributed electronically to a variety of stakeholder groups and is available for download to anyone via the district website. The AIG Parent Handbook/Brochure and presentations which share information about the AIG Plan and program that are conducted at Open House and parent meetings and are conducted at each school are also housed on the webpage. Paper copies of the local AIG plan and any of the AIG resources will be available at each school and district office.

The AIG Program brochure is shared with parents when referrals are made, during AIG eligibility meetings, and is given to parents during AIG information sessions held at schools during times such as Open House, parent conferences, family nights, etc. This handbook/brochure outlines resources, rights, and general information regarding AIG services in Pamlico County Schools. Guidance counselors at the high school and the other three schools' office staff have the AIG Program Handouts to share with families who are transferring in to Pamlico County Schools during the year. Brochures will be available at each of the school offices, the district office, online, and in AIG teachers/staff classrooms and/or offices.

The AIG Program has contact information including names, emails, and phone numbers for the Executive Director of Instructional Services, the AIG Coordinator and lead AIG teachers at each school so that parents and others can contact them with questions or concerns involving any aspect
of the AIG program and plan. This information will be located on the AIG websites, in the AIG brochure and any other AIG information document that is available and/or accessible to stakeholders.

In addition to the district newsletter, each AIG teacher provides parents with specific information about the services provided at each school via school site AIG newsletters which are sent home monthly with elementary students. At middle schools, newsletters are sent with progress reports and report cards to AIG and nurtured students with copies posted on the school's AIG webpage.

At elementary school level, the AIG Team will create a monthly newsletter which is shared with parents and staff members. In addition, the AIG teachers are encouraged to utilize social media, online learning platforms with parent access (for example, Edmodo), and other means to share information with stakeholders.

Parents are provided copies of all forms used during eligibility meetings.

The Student/Parent Handbook from each school will have an AIG information section that provides a description of the AIG program/services, a list of people to contact for more information on AIG services, and where to get additional resources relating to AIG/Gifted learning.

**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:** Pamlico Gifted Advisory Board consists of several AIG stakeholders to include an AIG teacher from each school site, a parent/family member of a gifted child from each school site, school level administration from each school site, the AIG coordinator, the Executive Director of Instructional Services, an instructional/support staff member from each school site, and community members with a vested interest in gifted education. This group will represent our county’s diversity and under-represented populations as well.

This Advisory Board will meet biannually and will be utilized in the following ways:
1. Provide feedback on the current AIG plan
2. Address concerns that involve programming
3. Provide insight for community involvement and partnerships for our advanced students
4. Monitor timelines and identification procedures
5. Address public perception of the opportunities available in the program

Instructional/Support staff member may include the following:
- STEM teacher
- Media Specialist
- Technology Facilitator
- Curriculum Coach
- EC personnel
- CTE personnel
The community members will come from the following partnerships:

- **NAACP- MISSION STATEMENT:** The mission of the National Association for the Advancement of Colored People is to ensure the political, educational, social and economic equality of rights of all persons and to eliminate racial hatred and discrimination. Pamlico's local chapter as a vested interest in the African-American student population, especially the male student's under-representation in the AIG/Gifted services.

- **PYDCO- Pamlico Youth Development Community Organization:** Their Mission: Improve the educational, moral and economic well-being of the youth of Pamlico County. PYDCO, Inc. is a 501 (C) 3 Non-Profit Youth Development Organization whose mission is to improve the Educational, Moral and the Economic well-being of the youth of Pamlico County. PYDCO, Inc. has been operating in Pamlico County since 2004 and has done outstanding work improving the educational well-being of our youth by mentoring and nurturing the youth of Pamlico County.

- **CAMP Sea Gull/Seafarer:** They are two YMCA camps that sponsor and provide Youth and Government activities at the high school. Because we are a low wealth county/school system and the majority of our students economically disadvantaged, these camps provide community outreach to our K-12 students for summer camps and other special camp sessions throughout the year.

- **Rotary Club:** one of our civic organizations that partner with our school system and individual schools in numerous ways. The local chapter provides dictionaries/thesauruses to all grade three students. The club also sponsors high schools students in RYLA leadership seminars. Rotary also sponsors a recognition program each month at the board of education meeting, a student from the middle school and a student from the high school that has been chosen because they embody the Rotary's four-way test: 1. Of the things we think, say or do Is it the TRUTH? 2. Is it FAIR to all concerned? 3. Will it build GOODWILL and BETTER FRIENDSHIPS? 4. Will it be BENEFICIAL to all concerned?

- **Local Churches:** The pastors from many of our local churches provide access to their buildings for community meetings, school testing (AP), and provide school supplies and weekend backpack food for many children.

- **HeartWorks- HeartWorks is a 501© (3) nonprofit community service agency in Bayboro, North Carolina. Their mission is to address the underserved mental and physical health needs of youth and their families in Pamlico County and surrounding areas. Education is the cornerstone of their efforts. Nurturing is their method. Heartworks provides afterschool services for many of our K-8 students and they also provide summer care. The director collaborates closely with the Executive Director of Instructional services to provide an effective educational and social emotional program that mirrors our vision and goals.

- **Pamlico Partnership for Children (PPFC) - their goal:** Strive to bring together the whole community, as well as parents, teachers, and child care providers to create positive change for our children. PPFC is public-private collaboration and is a supporter of a growing effort to provide assistance to the families and children living in our community.

- **BOSCH:** they are an international advanced manufacturing corporation with a local facility in our neighboring county. They provide summer intern experiences for teachers and also student internships. They also provide grant opportunities that support our STEM efforts.

