

Overview: Mission/Vision Statement and Funding

Person County Schools (730) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Person County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

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

* Mission and/or Vision Statement(s)

Gifted students in Person County Schools will be prepared to communicate clearly, function effectively, and contribute significantly within a complex society in relation to their individual abilities. We believe that students with special gifts, talents, abilities, and interests are found in all ethnic, geographic, and socioeconomic groups, and that gifted students are individuals with unique and diverse abilities. We are committed to meeting the educational needs of all students.

Therefore, we have a responsibility to provide an appropriate, challenging, and comprehensive program that develops the potential of academically or intellectually gifted students. Our mission is to provide a rigorous differentiated education that recognizes individual differences and needs including intellectual, emotional, and social needs. Cooperation among students, parents, educators, and community members is vital for an AIG program that will achieve this mission.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 235,791.00	* \$ 0.00	* \$ 83,565.61	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

Person County School's AIG screening processes are described here for each grade level:

Grades K-2: Observations begin in grades K-2 as our regular education and AIG teachers observe students and learn more about which students may need AIG services. In 2nd grade, AIG teachers lead all students to complete high-level, open-ended learning tasks to nurture students' giftedness potential and to gather evidence of giftedness. Although we do not typically identify students for AIG services before 3rd grade, there are a few highly gifted students who are identified early because they have unique learning needs.

Grade 3: All third graders are screened in the fall of their 3rd grade school year using the CogAT 6 to measure academic aptitude. Screening at this grade level also includes a review of student achievement and classroom performance. AIG teachers look for students who meet the local requirements for "strong" and "very strong" evidence--in general, 90%ile or higher for nationally normed tests; 90%ile or better on district and state achievement tests and benchmarks.

Grades 4-12: Anytime school personnel observe students and review performance results, they are asked to nominate to AIG teachers any students who need evaluation for AIG services. AIG teachers also observe students and review performance results. As with screening during 3rd grade, AIG teachers look for students who meet the local

requirements for "strong" and "very strong" evidence (in general, 90%ile or higher for nationally normed tests; 90%ile or better on district and state achievement tests and benchmarks).

Specific district procedures also exist for the screening of all students for potential placement in advanced Math and ELA courses in the transition years of 5th to 6th grade and 8th to 9th grade. Key data, including EOG scale scores, EVAAS projections, Lexile and Quantile measures, and classroom grades, are collected and reviewed for each rising 6th and 9th grader to determine placement in advanced coursework. Students that qualify for advanced coursework that are not identified as AIG are considered by the AIG team for possible AIG identification.

Our referral processes are consistent across all grade levels. Student referrals can be made by teachers, administrators, school counselors, parents, or students themselves by following the steps below:

1. Individual making a referral is directed by school staff to the AIG teacher that serves the child's school or the lead AIG teacher.
2. Individual making the referral completes the AIG Program Student Nomination Form (AIG 1) and submits it, with all required information, to the school's AIG teacher.
3. The school's AIG Determination Team (ADT) will review the AIG 1 and request consent for an AIG evaluation by sending an AIG 2 form home with the student.
4. If consent is granted, the referral will continue through the established process for AIG student identification, described in Standard 1, Practice B.

*** 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.

All AIG referrals/nominations in grades 3-12 lead to a review of 6 criteria for possible identification:

1. Student Achievement: Benchmark Tests, EOG/EOC, Other state or nationally normed achievement tests
2. Student Performance: Classroom Performance and Grades
3. Academic Aptitude: CogAT 6, or other aptitude test

4. Teacher Observation: Gifted Evaluation Scale-Third Edition (GES-3) (completed by teacher)

5. Student Interest: Reading Survey by Gambrell, Palmer, Codling, & Mazzoni (1996) Math Survey by Snow (2011) (completed by students)

6. Student Motivation: Motivation Profile from GES-3 (completed by teacher)

No single criterion can disqualify students for AIG identification and services.

As a general rule, students should show "strong" or "very strong" evidence on a minimum of 2 of the first 3 criteria for AIG identification; however, the AIG determination team must first and foremost consider the individual student's need for specialized AIG services. The following table from the "AIG-7" form shows what qualifies as "strong" and "very strong" evidence in grades 3-12.

Indicator Possible Evid. Moderate Evid. Strong Evid. V. Strong Evid.

Student Achievement EOG/EOC 77 – 82%ile 83 – 89%ile 90 – 94%ile 95%ile+

Student Performance Class Grades 77 - 84% 85 - 89% 90 – 94% 95%+

Student Aptitude 73 - 79%ile 80 – 89%ile 90 – 94%ile 95%ile+

CogAT

Observation of Student GES-3 70 – 79%ile 80 – 89%ile 90 – 94%ile 95%ile+

Student Interest Survey- Math 50-62 63-75 76-88 89-100

Student Interest Survey- Reading	40-50	51-60	61-70	71-80
Motivation Profile GES-3	73 - 79%ile	80 – 89%ile	90 – 94%ile	95%ile+

Qualification Guidelines for AIG (Academically and Intellectually Gifted) Determination: Students who demonstrate a majority of “strong” and/or “very strong” evidence of giftedness on achievement tests, class performance, and aptitude (CogAT subtest batteries and/or composite), along with a majority of “strong” or “very strong” evidence of giftedness as determined by teacher observations, student interest surveys, and motivation profiles. Students can be identified as AIG in reading, math, or both.

Qualification Guidelines for AG (Academically Gifted) Determination: Students who demonstrate “strong” and/or “very strong” evidence of giftedness on achievement tests and class performance, but less than “moderate” evidence in aptitude (CogAT composite), along with a majority of “strong” or “very strong” evidence of giftedness as determined by teacher observations, student interest surveys, and motivation profiles. Students can be identified as AG in reading, math, or both.

Qualification Guidelines for IG (Intellectually Gifted) Determination: Students who demonstrate “strong” and/or “very strong” evidence of giftedness on aptitude (CogAT composite or subtest batteries), but “moderate” or less evidence in achievement (tests and classroom performance), along with a majority of “strong” or “very strong” evidence of giftedness as determined by teacher observations, student interest surveys, and motivation profiles.

Identification of AIG students can occur at any time throughout the school year. All schools in the district use the same criteria that include both qualitative and quantitative measures. This ensures multiple pathways of entry for students. The instruments used for identification reflect sensitivity to economic conditions, gender, developmental differences, learning differences, and diversity so that equal opportunity for consideration is provided to all students. Students who are awaiting AIG evaluation or students who could benefit from temporary advanced learning options may be served alongside groups of AIG students through “challenge” options if available and as offered by teachers.