- **Hodges Educational Foundation- An independent, nonprofit foundation serving high school students**
in Pamlico County, the Hodges Education Foundation was established and initially funded in 2003 by Richard and Patricia Hodges, who had a vision for seeing young people in Pamlico County, succeed in a competitive employment market. The Foundation's program—Leadership Information for Tomorrow's (LIFT) mission: To prepare Pamlico County Youth to be successful in a competitive employment market by providing supplemental education that will enhance their personal development. LIFT provides live, in-class, intensive core skills training which aligns with Pamlico County Schools’ 21st Century Learning Model, benefiting local upper-grade students at PCHS, PCMS, Arapahoe Charter School, Pamlico Christian Academy, and Heartworks Teen Leadership Academy.

- Perry Griffin/Walker Foundation- One of the missions of the Perry-Griffin Foundation, Inc. To provide scholarships to qualified graduates of Pamlico County High School who plan to attend North Carolina Public Universities and Community Colleges. This Foundation has expanded its supports to include scholarships educational personnel, fiscal resources to provide local courses that meet student interests such as Drama and Chorus. This foundation also provides financial assistance to schools to purchase evidence/research based resources and materials to meet the needs of our students due to our low wealth status. Perry Griffin Foundation also supports quality professional development at the district and school levels in order to ensure quality instruction and engaging learning opportunities for our students at all grade/age levels.

In addition to the Pamlico Gifted Advisory Board, a parent/family focus group and a community support focus group will also be formed during this AIG plan cycle. These two focus groups will provide feedback and rich discussion from the viewpoints they represent.

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 AIG specialists/teachers/staff work to match opportunities with the unique needs of each student. Pamlico County Schools currently enrolls around 1,400 students K-12. ESL students make up less than 5% of the student population. Collaboration with the district ELL instructor will ensure that AIG information and opportunities for AIG students may be shared with students and families in their native language. ELL staff will assist in translation support for parent meetings as needed.

Parents and students are informed about opportunities through communications from AIG teachers and AIG Coordinator, as well as other communications from the school through weekly folders sent home to parents (K-5), Google Classroom (6-8), Canvas (9-12) and through postings on the district/school websites and other social media (K-12).

Our AIG Program wants to ensure the participation of stakeholders by communicating through several modalities. This is not all inclusive but identifies the most utilized:
- Elementary monthly newsletter- it will cover curriculum topics/units of study for the month, enrichment opportunities available (such as camps, afterschool activities, or independent/at home
activities), resources for both students and parents, schedule of special events, meetings, showcasing student work, and interest pieces written by students and/or staff

• Middle school quarterly newsletter- same as elementary newsletter but quarterly
• AIG District Quarterly Newsletter- covers the AIG program happenings at the district level for all schools, parent FAQ section, resources to assist parents raising gifted learners, where to go for additional resources, who to contact for questions, concerns, suggestions, or celebrations, and upcoming parent meetings, advocacy meetings, and/or advisory meeting, survey/data analysis- report of findings
• LEA/School websites – houses the AIG Plan, brochure, newsletters, parent resources, calendar of events, screening, referral, and identification processes, service delivery options, presentations/handouts from parent nights, who to contact and job/responsibilities, survey links, AIG data findings (general), survey results, national and state legislation, minutes and synopsis from Gifted Advisory and Parent/Community Advocacy meetings, opportunities (camps, programs, training, activities)
• Social media- calendar of events, reminders, and showcasing AIG activities
• High school AIG counselor- advise students/families (courses/college-career), social-emotional supports availability for students/families of gifted learners, answer questions/problem-solve (advocate)
• Parent nights- topical (AIG program, AIG plan, screening, referral, and identification processes, nurturing, parent resources, service delivery options, Q and A
• Parent conferences- DEP/IDEP, student progress, individual concerns and/or opportunities for enrichment outside of the classroom/school
• Alert Now phone calls- reminders about parent nights, student events, etc.
• Surveys/Survey Analysis- to obtain feedback on what parents and students want and need (opportunities not provided but are desired), how the current AIG programming impacts student learning, and perceptions/analysis of surveys to keep parents and community stakeholders informed

Although most of the AIG resources and forms are already available in paper form, a paper copy will be provided for any electronic resource if requested.

ELL translations will be made for families if needed for any of these communication modalities.

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

District Response: Pamlico County Schools:
• Makes information available to the community stakeholders through the AIG district/school websites, AIG brochures, involvement on the Advisory Board and/or Community Advocacy Focus group
• Collaborates and develops strong partnerships with community stakeholders that benefit our students by providing resources and program support
• Works with local industries and business for mentoring programs and certifications

(Please see Standard 5 Practice C for more details on our established community partnerships)
Pamlico County Schools' gifted education staff offer two open AIG meetings during the fall and the spring semesters to educate all stakeholders regarding the AIG program's policies and information concerning gifted students. These are advertised through social media, AIG websites, parent notifications, and Alert Now telephone system.

The AIG program goals are shared with businesses, industries and other stakeholders in the community through the district website, brochures, and other forms of communication to elicit support for the AIG program. The AIG program seeks support from all parents/families, institutions of higher learning, local businesses and industries and other stakeholders within the community to accomplish specific program goals, such as recruiting volunteers for extra-curricular opportunities for AIG students and/or providing enrichment/exploration opportunities through resources and programs.

The AIG coordinator and district AIG Team invites participation in the Gifted Advisory Board to reflect the diversity of AIG parents/families and the community (see Standard 5 Practice C).

Pamlico County Schools collaborates with Pamlico Community College and other neighboring county community colleges to offer dual enrollment for students. Pamlico Community College has a satellite campus adjacent to the high school campus. Dual enrollment students can attend classes there and at the high school during the day.