In grades K-2, students are typically not formally identified as gifted, due to the rapidly changing academic,

intellectual, and social-emotional development of this age group. In rare cases, students in grades K-2 may be identified when the criteria below are met:

Indicator	Moderate	Strong	V. Strong
Student Achievement (iReady)	Overall placement of 1 grade level above on Diagnostic	Overall placement of 2 grade levels above on Diagnostic	Overall placement of 3 grade levels above on Diagnostic
Student Performance (Portfolio)	Portfolio of 3-4 Examples of advanced work (2 grade levels above)	Portfolio of 5-6 examples of advanced work (3 grade levels above)	Portfolio of 5-6 examples of advanced work (3 grade levels above) & student presentation of selected sample
Student Aptitude (CogAt)	90-93%ile	94-97%ile	98%ile+
Observation of Student (GES-3)	90-93%ile	94-97%ile	98%ile+

Student Motivation 90-93%ile 94-97%ile 98%ile+

(GES-3)

Qualifications for AG (Reading, Math, or Both) - 2 “Very Strong” evidences from Student Achievement and Student Performance criteria + 1 “Moderate,” “Strong,” or “Very Strong” evidence from Aptitude, Observation, or Motivation criteria

Qualifications for IG - 3 “Very Strong” Evidences from Aptitude, Observation, and Motivation criteria + 1 “Moderate,” “Strong,” or “Very Strong” evidences from Student Achievement or Student Performance

Qualifications for AIG - 2 “Very Strong” evidences from Student Achievement and Student Performance criteria + 2 “Very Strong” Evidences from Aptitude, Observation, and Motivation criteria



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*** Practice C**

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

District Demographics:

- Female: 48%
- Male: 52%
- Asian: 0.004%
- Black: 30.6%
- Hispanic: 12.4%
- Native Am: 0.004%

- Multiracial: 6.9%
- Pac. Islander: 0.001%
- White: 49.2%

The following elements of our screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics:

Review of CogAT 6 Nonverbal Subtest: The CogAT 6 assessment includes a non-verbal section that helps us identify students who have advanced reasoning skills that do not show up on the verbal and quantitative sections of the test.

Screening for Outliers: School personnel are instructed to look for outliers at each school and grade level to identify students who perform at significantly higher levels than their grade-level peers. These students are then evaluated using all six criteria for possible AIG identification and services. This makes screening fairer for students in Title I schools since these students may not quite reach the 90%-ile levels on assessments, but who clearly outperform their classmates and will need specialized AIG services to reach their full potential.

Beginning in the 2022-2023 school year, the AIG team will collaborate with the district Data Analyst to intentionally examine the students that score in the top 10% of each underrepresented subgroup on the district's BOY and MOY diagnostic benchmarks, and consider those students for referral.

Attention to Poor Classroom Performance: School personnel are also instructed to consider giftedness as a possible reason for poor classroom performance. Possible examples include when students exhibit signs of boredom, underachievement, refusal to complete work, or acting out behaviors.

Meeting the Need for Alternative Assessments: The district has procedures in place to identify students who may need other types of non-traditional standardized measures. To determine whether a student may qualify for a nontraditional alternative assessment, the AIG Determination Team (ADT) completes the Alternative Assessment Selection Form (AIG16). If a student qualifies for an Alternative Assessment, the SAGES II or RAVEN may be administered if appropriate. The ADT may use the school psychologist as a resource for finding other appropriate assessments. When appropriate, individual assessments are administered in the language in which the student is most fluent.

*** Practice D**

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

Updated and Clear Procedures and Documents: All of our screening, referral, and identification processes and documents have been reviewed and updated to be clear and easy to use by school personnel, students, and parents.

Bi-Monthly AIG Team Meetings: AIG teachers and the AIG coordinator meet at least bi-monthly to ensure all required processes are consistently enacted across the district.

Reporting for Principals at Leadership Team Meetings: Information and clarifications about our processes are reported to principals during monthly district Leadership Team meetings as needed.

Shared PLC Planning Time: Elementary AIG teachers meet weekly as a professional learning community to ensure that AIG practices are consistent across the 7 elementary schools. These AIG teachers guide middle school and high school teachers to implement processes consistently in secondary grade levels as well.

*** Practice E**

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

A Parent AIG Guide is available online to school personnel, parents/families, students, and the community-at-large. This guide contains information regarding the screening, referral, and identification processes. The AIG Handbook is also available online. This Handbook contains all forms for AIG and information regarding the screening, referral, and identification processes. AIG staff also conducts an annual AIG training for all teachers in our district. Meetings with stakeholders in our district's school system occur twice a year to inform the community of progress and enlist ideas for improvement. AIG program processes and progress are discussed monthly with Principals in Leadership Meetings.

*** 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.

Initial Documentation: Information about our identification process for individual AIG students is first reviewed with parents/families in the conference meeting following initial ADT review for AIG identification. At this conference, parents/families also learn about the various service options and what service options the ADT team believes will benefit the student most. Documentation of a

student's AIG identification evaluation (AIG-7 form), the service options in the student's DEP (AIG-8-10 forms), and conference meeting minutes are maintained in the student's AIG folder.

All documentation of decisions and actions are kept in students' AIG folders. AIG folders are maintained by the district for three school years after a student has graduated or transferred. After this time period, the folders' contents are shredded.

Annual Reviews at Elementary and Middle School Levels: AIG teachers initiate a review of progress for each AIG student receiving differentiated service options (Form AIG-12). Multiple indicators, such as EOG's, grades, writing assessments, performance-based assessments, and work portfolios, are used to evaluate student growth. (At the elementary level, regular classroom teachers complete a review of the student's progress--Form AIG 13--that is collected by the AIG teacher.) Often students will show strong progress, and the annual review will result in a recommendation to parents that the current DEP be used again or that minor changes be made for the next school year. Parents sign the annual report form (Form AIG 12), and a copy is kept in the students' AIG folder. If a student is not progressing satisfactorily, the AIG teacher will convene an ADT meeting to discuss ways to better address the student's needs. The ADT, the parent/guardian, and the student will meet to develop an Action Plan to help improve student performance. The Action Plan will include specific strategies and goals for the student. If an AIG student is not performing successfully over a period of time after interventions from the Action Plan, the student may need a change in how he or she is served. If a review reveals that a student is excelling and is in need of greater challenge, the team may decide to modify the service options available to the student. Another DEP could be considered, or the team may decide that an IDEP is more appropriate for the student. In elementary grades and middle grades, the ADT will meet with parents/guardians when there is a change in services to explain the goals/objectives of the service options and the ways in which progress will be assessed. Documentation of meetings, DEP/IDEP changes, and action plans are kept in the students' AIG folders.

Annual Reviews for Rising 9th graders: The AIG middle school teacher sends information and program service recommendations to high school counselors for each rising 9th grade AIG student. Parents/guardians and students participate in informational meetings about high school course options during students' 8th grade school year. A DEP is developed in conjunction with 9th grade registration by the AIG middle school teacher. The new DEP is reviewed with AIG students and parents/guardians. Multiple indicators, such as achievement data, grades, writing assessments, performance-based assessments, and students' goals and interests, are used to evaluate student growth and develop the DEP.

For rising 10th-12th graders: Counselors review the DEP with a student during the registration process in the spring. Parents/guardians receive a copy of the DEP for review and signing. If the student is performing unsatisfactorily, the

ADT will review the concerns with student and parent/guardian during a conference. A decision will be made to determine if the student will continue in the program and

meet the requirements of taking two honors/AP courses each year, or if the student and parent/guardian chooses to exit the program. Items for consideration for yearly review of the DEP will be: progress reports, report cards, EOC scores, AP exam scores, students' interests and goals, and overall student performance and well-being.

Transfer Students: Students identified in gifted programs outside Person County Schools will be considered for local eligibility based on individual needs. These students will be temporarily located in a cluster AIG classroom until appropriate paperwork is received from the previous school or until enough evidence is gathered for ADT review. Parents/guardians are informed of this waiting period and process through the Temporary Placement Notification Form (AIG-14). Once the paperwork is obtained, the ADT reviews all information and completes the Summary of Evaluation Data (AIG-7) form to determine if differentiated services are appropriate in our district. This process should be completed in a timely manner. Any testing of transfer students to determine eligibility will be administered as needed with parent/guardian consent.

Exiting Procedure: Students are not exited from the program unless a parent/guardian requests to withdraw them. If an AIG student is not progressing satisfactorily, the ADT will work with the student and parents/guardians to adapt AIG services within the reasonable capacity of the LEA to do so. Only a parent can withdraw a student from AIG identification and services (AIG-17 form).

*** Ideas for Strengthening the Standard**

- Create student/parent/family friendly visuals for screening, referral, and identification processes.
- Better publicize current processes and procedures via website and newsletter
- Update the Parent Guide annually- include reader-friendly visuals
- Improve turnaround time for referral and identification.

Planned Sources of Evidence

* PCS AIG Webpage

* AIG Parent Guide

* AIG Handbook and Forms

Documents

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

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

The following is information about how the program delivers AIG programs and services to meet the academic and intellectual needs of gifted learners.

K-5 AIG SERVICE OPTIONS (for math, reading, or both as needed)

- Cluster Grouping in Heterogeneous Classrooms
- Pull-Out Instruction
- Subject Acceleration/Advanced Content Course

6-12 AIG SERVICE OPTIONS

- Honors courses
- Advanced Placement courses

ACCELERATED/ADVANCED COURSE OPTIONS

- Curriculum Compacting
- Math and/or Reading Acceleration
- Elementary Grade Advancement (IDEP and Principal Approval Required)
- Virtual Learning Options

EXPANDED CURRICULAR OFFERINGS

- Virtual Learning Options
- Participation in Special Programs
- Enrichment/Talent Development
- Elective classes and focus clubs

The AIG program identifies students for services in either reading, math, or both. Students are then provided options for services based on their specific area(s) of identification (reading and math) that align with program goals and district resources. The district also recognizes intellectually gifted (IG) students, students who are gifted in areas other than reading and math or who may have intellectual abilities that have not been fully developed in the regular classroom. Therefore, AIG teachers pay attention to other indicators of giftedness when screening, such as outstanding performance on non-verbal sub-tests or high levels of creativity. In these cases, we strive to provide students with advanced coursework or cluster placement options that can lead to better development in reading and math. Overall, the district's AIG program strives to offer well-rounded instructional programming to AIG students, including programs and activities that enhance students' creativity, leadership, and social skill-building. Additional information about the scheduled AIG instructional services at each school level follows:

K-5 AIG SERVICE OPTIONS

Cluster Grouping: Students are clustered with students of a similar advanced ability within the regular classroom setting. Learning activities and assignments are differentiated to meet the needs of cluster students. The regular classroom teacher provides these services daily with the guidance and support of AIG teachers.

Pull-Out: Students leave the regular classroom setting each week for at least 45 minutes per subject to learn with a larger group of students with similar advanced ability. Learning activities and assignments support, accelerate, and extend regular classroom content to meet the needs of pull-out students. AIG teachers meet with students in the designated AIG classroom for these services.

Subject Acceleration: Students study content at a higher grade level in a regular classroom, either with their grade level peers or with students in the next grade level.

6-8 AIG SERVICE OPTIONS

Cluster: Students study on-grade-level math and/or English language arts content with a cluster of grade level peers with similar advanced ability. Course content is differentiated to meet the learning needs of the AIG cluster students. The regular classroom teacher provides these services daily with the guidance and support of an AIG teacher.

Advanced Content Course: Students study on-grade-level math and/or English language arts content taught at an advanced level with grade level peers with similar advanced ability. The regular classroom teacher provides these services daily with the guidance and support of an AIG teacher.

Subject Acceleration: Students study math and/or English language arts in a course that is typically taught to students at a higher grade level. Other students may or may not be grade-level peers. The regular classroom teacher provides these services daily with the guidance and support of an AIG teacher.

9-12 AIG SERVICE OPTIONS

Students in grades 9 and 10 take a minimum of 2 honors or AP courses of their choice during each school year. Students in grades 11-12 take a minimum of 3 honors or AP courses of their choice during each school year. Many options for advanced courses are available to high school AIG students. The regular classroom teacher provides the honors-level courses daily with the guidance and support of the AIG coordinator and the high school AIG representative.



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* Practice B

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

The following is information about how the program delivers AIG programs and services to meet the social and emotional needs of gifted learners.

MEETING SOCIAL AND EMOTIONAL NEEDS

- Documentation of social and emotional concerns on DEPs and follow-up with school counselors
- Co-Curricular Planning between AIG teachers and school counselors
- Direct instruction from school counselors on a variety of social/emotional topics
- Google Classroom course developed for identified AIG students in secondary schools

K-5 AIG SEL Service Options

- AIG Clustering in Homeroom assignments to ensure placement with like peers
- Quarterly Direct Instruction sessions with school counselors on a variety of social/emotional topics
 - Effective study habits
 - Stress Reduction
 - Dealing with failure
 - Healthy vs. Unhealthy “perfectionism
 - Relationships

6-8 AIG SEL Service Options

- Advanced course placement w/ like peers
- Monthly AIG Small Groups w/counselor
- Google Classroom for AIG students

9-12 AIG SEL Service Options

- Advanced course placement w/ like peers
- Bi-annual Individual check-in’s w/counselor
- Google Classroom for AIG students

District DEP forms: These forms now clearly indicate the service options each AIG student needs. This allows AIG teachers and regular education teachers to have a common language and clear expectations for how to serve students. The form also includes a section with information that can help school counselors meet the social and

emotional needs of students. This section requires documented follow-up from guidance counselors when social and emotional issues arise so that guidance counselors can better provide counseling and affective education for gifted students in need of socio-emotional support.

Gifted Evaluation Scale Third Edition (GES-3): AIG teachers use the Gifted Evaluation Scale Third Edition (GES-3) as one part of data used to identify and plan services for students in the AIG program. Parents will receive a copy of the parent report for this instrument. This report provides parents information about how to best motivate their gifted children and also help them alleviate stress by better matching the student's interests and strengths with extracurricular activities and course choices.