Guest speakers are invited to present information in their area of expertise which aligns with AIG units of study. This includes face-to-face presentations (for example engineers working in various fields from Fleet Reserve Center in Havelock) and digital presentations via Google hangouts (computer programmers to support learning computer coding). ACT boot camp has been heavily supported by local businesses and organizations such as the Pamlico chapter of the NAACP who have provided food for camp participants, many from low socioeconomic backgrounds, as well as paid stipends to the teachers who run/teach the camp. At middle school we have used Cherry Point, NCSU, local photographers, and local community members that participate in Genius Hour.

At the school level we employ staff that collaborate and partner with the community stakeholders and, in turn, are able to provide guidance and supports for students:

• 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 that lead to certifications and credentialing.
• Counselor and Career Development Coordinator and the community college personnel provide information regarding opportunities with local colleges and universities as it relates to extension learning (camps, sessions, and enrollment).

**Ideas for Strengthen the Standard:**

• Finding meaningful ways to connect with businesses and community members. Connecting with community members to enhance the offerings available to gifted students (for example, holding an
AIG student mini-conference, creating an AIG student summer camp, involving community members in enrichment events, etc.)

- Enhancing the relationship between Institutes of Higher Education and Onslow County Schools in order to provide direct support to teachers who have already obtained AIG licensure or earned the local certificate.
- Enhancing communication through a variety of media outlets including Onslow County School television, newsletters, social media, and email list serves.
- Possible sponsorships from businesses to support mini-summer camps and programs
- Work with community partners to create opportunities that enrich and extend learning opportunities for gifted students; like mentorships, job shadowing and internships.
- Seek community sponsors to increase academic competition opportunities and field experiences.
- Develop strategies to improve/increase community connections to gifted education
- Provide intentional opportunities for parent involvement at school level
- Plan parent/family/community sessions on topics related to gifted education that will help them support the academic, intellectual, social, and emotional needs of AIG students.
- Coordinate communication efforts with other parent involvement initiatives provided by the schools, such as sessions during open houses, parent conferences, and parent nights.
- Improve the representation and involvement of parents/families and community members from the diverse demographic make-up of Pamlico County on committees that help develop, implement, and monitor AIG plans and programs.
- Continue to seek partners with institutions of higher learning to support the needs of gifted students.
- Maintain consistency in stakeholder participation in meetings by surveying for best times and days to have the meetings.
- Agendas are transparent and surveys target specific areas of need.

**Sources of Evidence:**
- District and School AIG Websites
- Site Monitoring Data
- Gifted Advisory Board meetings and agendas
- Stakeholders Advocacy Focus Groups meetings and agendas
- School-based newsletters
- School-based Informational Meetings
- Differentiated Education Plans DEP/IDEP
- Gifted Informational Sessions agendas
- AIG district and school informational PowerPoints
- Academic Enrichment Events
- Partnerships with universities and the community college
- Partnerships/Sponsorships from community partners
- Email Listserv
- Social media and Newspaper artifacts
- Website links to resources/partnerships
- AIG Team meeting documents (District and School sites)
- Stakeholders Survey and results
• District publications
• Committee membership rosters indicating community and parent/family participation
• Needs assessment results from parents and community sources
• Community partnership links
• Documentation of outreach events and publications
• Translated documents/forms in various modes used to communicate to parents/families and community
• AIG Plan shared through the district website, brochures, and other forms of communication
• Communications showing stakeholder support of the AIG program
Standard 6: Program Accountability
The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

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

District Response: Pamlico County Schools Gifted Advisory Board develops a written AIG plan, in accordance with the state legislation and SBE policy (N.C.G.S.115C-150.5-.8). This plan describes our local AIG program for the 2019-2022 plan cycle.

In the development of this local plan, the 6 Standards and all practices have been addressed fully. Pamlico County Schools Gifted Education personnel:
- outline student identification and placement,
- provide differentiated curriculum and instruction,
- describe personnel roles and professional development,
- deliver comprehensive programming within the total school community,
- create partnerships and involve various stakeholders, and
- ensure program accountability.

Completing the LEA Self-Assessment Tool for Local AIG Program provided a clear understanding of Pamlico County Schools’ program’s strengths and areas needing improvement. Surveys and interviews with parents of gifted learners, AIG licensed teachers, general education teachers who teach gifted learners, school and district administration, other support personnel such as STEM teachers, Media Specialists, Technology Facilitators, ELL and Exceptional Children staff, provided additional insight and perceptions to assist in the 2019-2022 local AIG plan development.

Work sessions occurred with the District AIG team in order to begin developing the local AIG plan using the Plan-Do-Study-Act (PDSA) model. PDSA is an iterative, four-stage problem-solving model used for improving a process or carrying out change. When using the PDSA cycle, it's important to include internal and external customers; they can provide feedback about what works and what doesn't. After reviewing the 2016-2019 plan and all our current student achievement data, identification/program data, and surveys/interviews analysis it was determined that we needed a new vision, mission and beliefs to guide our new AIG plan development. After these were created in an AIG collaborative work session, each of the six standards and their practices were addressed in length.

To finalize the 2019-2022 AIG plan for Pamlico County Schools, the AIG Plan for Pamlico County Schools is presented to the local board of education on July 8, 2019. The plan was approved by the seven member Board of Education for Pamlico County Schools. The Executive Director of Instructional Services and the AIG coordinator submits to the State Board of Education/Department of Public Instruction for review.
Over the duration of this local AIG plan cycle, the District AIG Team, the parent and community partnerships advocacy focus groups, and the Gifted Advisory Board will continue to evaluate identification criteria, instructional service options for identified students, and other required facets of the district AIG Plan.