Clustering & Course Placement with Like Peers: When possible, students identified as gifted are grouped with other gifted students in their homeroom classes in elementary school. Research has proven this benefits gifted students academically and socially. This occurs in our elementary schools through cluster groupings in each homeroom class. In our secondary schools, gifted students are often enrolled in advanced coursework with other gifted students.

In collaboration with AIG Specialists, School Counselors will provide targeted lessons to elementary AIG students on a variety of social/emotional topics that typically impact gifted students. These lessons will be provided at least quarterly in a small group setting. In grades 6-8, School Counselors will hold monthly small group sessions with our gifted students, to offer support and continue to provide targeted lessons on a variety of social/emotional topics. In grades 9-12, school counselors will hold individual check-ins with identified gifted students at least twice per year to monitor advanced course enrollment, academic progress, and assist with participation in extra-curricular activities typically pursued by gifted students. Our School Counselors also provide specialized intervention services for gifted students who do not demonstrate satisfactory performance in regular and/or gifted education classes. They serve as members of AIG Determination Teams, and provide specific guidance and counseling services that address the problems and issues of underachieving gifted students.

Google Classroom for AIG: In the 2022-2023 school year, the AIG team will begin to develop a Google Classroom to serve as an additional resource for identified AIG students in grades 6-12. The online "course" will house supplemental academic enrichment activities, information about advanced coursework options, information about available extracurricular activities, and links to contact key personnel, such as the AIG specialists, School Counselors, etc.

*** Practice C**

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

The Person County Schools AIG Program and its services offered to identified students are well connected to the overall goals and priorities of the district as a whole.

PCS Strategic Plan: Many indicators in the Person County Schools Strategic Plan support the development and implementation of key policies and practices that significantly impact the AIG program:

- 9-12 Launch e6 (Element 2.1.1 of the PCS Strategic Plan)
The Launch e6 initiative strives to increase the graduation rate to 90% or greater by providing individualized student plans and innovative programs. These 4 year, individualized plans meet the needs of our identified AIG students in grades 9-12. The plans are developed and monitored through bi-annual meetings between counselors and individual students.
- 6-8 Ignite (Element 2.1.2 of the PCS Strategic Plan)
The Ignite initiative strives to transform our middle schools into College and Career Academies by providing choices that meet ALL of our students needs. Operation IGNITE includes our current and future plans for Student Acceleration, Advanced Courses, Enrichment Opportunities, Academic Supports, Athletics, and Student Organizations.
- Personalized Learning (Element 2.1.3 of the PCS Strategic Plan)
Personalized learning offers pedagogy, curriculum, and learning environments to meet the individual needs of students. Learning experiences are tailored to preferences and interests of different learners.
- Innovative Strategies (Element 3.3.1 of the PCS Strategic Plan)
PCS will provide the resources needed to enhance the experience of the 21st century learner. Programming will include: Dual Language, Rocket Academy, internships. exploratory options for middle and high school, one to one initiative, Robotics and Science Olympiad, and Entrepreneurship.
- Community Engagement (Element 4.1.1 of the PCS Strategic Plan)
 - PCS will continue to support the concepts of Parent Advisory Councils, PTA/PTO, Booster parents, etc.
 - PCS will implement and maintain IHE partnerships to support the vision and mission of the school system.
 - PCS will promote parent involvement in the schools and in the lives of their children through student led conference, parent/teacher conferences, and acceleration and remediation plans.

Inclusion of AIG in regular curriculum, finance, and human resources meetings where funding/positional allotments are

decided and/or reviewed

Collaboration between several departments occurs regularly to ensure twice exceptional students are identified.

· MTSS

o AIG staff should be members of school MTSS teams

AIG services should be considered the same as Tier 2 and 3 interventions required in a MTSS

*** Practice D**

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

The district AIG team promotes intentional grouping practices that contribute to the continued growth of our gifted students. This occurs annually/semesterly in the grouping of AIG students in homeroom classes and/or advanced coursework, and well as continually throughout the year in the use of flexible grouping and differentiated instruction.

Grouping practices for homeroom assignment/advanced course enrollment:

- AIG students are grouped with like peers in homerooms in K-5; assigned to teachers that have demonstrated success in growing high achieving students
- Specific district procedures also exist for the screening of all students for potential placement in advanced Math and ELA courses in the transition years of 5th to 6th grade and 8th to 9th grade. Key data, including EOG scale scores, EVAAS projections, Lexile and Quantile measures, and classroom grades, are collected and reviewed for each rising 6th and 9th grader to determine placement in advanced coursework. Annually,

Flexible Grouping practices in daily instruction:

The district AIG team promotes the use of flexible grouping and differentiated instruction by supporting Professional Learning Communities (PLCs) in their planning of regular classroom instruction and by providing models of differentiated instruction. The district AIG team supports PLC's in flexibly grouping gifted students throughout the steps of the PLC cycle described below:

- Step 1: Examine State Standards & School Wide Assessment Data (What do we expect students to know and do?)
- Step 2: Develop Learning Goals, Common Assessments, and Lesson Plans (How will you meet the learning needs for all students?)
- Step 3: Teach According to Learning Goals and Lesson Plans (How do we know if students have learned it?)
- Step 4: Give Common Assessment and Analyze Results (What will we do for students who have not learned it yet? What will we do for students who already know it?)
- Step 5: Adapt Instruction to Reteach, Regroup, & Extend (How will you change instruction in the future?)

Grouping practices in MTSS

In grades 6-8, the district is developing plans to serve AIG students, in addition to their enrollment in advanced coursework, through the use of flexible grouping during the daily intervention blocks that are built into our middle school's master schedules. A certified AIG teacher will provide targeted enrichment, extension, and acceleration services to identified AIG students twice per week.

* Practice E

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

The following practices keep all school personnel informed about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

- Annual AIG Refresher Training: In the fall, every school hosts an AIG refresher training session for all school personnel. These training sessions cover current program regulations, AIG plan goals, best practices for student identification, and the delivery of services and instruction for AIG students.
- Quarterly AIG Newsletter: Every quarter, the AIG team sends a newsletter to all stakeholders, including services for gifted students, program highlights from certain schools, pertinent AIG policies and procedures, and local AIG plan.
- Tuesday Tweets Newsletter: Every other Tuesday, the curriculum team sends a newsletter to all staff with important updates, professional development opportunities, licensure programs, scholarly articles, etc. AIG information is included in this newsletter as needed.