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: Pamlico County Schools employs an AIG Coordinator to oversee the implementation of the plan throughout the district and to ensure fidelity of implementation of all AIG program components. The AIG Coordinator is responsible for organizing and facilitating the District AIG Team, the Gifted Advisory Board, and the four Stakeholder Focus groups (parent, teacher, student, and community partners) created during this current AIG plan cycle.

Pamlico County Schools' AIG school team and a District AIG team monitor the implementation of the local AIG plan and to ensure fidelity of its implementation. AIG Stakeholder Focus groups will provide input, feedback and perception feedback on the AIG program and the local plan.

Other Input from stakeholders (parent, teacher, student, and community partners) is collected and gathered in the fall and in the spring of each year to evaluate the gifted program. Collection is done by surveys, interviews, and conferences. Meetings at the district level will be monitored and the data/feedback collected by the AIG Coordinator. Meetings at the school level will be monitored and the data/feedback collected by the AIG chairperson at each school.

The AIG chairpersons at each school is responsible for collecting the necessary data/artifacts needed at the meetings (school and district level) and for maintaining minutes and documentation to share with the AIG coordinator. They also monitor the DEP/IDEP paperwork to ensure that the process was completed correctly and uniformly. The chairperson will house the paperwork/artifacts from the screening, referral and identification processes as well as check the PowerSchool AIG data as needed for accuracy. They also monitor the implementation of nurturing strategies, professional development, and PLC strategies by conducting class walk-throughs, observations, and data analysis/reviews. The AIG chairperson reports to the AIG Coordinator.

The AIG Coordinator is a member of the AIG Team for each school and attends all initial identification meetings to review student data, determine eligibility, and place students in the AIG program. The AIG Coordinator also reviews all DEPs/IDEPs and is responsible for monitoring individual student files at each of the school sites and in Power School. The AIG coordinator also organizes and facilitates the quarterly Gifted PLC chairpersons meetings. At these meetings the PLC members review, revise, and improve implementation of the AIG plan using data available from surveys, meetings, student data, and other sources as appropriate.

The AIG Coordinator also organizes/facilitates the District AIG Team Meetings, the Gifted Advisory Board meetings and the Stakeholder Focus groups (parent, teacher, student, and community partners). At these meetings, feedback is collected from the stakeholders’ members; data is shared from the school level AIG Team meetings. Recommendations, concerns, and accolades are recorded
by the Coordinator and housed at the district level to be shared when appropriate.

Additionally, the AIG Coordinator will review the available district/school AIG data in along with the data provided by the AIG chairpersons. Meetings will be scheduled as needed with school and district level administrators, teachers, AIG specialists, and the district testing coordinator in order to collect and/or review data for gifted students and under-represented students.

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

**District Response:** All state funds allotted to Pamlico County Schools are used for gifted staff, professional development, and resources. AIG budget is developed by AIG district coordinator, Executive Director of Instructional Services, and Assistant Superintendent Business Services based on needs of the current local AIG plan.

In the late spring of each school year, the AIG Chairperson at each school site will meet with faculty and administrators to discuss AIG budget needs and priorities for the upcoming school year. These budget requests are forwarded to the AIG Coordinator, who collaborates with the Executive Director of Instructional Services to ensure that the requests are aligned with the AIG program and local AIG plan. The approved requests are then forwarded to the Assistant Superintendent of Business Services for final approval.

Throughout the school year, the Assistant Superintendent of Business Services reviews the AIG budget monthly and shares budget updates with the Executive Director of Instructional Services who, in turn, shares the updates with the AIG coordinator. The AIG budget is part of the regular agenda at all team and advisory meetings at both the school and district level.

The 2019-2020 budget is as follows:

**Personnel/AIG Licensure (85% of allocated budget)**
Pamlico County Schools utilizes state-allotted funds for AIG licensed personnel to instruct gifted and potentially gifted students in general classroom settings and believes it is vital to have an AIG certified teacher at each grade level and additional personnel as needed to meet the needs of gifted students. From 2017- June 2019, many of our AIG licensed staff have retired or have moved out of our school district. Because of this, AIG licensing is now a high priority area for the 2019-2022 local AIG plan cycle. Funds will be allocated to cover expenses for teachers to take the AIG Praxis Exam and to have the certification added to their teaching license. It is the district's goal to have an AIG licensed teacher at each grade level K-8 and in each core area (science, math, social studies, and English-language arts) at the 9-12 level. The district also encourages support teaching staff in the areas of STEM, Media, Technology, and School Counselor to seek AIG licensure. The new AIG coordinator, K-5 Curriculum & Instruction coordinator and the Executive Director of Instructional Services will seek AIG licensure in order to better serve the AIG program. In addition to these three district leaders, three teachers, two STEM teachers, and a counselor are pursuing licensure in the 2019-2020 school year. AIG funds are also used in conjunction with other funds to employ a district AIG Coordinator.
Testing/Curricula Resources (5% of allocated budget) and Professional Development (10% of allocated budget)

The AIG budget will allocate for AIG testing materials and scoring, curricula resources, and professional development for advanced learning staff and general education staff. We currently use the CoGAT for testing. The CoGAT and the scoring must be purchased each year for grade 3 testing and for additional testing when students are in the AIG referral process. Curriculum resources such as Jacob's Ladder, Junior Great Books, and P.E.T.S. will be ordered to update/replenish our current collection. Materials for the AIG professional library are purchased when requested. Professional Development in the areas of nurturing, Social-Emotional needs of the gifted learner, identifying giftedness in under-represented subgroups, best differentiation practices, and AIG resources will be provided during this AIG plan cycle. Opportunities for AIG staff to attend regional and state training and AIG conferences will also be budgeted in order to provide professional growth and networking among AIG staff across districts and state. The budget will also have a line item for the AIG coordinator to attend regional Coordinator meetings, state level meetings, and the New AIG Coordinator training sessions.

Other funds, when applicable, will be used to enhance the educational program for gifted learners. These funds may include federal monies, local monies or grants. The AIG staff is also encouraged to apply for grants to fund materials and projects for their classrooms.

If warranted, the AIG budget may be revised and updated by the District AIG Team but must be supported by the Gifted Advisory Board. Budget revisions must be approved by the Assistant Superintendent of Business Services. Major revisions will be reported to the local board of education.

At the end of the 2019-2020 school year, the 2020-2021 budget will be created. The same process will be followed each year.

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

District Response: Pamlico County Schools maintains, analyzes, and shares information about student achievement and growth data. Data regarding AIG students-achievement, student growth, and annual drop-out data is gathered by district and school administrators in conjunction with the district testing coordinator. This is an ongoing process throughout the school year. This information is shared with the AIG coordinator and teachers in the monthly school meetings and in the quarterly district level meetings.

District personnel share district, school, and grade level data with school level administrators and school improvement teams. Each administrator presents school, grade, and subject data to the PLCs, and teachers receive their personal data for previous students and projected data for current students. District and school personnel include AIG performance as a subgroup in this data analysis.

AIG leadership at the district level and AIG specialists utilize multiple sources of data to examine student achievement and growth. During the summer and fall, as the data is made available by the state, and in collaboration with the Executive Director of Instructional Services and Accountability, the
AIG Coordinator and AIG chairpersons analyze student achievement and the growth data from EVAAS to help determine program effectiveness; to make decisions for AIG programming; and to determine if the needs of gifted students they serve are being met. An action plan is created to address any areas of improvement and progress toward goals is reviewed during site visits by the AIG Coordinator and/or AIG Chairpersons.

The following are examples of the types of monitoring that are ongoing throughout the year to ensure that the implemented curriculum is having the desired impact on student achievement and growth:

- Student performance on all K-2 assessments
- Student performance on state EOG tests in grades 3-8. End of grade test results are analyzed each year to determine whether or not gifted students are demonstrating growth.
- Student performance on EOC/NC Final Exams in grades 9-12.
- Enrollment and student scores in Advanced Placement, honors, online/virtual, and dual enrollment classes in grades 9-12.
- Student scores on universal screenings in reading and math
- Student scores on PreACT, ACT, SAT, WorkKeys, and other national tests
- Scholarship awards to seniors and post-high school plans
- Annual dropout data

During AIG Professional Learning Communities, EVAAS data for gifted students is examined to identify trends at the district level, school level, and where accessible, at the classroom level. In some cases, AIG Specialists have access to student level data as well. Data is examined and then processes for improvement are identified. Additionally, other sources of data to include benchmark testing, teacher reports, and evidence of student work from time spent with the AIG specialist is also reviewed and discussed at the monthly AIG meetings. In adhering to all FERPA rules, the data, analysis of the data, and the action plan to address the areas needing improvement, from the schools, will be shared at the quarterly district AIG Team meetings and the Gifted Advisory Board meetings. AIG data/analysis (meeting FERPA rules) is also discussed at the Stakeholders AIG advocacy focus groups’ meetings. Additionally, an annual "AIG Special Report" that contains a data analysis (meeting FERPA rules) and our action plan to address any areas of improvement will be shared with parents at a parent night meeting and with our local Board of Education (BOE) at one of the monthly meetings. This report will also be accessible on the AIG website.

Through collaboration with our testing coordinator, AIG Coordinator, and school AIG Chairpersons spreadsheets will be created to reflect the following:

- K-3 3D Reading (Dibels/TRC) and iStation data (mainly for nurtured students)
- K-2 Math Assessment
- Benchmark scores/NC Check-ins Benchmark Scores
- EOG scores
- EOC scores
- NC Final exams
- AP scores
- PreACT, ACT, SAT, WorkKeys, and other National tests
- AIG student high school drop-outs
- Underachieving AIG students
- Honors courses
Online/Virtual courses
Dual Enrollment courses

AIG staff is currently developing a process to track the performance of gifted students using these spreadsheets. The data analysis will also reflect the AIG student performance as compared to students not identified as gifted. This process will be deployed during the 2019-2022 plan cycle.

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: Pamlico County Schools' gifted services seek to provide excellent services to all gifted and potentially gifted students. Gifted Services monitors various subgroups represented within the gifted education program. AIG data is analyzed by looking at the group as a whole and by analyzing the data of each subgroup represented in the AIG data. The AIG Teams at each school monitor the demographics of the AIG program as well. At each school site, AIG Team records will provide documentation of the inclusion of special populations in screening, nomination, referral, and placement procedures. The teams continue to seek alternative paths and resources to cast a wider net for student identification.

In collaboration with the school data managers, the district testing coordinator, English Language Learners educators, exceptional children program teachers, counselors and AIG specialists, the AIG Coordinator will collect and organize data which reflects the representation, performance and retention of under-represented populations to include:

• AIG students who are culturally/ethnically diverse
• AIG students who are economically disadvantaged* (*This subgroup data is FERPA protected and not accessible in this format)
• AIG students who are English Language Learners
• Twice-exceptional AIG students
• Highly gifted AIG students

Annually, AIG staff, with the assistance of the Executive Director of Instructional Services & Accountability, will analyze AIG achievement and growth data using information obtained from EVAAS reports, and determine if needs of gifted students they serve are being met. An action plan is designed and progress toward goals is reviewed during quarterly site visits by the AIG Coordinator and/or school level chairperson.