- Principal Meetings: Every month, school administrators meet with district personnel to cover important topics and participate in professional development. The AIG coordinator presents important information about the AIG program and school-based best practices for gifted education through this meeting.
- Bi-Monthly AIG Team Meetings: Every other month, the AIG team meets to monitor progress in AIG plan goals and plan important AIG events. Each school sends a representative to this meeting.
- AIG Website: This website contains the AIG plan, AIG handbook of forms, survey results, parent information documents, AIG student growth information, training resources, sample lessons, links to important sites, and a calendar of AIG events

*** Practice F**

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

The AIG team meets monthly to communicate and coordinate services between and among elementary, middle, and high school levels. Because of this regular practice, the AIG team has developed strong working relationships and has essentially become its own professional learning community.

Annual transfer of AIG files is coordinated and documented in June of each school year. At this meeting, elementary AIG teachers bring the rising 6th-graders' AIG files to be handed off to the middle school AIG teachers. The AIG teachers bring the rising 9th-graders' AIG files to be handed off to the high school's AIG representative. Teachers also use this opportunity to talk about particular students' unique needs so that the transition can be made successfully with full support of the AIG program staff at the next level.

*** Practice G**

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

Accelerated learning options are provided when an appropriate body of evidence indicates that the practice is warranted for an individual gifted learner and when the school/district has the necessary resources to provide it. Options are planned as part of a student's Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).

Procedures for accessing these accelerated learning options at each grade level are listed below:

Grades K-5

- Accelerated learning options determined by the AIG Determination team (ADT)
- Any individual (teacher, administrator, parent, student) may request or recommend that the ADT review a student's eligibility for accelerated learning options

Math and/or Reading Acceleration: Based on consistently high student performance and assessment, students are allowed to test out and bypass specific math or reading curricula. They receive instruction at a higher level with another group of students and yet remain with their peer group for most of their school day.

Curriculum Compacting: Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrading the challenge level of the regular curriculum, and providing time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills. Curriculum compacting can be implemented at any grade level, but must be based on clear evidence of mastery and not speculation.

Virtual Learning Options: The district's partnership with North Carolina Virtual Public School (NCVPS), along with other online course opportunities, allows us to offer AIG students advanced courses in accordance with their ability levels, personal interests, course availability, and feasibility within the school day.

Elementary Grade Advancement (IDEP and Principal Approval Required): Grade advancement allows a student to move ahead one or more years, skipping levels in the normal sequence of promotion. This option should be used with great caution since changes of this magnitude can actually hinder social and academic well-being if students are not ready. This option can be used successfully with highly gifted students if the answer is "yes" to all of the following questions:

- Have all other options for academic advancement been considered and rejected for good reason?
- Is the student advanced in ALL of the academic knowledge and skills needed to experience success?
- Is the student physically and emotionally mature enough to be comfortable with older peers?
- Will the student be able to meet a higher level of behavioral expectations?
- Will the student be comfortable leaving close friends in the current peer group?
- Will teachers in the upper grade level be able to accommodate the students' unique needs?
- Will the student be ready to transition to middle school a year early?

The school principal ultimately decides grade level placement; the ADT and parents/guardians should advise the principal on the decision. Grade advancement is not used in middle school and high school because course advancement is more easily accommodated at these levels without the need for grade-level advancement.

Grades 6-8

Middle School Course Advancement: Students participate in a course that is typically taught to students at a higher grade level, such as coursework for high school credit. Other students may or may not be grade-level peers.

Grades 9-12

High School Honors Courses: Honors courses are advanced high school level courses offered through traditional and virtual formats that cover traditional content, but also focus on issues, programs, and themes related to specific topics. They are designed to help students develop a knowledge base in that specific discipline and learn to apply that knowledge at an advanced level. These courses are not limited to gifted students. Each has clearly defined prerequisites and entry criteria.

High School Advanced Placement Courses: The Advanced Placement program consists of college level courses and examinations for high school students. AP course descriptions are carefully followed and are usually taught by teachers who have received specialized training. Courses and examinations are available in several curriculum areas and may include traditional, blended, and virtual formats. College credit is available at some colleges and universities for passing AP tests. These courses are not limited to gifted students.

Credit by Demonstrated Mastery (CDM): CDM is the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content without course enrollment or seat time. Students participate in a two-phase assessment. Phase 1 involves an examination demonstrating mastery of course content. If students pass phase 1, Phase 2 involves a student artifact (project) demonstrating application of knowledge. If students successfully complete both phases, they earn a "pass" and non-GPA credit for the course. Applications for CDM are available for all students and families on the high school website forms section. CDM is not limited to gifted students.

*** Practice H**

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

The AIG team will continue to shift mindsets in the district regarding the promotion of equity and excellence through more open and direct conversations with stakeholders regarding the gaps in gifted identification that are present for several of our minority populations. The efforts to shift mindsets regarding underrepresented populations will occur during each of the annual AIG refresher trainings, best practices in differentiation trainings, and data review sessions led by AIG specialists and/or the AIG coordinator, and particularly throughout the intentional talent development efforts described below:

K-1 Nurturing:

Twice per year, AIG specialists will provide regular classroom teachers with research-based instructional activities intended to develop all students' giftedness potential. The classroom teacher will lead the instructional activity with support from the AIG specialist. While students are engaged in the activity, the AIG specialist will be monitoring and documenting students' responses. Intentional efforts will be made by the classroom teacher and the AIG specialist to document the responses of students in underrepresented populations, and have continued follow-up discussions on those students' progress throughout the year.

2nd Grade Nurturing:

Elementary AIG teachers visit all 2nd grade classrooms throughout the school year to deliver research-based instructional activities intended to develop all students' giftedness potential. These instructional activities are designed to prompt divergent thinking and creative open-ended responses without limits on levels of performance. While students are engaged in the activity, the AIG specialist will be monitoring and documenting students' responses. Intentional efforts will be made by the AIG specialist to document the responses of students in underrepresented populations, and have continued follow-up discussions with the regular classroom teachers on those students' progress throughout the year.

3-5: Challenge

Students that have demonstrated gifted characteristics in grades K-2, are served through third grade “Challenge” groups. These students work with the AIG specialists in small groups on higher level instructional activities. These “Challenge” groups continue in fourth and fifth grades for those students that have demonstrated gifted characteristics but have not been formally identified as AG, AIG, or IG. Students performing in the top 10% of each of their respective subgroups that have not been formally identified may be served in a “Challenge” group, depending on the individual student’s needs.

6-12: Transitional screening leading to advanced coursework & AVID

Due to our district’s consistent and streamlined procedures for student placement in advanced coursework, often, our advanced courses serve as talent development for students that have demonstrated gifted characteristics, but may not be identified. These students are able to engage in rigorous coursework beginning in sixth grade alongside students that are identified AIG, AG, or IG.

In grades 6-8, AVID programming is also available. This program provided additional support and talent development to students that have shown the potential to be successful in advanced courses, but may need additional support in doing so.

* Practice I

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

The AIG team strives to add one AIG event at the elementary and middle school levels over each year of the plan cycle. These may include “AIG Night” events, additional field trips, service learning projects, and competition events.

All extracurricular opportunities should have national components whenever possible. Such programming could include Odyssey of the Mind, Math Expo, creative writing competitions, and other opportunities for internships and publication experiences.