Gifted learners/higher performing students are cluster-grouped or individually placed in advanced content grouping/courses in order to nurture potential of all populations. Through such inclusive programming, diverse populations have access to advanced content including culturally/ethnically diverse, economically disadvantaged, ELL, and twice-exceptional students.

Representation of under-represented populations is monitored for AIG referrals and for those who are AIG identified at both the school and district level. The AIG Coordinator and AIG teachers at each
school examine available data to ensure students from under-represented populations who show potential talents are referred for AIG consideration. The AIG headcount is the authoritative data source. However, a spreadsheet will be kept at each school and shared with the district team on the students that are being nurtured, monitored or talents being groomed. The student demographics will be noted on this spreadsheet as well as what is being done to nurture or groom the student. Student achievement data will also be housed on this spreadsheet for monitoring purposes. Information about students who are classified as economically disadvantaged is confidential and thus not available to AIG personnel.

AIG staff at the high school are currently developing a process to track performance of gifted students and nurtured students on local benchmark assessments, End of Course tests, NC Final Exams, Advanced Placement exams, and ACT/WorkKeys as compared to students not identified as gifted. Data will be collected on participation in Honors and Dual Enrollments courses. This process will be deployed during the 2019-2022 plan cycle. Additionally, AIG staff at the middle and at the high school will identify gifted students who may be at risk for dropping out as evidence of disengagement and/or underperformance is noted. An intervention plan will be developed in conjunction with the student, family, classroom teacher, AIG Specialist, and school counselor to determine how to best meet the academic, intellectual, social, and emotional needs of the student.

Pamlico County Schools recognizes that students from traditionally underrepresented populations need opportunities to develop potential giftedness through participation in gifted nurture groups if equitable identification is to be achieved. A form listing numbers of students nurtured in all subgroup is generated at each school and is shared with the AIG Coordinator during the weeks of AIG Headcount (Nov. 30 and April 30). The effectiveness of intentional programming for underrepresented populations is reviewed, and if numbers of nurtured students are dissimilar to grade level demographics for that school, a plan for improvement is developed by the AIG teacher and the AIG Chairperson. This plan will be monitored by each school's AIG Chairperson and the AIG Coordinator to evaluate implementation and effectiveness.

The AIG Coordinator will also do the following to assist in the monitoring process:
• Maintains a record of all referrals and placements with gender and race/ethnic status and compiles a summary of referral data each year.
• Analyzes all AIG reports available in the PowerSchool database including AIG headcount data and other available AIG student information.
• Collaborate with the ELL Coordinator on students as needed.
• Collaborate with the EC Director and EC Case Managers on twice-exceptional students as needed.
• Monitors who are administered the Cognitive Ability Test (CoGAT) and the results with respect to target population data.

Gifted services will work in collaboration with schools to identify strategies to address where gaps exist.

**Practice F**
Maintains current data regarding the credentials of personnel serving AIG students.
**District Response:** All personnel serving gifted students are highly qualified in course content and/or grade level. The credentials of teachers who are serving gifted students are monitored by the district's Personnel Director, the Executive Director of Instructional Services & Accountability, the AIG Coordinator, and school level administrators to ensure that identified students are receiving instruction by teachers who meet qualifications to work directly with AIG students.

Because professional development services are housed with Instructional Services, the AIG Coordinator and the Executive Director work collaboratively in planning professional development opportunities for school personnel that work with identified gifted students and nurtured students.

The AIG Coordinator will maintain a database of all teachers who have "AIG Credentials" which includes AIG licensure, previous AIG endorsement, Advanced Placement certification, previous honors credentials, or completion of locally-approved professional development in AIG topics. Information about personnel serving current AIG students with direct and indirect services is maintained by the AIG Coordinator and updated as needed.

Our district AIG plan seeks to provide local certification and measures to promote state Add-On licensure, in anticipation that the pool of AIG teachers will increase, providing students additional support in all subject and affective areas. Currently we only have four teachers with AIG credentials due to recent retirements and vacancies. We have 8-10 principal recommended personnel who will be taking the AIG Praxis during the fall of 2019. The district's goal is to have one teacher for each grade and/or each core subject area. Pamlico County Schools is committed to getting our teachers certified in AIG and will pay the fees for these teachers this upcoming year (2019-2020).

Beginning with the 2019-2022 local AIG plan cycle, the Gifted Services Department with support from Instructional Services and Personnel Services, requires Pamlico County Schools' AIG teachers to get 2 CEUs from AIG focused PD during each 5 years license renewal cycle.

**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:** Pamlico County Schools has developed a continuous and consistent process for assessing the needs for gifted education from all relevant stakeholders both formally and informally. All information sources are based on two-way communication between the stakeholder and the school system, and referrals are made to the appropriate responsible party or parties for considerations of and responses to needs or concerns. Feedback is collected in different modalities (pencil/paper, online, verbal) and in native languages (as needed).

Pamlico County Schools will elicit feedback from the following sources/venues to evaluate and revise AIG programming:
1. Bi-Annual (Fall/Spring) surveys, utilizing both paper-and-pencil and online, to students, parents, teachers, administrators, and community stakeholders/partners provide feedback regarding implementation and effectiveness of the AIG program.
2. Throughout the year, parent and student feedback on service delivery, resources, and engagement
is also collected formally and informally by event feedback forms, open house sessions, individual parent/student conferences and meetings, weekly parent folders, school and teacher web page communications, progress reports and report cards, and midyear and annual reviews of student DEPs/IDEPs.