Some of the Current Opportunities for Enrichment may include, but are not limited to:

- Summer Ventures
- NC Governor’s School

- Legislative/Governor's Page
- French Exchange Program
- German Exchange Program
- HOBY Leadership Conference
- NCDPI-Promoted Writing Contests
- National Science and Humanities Symposium
- National Leadership Conferences
- Science Olympiad
- Duke Pre-College Middle and High School Summer Programs

Participation in special programs, such as the PCS Innovation Expo is supported and encouraged.

Enrichment/Talent Development is offered through elective classes and focus clubs, such as Art, Music, Band, Vocational/Career, Student Tech Team, Spanish, Student Council, Yearbook, National Honor Society, and Journalism. (Special programs are subject to availability at each school. Selection may vary.) Some options at the elementary level may include, but are not limited to: Drama, Coding, Environmental, and Art club, student council, All County Choir, Battle of the Books.

*** Ideas for Strengthening the Standard**

Develop a menu of documented supports and interventions that are available to all staff that work with gifted students

Expand availability of extra-curricular activities at the elementary level

Increase district engagement in regional, state, and national competitions

Close gaps in the identification and service of underrepresented populations

Planned Sources of Evidence

* PCS Strategic Plan

* PCS Procedures for Placement in Advanced Coursework

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

Standard 3: Differentiated Curriculum and Instruction

Person County Schools (730) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

All instruction in PCS is based on the North Carolina Standard Course of Study. At all levels, teachers work collaboratively in PLC's to adapt the NCSCOS to the needs of students. The Person County Schools' Instructional Framework guides the work of PLC's as instruction is planned and delivered. School staff collaboratively monitor student learning and adjust instruction to meet the needs of learners.

At each grade level, school staff collaborate to enrich, extend, and/or accelerate learning in the following ways:

K-5

In elementary, the AIG teacher collaborates with and supports classroom teachers to differentiate the SCOS and their instruction for identified gifted students using the following strategies:

- Guided Reading
- Guided Math
- Flexible grouping based on pre-assessment data
- Personalized, blended learning opportunities through i-Ready, Study Island, Reading Eggs, Gizmos, etc.

The AIG teacher also adapts the SCOS through pull-out AIG services for gifted students. AIG pull-out learning experiences are designed to support, enrich, and extend the regular SCOS instruction occurring in the regular classroom.

- Challenge groups
- Small group AIG pull-out services
- Subject acceleration
- Grade advancement

6-8

At the middle school level, the AIG teacher collaborates with and supports classroom teachers in differentiating the SCOS and their instruction for identified gifted students using the following strategies:

- Differentiated Instruction in advanced coursework
- Personalized, blended learning opportunities through i-Ready, Imagine Math, etc.

The AIG teacher also adapts the SCOS through pull-out AIG services for gifted students during the daily MTSS intervention block. AIG pull-out learning experiences are designed to support, enrich, and extend the regular SCOS instruction occurring in the regular classroom.

9-12

At the high school level, identified AIG students take a minimum of two honors or AP courses during each school year, based on individual needs.

*** 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.

AIG specialists and Classroom teachers collaborate to examine key data on identified AIG students in order to effectively differentiate instruction. These data points may include students interests as determined through surveys and/or the AIG identification process, student's academic strengths and weaknesses, as determined by formative and summative assessments, and student readiness, as determined by pre-assessments. In a PLC setting, the AIG specialist and classroom teachers work together to review the available key data, and provide AIG students with various differentiated practices, possibly including, but not limited to:

- Learning contracts
- Learning centers/folders
- Book studies
- Problem/project based learning
- Tiered assignments
- Choice-based assignments

These differentiated learning strategies provide increased rigor in the content, process, or product of the learning unit. AIG specialists and classroom teachers take into account each students' area of identification to help select the most appropriate instructional strategy.

In the elementary grade span, portfolios of differentiated work are kept in each AIG student's homeroom class to document and monitor differentiated activities completed.

*** Practice C**

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

The PCS AIG team utilizes a variety of supplementary resources to enhance the learning of our gifted students and enhance our talent development efforts:

- PETS (Primary Education Thinking Skills) Curriculum
- Project Based Learning Units
- Performance Based Projects
- iReady individualized instructional pathway
- iReady instructional resources for teachers

The AIG team will continue to research and identify effective resources to be utilized with gifted learners. This will occur at the monthly AIG team meetings, where evidenced based resources that are found and suggested by team members will be reviewed.

During the 2022-2023 school year, a district team representing multiple departments will work to build a resource library of evidence based instructional strategies for differentiation. This resource will provide all teachers in the district with a wealth of instructional strategies for differentiating instruction for the varied learners in their classrooms. This district team will be made of representative from the AIG team, Instructional Coach Team, ESL team, and EC team. The resource will be housed in the PCS Curriculum Library, found through the PCS webpage.

*** Practice D**

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

The AIG team strives to build future-ready skills in our gifted learners in a variety of ways.

AIG Problem and/or Project-Based Learning Units: Problem/Project based learning units, pulled from a variety of sources, provide our students with standards-based instruction that builds upon the essential future-ready skills. Project based learning requires critical thinking around real world issues. The students often work in small groups or partnerships to complete the units, building collaboration and communication skills. Some of our project-based units require students to take on leadership roles in their classes and/or schools. The vast majority of our problem/project based units require students to present their work, which prepares our students for public speaking. The AIG team will expand use of these units, and require that additional projects of this nature be developed.

Blended Learning: Our district has continued to build upon our blended learning approach. The district's 1:1 laptop initiative and professional development initiative helped to develop teachers' abilities to address students' media literacy, critical thinking, and computer skills through the implementation of blended learning. This initiative also included the implementation of Google Classroom. This blended learning model will be used to support AIG programming that develops gifted students' 21st century content knowledge and skills at an advanced level.

Book Clubs: Elementary AIG students participate in book clubs and/or novel studies with AIG specialists. Selected novels are high-interest and deal with complex issues. For example, fourth-grade students read "Wonder" by R.J. Palacio. This book tells about the experiences of a 10-year-old boy with a facial deformity entering a mainstream school for the first time. Students then bring their novels and lunches for a special "Book Club" lunch seminar

discussion about the book. These discussions ask students to apply issues in the book to real-world problems. Students learn how to discuss difficult issues with sensitivity while developing their social skills.

*** Practice E**

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

PCS utilizes multiple modes of assessment to differentiate classroom instruction and create/adjust flexible groups. Flexible groups may be formed within core instruction based on pre-assessment data, where AIG students are targeted for differentiated assignments meant to address their unique learning needs. AIG teachers support these practices during grade level PLC times and may also utilize some of these assessment practices within their AIG pull-out service time.

PCS Formative assessment (may include, but not limited to...)