3. Stakeholders' AIG Advocacy Focus Groups provide feedback from the perspective of the makeup of the members (parents, community partners, students, teachers, school administrators).

4. Gifted Advisory Board is a diversified group of parents, administrators, community partners, and AIG personnel which provides an on-going reflection of our program and its services. The advisory board meets quarterly to review all aspects of the local AIG program and makes recommendations for program improvements.

5. The AIG Strategic Planning team comprised of district leadership and AIG specialists from each school brings voices from across the district and grade levels to make formative adjustments to programs and services. The AIG Strategic Planning team meets at least quarterly to assess progress and establish short term and long term goals. A self-assessment of the AIG program is conducted in June of each year to assist in the evaluation process.

6. A place for questions, comments, feedback, or praise is located on the district/schools' AIG website pages.

Program personnel distribute the results from all these sources to the Executive Director of Instructional Services & Accountability as well as to the Gifted Advisory Board. All FERPA rules are applied. An end of the year Report/Analysis will be shared with the Superintendent and the Pamlico County Board of Education in July of each year.

The District AIG Team revises the surveys annually to reflect the program goals and objectives.

**Practice H**

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

**District Response:** Pamlico County Schools collects and uses multiple sources of data throughout each school year. The data analysis and feedback received from all sources is reviewed and considered when evaluating the program and plan. Sources of data used for review and revision of our AIG plan include the following:

- Bi-Annual (fall and Spring) AIG surveys for parents, teachers, students, administrators, and community stakeholders/partners
- PETS data
- Dibels/TRC/iREADY reading data (K-3)
- AIG Cohort/subgroup data
- Nurturing data/ID Data
- Achievement data from BOG (grade 3), EOG (grades 3-8) and EOC (grades 8-12) courses
- EVAAS student growth data
- Benchmark assessment/NC Check-In data
- PreACT/ACT/WorkKeys/SAT data
• Enrollment & Progress data in AP/Honors/Dual Enrollment/ virtual (online) courses
• Governor School/NC school of Math and Science applications
• Extracurricular (summer programs, clubs, academic competitions)
• Feedback given during parent nights, conferences and meetings
• Feedback from Gifted Advisory Board
• Feedback from the Stakeholders Advocacy Focus Groups (parent, teacher, community, and student)
• Data collected from site visits and AIG Team meetings (School and District level)
• Staff feedback from monthly training sessions
• Yearly Self-Assessment on AIG program data (June)

Pamlico County Schools AIG Services works diligently to hear from a variety of stakeholders on a regular basis. Bi-Annual AIG surveys are administered to stakeholders. Data is reviewed by the AIG team for plan and program modifications. In addition, anecdotal records of successes and struggles are collected at monthly school site AIG meetings.

By reviewing AIG files of students and visiting schools, the services being offered are analyzed and revised as needed to respond to the needs of gifted learners. AIG program data, including service options and nurturing progress/processes, are reviewed annually to make the changes required to support the needs of AIG students. DEP forms are updated annually to reflect the learning environments, differentiation modifications, and programs offered at each school each year. Screening and referral data is also analyzed at each school to determine if consistent and equitable identification practices are occurring, especially for under-represented populations. Both formal and informal conversations are held with school level leadership including principals, assistant principals, school counselors, and other instructional support team members to discern if AIG services are achieving program and school goals.

Data from benchmark testing, state testing (EOG, EOC, NCFE, CTE), and other formal quantitative measures (including, but not limited to ACT, SAT, AP, and WorkKeys) are examined to identify areas of achievement/academic strength and need. Utilizing EVAAS, growth measures as well as proficiency levels are analyzed. This data is used to make decisions regarding personnel and resource allocation.

The AIG Coordinator reviews the AIG program and plan throughout the year, each year, to ensure fidelity of implementation and communicates with school and district level administrators and AIG teachers any concerns regarding implementation of the plan. Data analysis collected from variety of sources, formal and informal, as well as quantitative and qualitative, gives the Pamlico County Schools Gifted Services a complete picture of how our AIG program and plan are providing services for our gifted learners. Areas of improvement and areas of celebration/success are noted from the analysis and are shared to all stakeholders.

Annually and at the mid-point of the AIG Strategic Plan Cycle, progress toward strategic plan goals is analyzed by the AIG Strategic Plan Team. If adjustments are needed to the plan itself, those suggestions are shared with the Executive Director of Instructional Services & Accountability to determine if a revision to the plan is necessary and if the plan should be presented with modifications to the school board. The AIG Coordinator & Executive Director of Instructional Services &
Accountability will present any revisions of the AIG plan to the Pamlico County Board of Education for approval and send approved revisions to NCDPI for review.

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

**District Response:** Pamlico County Schools and the gifted personnel recognize the need to share evaluation results publicly. The AIG Coordinator and the Executive Director of Instructional Services & Accountability are responsible for maintaining and disseminating the data related to the AIG program evaluation. The following areas are monitored and shared with the appropriate parties:
- Referral, headcount and population demographics
- Survey or focus group responses from parents, students, teachers, administrators, and community stakeholders/partners
- Implementation of and availability of service delivery options at all schools
- Staff development opportunities to offer consistency and continuity system wide
- Student outcomes on available formalized testing
- Annual and mid-year reviews of DEPs/IDEPs being in place for each student
- Parent and community outreach and involvement
- National and state program standards

The AIG Coordinator also works with the Executive Director of Instructional Services & Accountability in the collection of AIG student data. Resources to aid in the collection and analysis of student data include:
- Student performance data from state testing programs (reading and math assessments, End of Grade (EOG), End of Course (EOC), and NC Final Exams
- AP course grades
- ACT, SAT, and WorkKeys scores
- Post-graduation data
- Dropout data

Currently, Instructional Support Teams including AIG specialists along with other school based instructional leaders meet monthly at the district level and weekly at the school level in PLC meetings to discuss data and needs of all students. During their time together, addressing data specific to gifted learners is often shared and strategies for improvement are generated.

In addition, school-based and district leadership is provided updates on the AIG program at regular intervals including principals’ meetings, district leadership meetings, and other such venues.

Pamlico County Schools currently shares data from the program evaluation to the Gifted Advisory Board, the local school board, and the Stakeholder Advocacy Focus groups through interim reports. When discussing student data, FERPA rules are applied and followed at all public meetings.

Other venues of sharing data from the evaluation of the local AIG program:
- LEA AIG Website-Interim reports and presentations will be housed on the AIG webpage as they come available. FERPA rules will be followed.
• LEA AIG Newsletter - During the quarterly newsletters from the district, data will be shared following FERPA rules.
• Parent Information Nights and other general AIG parent meetings/sessions - During these meetings, AIG data updates and the AIG plan will be provided as appropriate (FERPA guidelines).

**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 safeguards the rights of all AIG students and their parents and families. Our local 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 Differentiated 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.

 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.

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/Due Process.

 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**
I. Appeal to the School Gifted Identification Team
II. Appeal to the Building Level Principal
III. Appeal to the Executive Director of Instructional Services
IV. Appeal to the Superintendent
V. Appeal to the Local Board of Education
VI. 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 Executive Director of Instructional 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, Executive Director of Instructional Services Pamlico County Schools
507 Anderson Drive
Bayboro, NC 28515

The conference shall be scheduled within 10 days of receipt of this request. The Executive Director of Instructional 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 Executive Director of Instructional 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 Executive Director of Instructional Services to 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 committee, the parents, the principal, and/or the Executive Director of Instructional 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 Executive Director of Instructional 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/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of NC General Statutes. The scope of the review shall be limited to: (i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student, or (ii) whether the local plan developed has been implemented appropriately with regard to the child. Following a hearing under Article 3 of Chapter 150B of the General Statutes, the administrative law judge shall make a decision that contains findings of fact and conclusion of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney's fees are not available to parents/guardians in the event they decide on due process.
Ideas for Strengthen the Standard:

- Develop an AIG Parent Handbook that includes a clear outline of AIG student rights, identification, and appropriate services offered in the district.
- Determine the best avenues for communication with all stakeholders - including survey results
- Address concerns from other standards which directly impact this standard
- Form a gifted student advisory group at each school to meet and give feedback or suggestions concerning the AIG program.
- Publish meeting dates for all committees related to gifted education at the beginning of the school year (Gifted Advisory Board, AIG Team meetings at each school and at the district level, AIG staff meetings) to ensure dates are put on calendars for committee members to access throughout the year.
- Publish meeting dates for the Stakeholder Advocacy Focus groups but determine the best days/times that works for the groups.
- Explore ways to involve more parental attendance at meetings designed to inform parents about the AIG program, student performance, plan evaluation, etc. Strengthen reflection process by using existing collaborative team structures such as district cabinet and principals' meetings.
- Build MTSS process so that data problem solving is discussed for gifted students during school-based meeting with MTSS Coordinator at each school.
- Develop an intervention plan process for at-risk gifted students.
- Continue to improve accessibility of the plan's evaluation procedures. This will be made available on the AIG website.
- Review and Revise the stakeholder surveys (both FALL and SPRING surveys)

Sources of Evidence:

- Student AIG records with copies of consent forms and DEPs
- Survey results from parents, AIG staff, teachers, principals, students, and community partners
- AIG websites (district and school level)
- Records of K-3 students nurtured
- Subgroup representation reports
- Evaluations from site monitoring visits
- Annual self-assessments of AIG program and services
- Interim report submitted to DPI
- AIG Plan locations (where it can be accessed/retrieved)
- Board of Education approval letter for AIG Plan
- Feedback (formal and informal) from all stakeholders obtained through meetings, sessions, conferences, focus groups, etc.
- Individual student folder information
- AIG student achievement data (EVAAS, dropout data, etc.)
- Due Process Policy form
- Due Process posted on website as part of the AIG plan
- Parent notation of receipt of Due Process rights on the Permission to Test and Permission to Place
• Invitation to Conference form
• AIG data that is shared publicly adhering to FERPA policy
• Written documentation of interim reviews by AIG Coordinator
• School Board agendas/minutes related to AIG plan
• Gifted Advisory Board agendas/minutes
• AIG Referral and headcount data
• Rosters showing personnel with AIG certification/licensure
• Professional development agendas, rosters, CEUs earned on AIG topics
• State feedback
• Fidelity checks
• Survey documentation (letters, links)
• Purchase orders for gifted programming
• Monthly AIG training agendas
• Self-assessments of program and plan data
• Procedures for Disagreements
• AIG Calendar of meetings/participation rosters/agendas/minutes
Glossary (optional): 

Appendix (optional):
5531 ACADEMICALLY.INTELLECTUALLY GIFTED EDUCATION PCSBOEPolicy.pdf (Appendix - Standard 2)
2019-2022 PAMLICO AIG PLAN BOE APPROVAL.pdf (Local Board Approval Document)