- Exit tickets
- Checklists
- Work products
- Teachers' observations
- Distributed summarizing
- iReady benchmarking

PCS Summative assessment

- Teacher created unit tests
- NC Check-ins
- Final Exams
- EOG's and EOC's
- AP Exams

Data Analysis

AIG Specialists and classroom teachers analyze data from the above sources to make adjustments to AIG students' services, instructional strategies, and/or grouping practices as needed.

All district instructional staff are provided professional development on assessing student learning and evaluating results to determine effectiveness of instruction and to inform instructional decisions moving forward. This is a district-wide initiative that crosses multiple departments and all grade spans.

*** Practice F**

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

Person County Schools utilizes the DESSA screener from Aperture Education to monitor and address the social and emotional needs of all students. The DESSA is an empirical, standardized social and emotional competence (SEC) assessment with editions that support students K-12. The DESSA suite complements many different educational models, including MTSS, RTI, PBIS, and Gifted and Talented. It provides a common lens and language for crafting an SEL program that involves educators, parents, and students. Regular classroom teachers and AIG specialists review the DESSA screening data for AIG students, and plan for individual or small group needs using the intervention resources provided by the platform.

AIG Specialists will also begin to develop Special Units of Study at certain grade levels to address common social/emotional needs at key transitional periods, such as after initial placement in AIG, transitioning to middle school, and transitioning to high school. These units of study may include, but are not limited to:

- “What does it mean to be gifted?”
- “How will AIG be different in middle school?”
- “How can I advocate for myself in advanced coursework?”

AIG teachers will also plan special enrichment events that allow AIG students to socialize with their like peers. Examples of these events include clubs, where students participate in Socratic seminars on relevant, real-world topics; lunch discussions, where students discuss important social issues, field trips where students can socialize with AIG peers from other schools, and vertical mentoring of younger AIG students by older AIG students.

The district will continue to provide a section on the annual DEP form for parents to express any concerns they have about their children. If any item on this section is checked, a school guidance counselor will be notified. The guidance

counselor must document how they address the concern and attach the documentation to the DEP form. This section on the DEP form reads:

Current Social or Emotional Concerns about Your Child. Please check all that apply:

Perfectionism _____ Excessive Self-Criticism _____ Peer Relations _____
Depression _____ Anxiety _____ Underachievement _____ Isolation _____ Other _____ (please list)

*** Practice G**

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

PCS will strive to develop the potential of our youngest students through intentional talent development activities, as described below:

K-1 Nurturing:

At least twice per year, AIG specialists will provide regular classroom teachers with research-based instructional activities intended to develop all students' giftedness potential. The classroom teacher will lead the instructional activity with support from the AIG specialist. While students are engaged in the activity, the AIG specialist will be monitoring and documenting students' responses. The AIG specialist will serve as a resource throughout the year to ensure that any students that demonstrate a need for differentiated curriculum or subject/grade advancement are provided that opportunity.

2nd Grade Nurturing:

Elementary AIG teachers visit all 2nd grade classrooms throughout the school year to deliver research-based instructional activities intended to develop all students' giftedness potential. These instructional activities are designed to

prompt divergent thinking and creative open-ended responses without limits on levels of performance. While students are engaged in the activity, the AIG specialist will be monitoring and documenting students' responses. The AIG specialist will serve as a resource throughout the year to ensure that any students that demonstrate a need for differentiated curriculum or subject/grade advancement are provided that opportunity.

3-5: Challenge

Students that have demonstrated gifted characteristics in grades K-2, are served through third grade “Challenge” groups. These students work with the AIG specialists in small groups on higher level instructional activities. These “Challenge” groups continue in fourth and fifth grades for those students that have demonstrated gifted characteristics but have not been formally identified as AG, AIG, or IG.

* **Practice H**

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

Although clearer procedures and school-wide annual training in best practices for gifted education have strengthened the contributions of all professional staff in meeting the needs of gifted students, AIG stakeholders agree that collaboration between all professional staff should continue to grow to ensure that AIG students receive appropriate instruction and services all day, every day.

Annual Training: At the beginning of every school year, all school personnel attend a training session that outlines best practices in gifted education. This training includes information about recognizing giftedness and the potential for giftedness, especially in underrepresented populations. It also provides information about differentiated instruction and meeting the social and emotional needs of gifted students.

Ongoing Communication: In addition, the district AIG coordinator provides information to school administrators through face-to-face leadership team meetings on topics as needed. Topics of these meetings often include the importance of considering giftedness as a possibility when students are underachieving or exhibiting problem behaviors, differentiation through PLCs, as well as the importance of clustering AIG students in classrooms.

Collaboration Across Departments: Because we are a small school district, we have great advantages in being able to collaborate with ease between AIG, EC, and ESL school personnel. These close working relationships, combined with new attention given to identifying underrepresented populations for AIG services, has led to important changes for many gifted students who would have otherwise gone unnoticed and underserved. As a result, many of the AIG students' DEPs and IDEPs are actually developed with the involvement of EC teachers, ESL teachers, principals, and other various school personnel.

* **Practice I**

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match

the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Every student who is identified as AIG has a Differentiated Education Plan (DEP). This document provides the core plan for AIG services and is developed with input from school personnel, the AIG teacher, parents, and the students themselves.

The initial DEP is developed using information from the many assessments and data collected on the AIG-7 form as part of the identification process. This wealth of information ensures that the DEP leads to services that match the individual needs of the student within the range of what the district can reasonably provide. Once an initial DEP is developed, it is reviewed annually. The DEP can also be reviewed and adjusted during the school year if needed.

DEP annual review occurs near the end of every school year. The DEP is revised, at the beginning of the year with new teachers. Parents sign every DEP and DEP review. Parents are invited to a conference whenever changes to the DEP are made. Special attention is given to transition DEPs (rising 6th grade and rising 9th grade).

*** Ideas for Strengthening the Standard**

Continue these practices to strengthen the standard:

- Use grade acceleration and subject acceleration when best for individuals

- Encourage regular education teachers to use AIG teachers as a planning resource to find opportunities for differentiation

- Keep portfolios of differentiation in regular classroom

- Monitor use of district-wide PLC Framework, which supports using assessments for differentiation and flexible grouping in regular classrooms

- DEP Review section for parents to note social and emotional concerns for follow up by counselors

Improve these practices to strengthen the standard:

- School-by-school practices where counselors provide support for meeting emotional/social needs.

- Problem/project-Based Learning

- Purchase and use of research-based materials and resources for AIG students

Develop these practices to strengthen the standard:
Special Units of Study for key transitional points

Planned Sources of Evidence

* AIG Handbook

* AIG Portfolios

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Documents

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

Person County Schools (730) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Currently, the AIG coordinator is not AIG-licensed. However, the planning, development, implementation, revision, and monitoring of the local AIG plan has and will be led by a joint effort of the AIG coordinator and the district Chief Academic Officer, who is an AIG-certified educator.

In addition, the core AIG team is comprised of certified AIG teachers who collaborate to guide, plan, develop, implement, revise, and monitor the local AIG plan.

The AIG Coordinator, in collaboration with AIG specialists and the Chief Academic Officer, takes the following actions to address this standard:

- Engage stakeholders in providing essential feedback to help guide AIG plan revisions. This is accomplished through the AIG Advisory Council and stakeholder surveys (Parents, teachers, other school-based instructional staff, and other district administrators)
- Facilitate the review of current AIG practices through the lens of the provided feedback.
- Lead collaboration between district departments in the review of AIG practices that impact twice exceptional students (AIG & EC; AIG & EL, etc.)
- Lead collaboration between district personnel to ensure AIG students are considered in district MTSS processes and practices.

- Facilitate regular PLC meetings with AIG specialists to ensure all components of local AIG plan are executed
- Advocate for the equitable funding and positional allocations with district leadership to ensure effective and efficient AIG programming at all levels

*** Practice B**

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

The district's AIG-licensed teacher specialists are assigned roles in which they work directly with gifted learners to address their academic, intellectual, social, and emotional needs. They also support gifted learners indirectly by providing professional development and resources to regular education colleagues.

AIG program services are planned, implemented, documented, and evaluated by the AIG specialists. Because these specialists are the backbone of our AIG services, they are explicitly addressing the needs of gifted learners throughout their workday. AIG teacher specialists provide pull-out instruction services, instructional support of AIG cluster classes, or direct delivery of state curricula that they have adapted for gifted learners. These specialists also support other school personnel through professional development, resource sharing, and model lessons and activities.

*** Practice C**

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

The district provides multiple professional development opportunities for the various personnel working with AIG students:

Classroom Teachers and Instructional Specialists:

- Annual Public School Works online module focused on differentiation for AIG students
- Annual “AIG Refresher” training delivered by AIG specialists and/or AIG coordinator at the beginning of the year. This refresher focuses on AIG policies and procedures

- "Best Practices in Differentiation for AIG Students," a face-to-face training delivered annually by AIG specialists and/or AIG coordinator around the middle of the year

Student Services Personnel:

- For EC & EL staff, annual "AIG Refresher," with an added focus on awareness of, and best practices for, twice exceptional students
- For counselors, "AIG Refresher" with an emphasis on special SEL needs of AIG students, secondary course requirements, and DEP documentation

School Administrators:

- Summer Leadership training on best practices for placing AIG students with teachers proven to grow high achievers
- "Best Practices in Differentiation for AIG Students," a face-to-face training delivered annually by AIG specialists and/or AIG coordinator around the middle of the year

*** 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.

When possible, AIG students are assigned to teachers who are AIG certified, however this is not possible at every school and/or in every school year. All students are assigned to regular classroom teachers that have met PCS requirements for their position. Each school principal assigns students to regular classroom teachers to maximize their opportunity for growth.

The AIG coordinator partners with school administrators to encourage the placement of AIG students with regular classroom teachers that have demonstrated high rates of growth with high achieving students. Administrators are reminded of this effective practice at each district summer leadership event.

*** Practice E**

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

backgrounds.

Recruiting teachers with AIG certification to the district:

- PCS Human Resources will assist school leadership in identifying and prioritizing teacher applicants that are AIG licensed
- Principals are encouraged to incorporate questions regarding gifted learners in their interview protocols. This best practice is reviewed annually at district summer leadership.

Increasing the number of current teachers with AIG certification:

- PCS encourages current teachers to seek AIG add-on licensure through Tuesday Tweets.
- The district partners with institutes of higher education to recruit teachers into the program through virtual information sessions.
- PCS also provides tuition support for teachers seeking this licensure. The amount of support varies based on the number of interested teachers and annual funding amounts.

*** Practice F**

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

A major component of all AIG refresher trainings and other professional development offerings described in Practice C will be equity and excellence in gifted education. This will include

- A review of talent development efforts at all levels including the district's use of data to inform these efforts
- Increased awareness of traditional vs. non-traditional gifted characteristics
- Highlighting our underrepresented populations with each personnel group for clear understanding and alignment in the efforts to increase the identification and service of these groups

*** Practice G**

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

A comparison of AIG goals with district goals shows that PD for AIG is closely aligned with district PD and other district initiatives. The AIG coordinator and core AIG team will further AIG plan goals by strategically aligning our efforts with district initiatives. In addition, the AIG coordinator will ensure that district initiatives support AIG goals.

The following is a summary of the AIG plan goals for the current plan cycle as they align with district focus goals (in all caps):

FUTURE-FOCUSED, PERSONALIZED TEACHING & LEARNING

- Further expand problem-based learning
- Provide more research-based supplemental resources and materials for AIG students

STRATEGIC PLANNING WITH DATA

- Further define practices for identifying and serving intellectually gifted (IG) students
- Promote consistency of practices across schools for meeting AIG students' social and emotional needs.

FOSTERING SCHOOL COMMUNITIES

- Publish an AIG Newsletter quarterly to be shared with all stakeholders
- Expand partnerships and advisory group membership
- Seek volunteers to coordinate partnerships, volunteering, and networking

EQUITY & EXCELLENCE

- Increase awareness & shift mindsets for equity and excellence through annual AIG trainings
- Increase talent development efforts to be more inclusive of underrepresented populations in the AIG continuum of services

AIG teacher specialists and the AIG coordinator meet monthly to discuss progress toward plan goals, recent professional development experiences, new ideas to improve instruction, and the application of those experiences. The AIG specialists also meet monthly with school and grade-level team members to plan special events and instructional activities. They research best practices and adjust their instruction and AIG practices accordingly. The team also

shares samples of best practices with their regular education colleagues and other school personnel. These practices result in professional growth for teachers and the improvement of instruction and programming at all of our schools.

*** Ideas for Strengthening the Standard**

Continue these practices to strengthen the standard:

Provide Annual AIG Refresher Training for All Staff.

Encourage AIG license attainment and publicize opportunities for obtaining licensure.

Encourage regular education teachers to take advantage of support from AIG teachers.

Develop these practices to strengthen the standard:

Offer teachers a Professional Development Pathway in Gifted Education and Differentiation

Build an online library of differentiation strategies for teachers to utilize, with sections for AIG, ESL, EC, etc.

Planned Sources of Evidence

* AIG Refresher Presentation Sign-In Sheets

* District Professional Development Records

*

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

Standard 5: Partnerships

Person County Schools (730) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

PCS partners with parents/guardians to support the needs of AIG students in several ways:

- Gathering parent input regarding student background and strengths as a part of the evaluation/identification process
- Annual reviews of AIG student DEP's solicit parent/guardian input regarding the students' academic and intellectual, as well as social and emotional needs
- Annual parent surveys to gather AIG program feedback and to ask parents/guardians how they would like to support the AIG program
- Publishes a quarterly AIG Newsletter to parents/guardians, along with all other stakeholders, which contains pertinent AIG policies, procedures for accessing services & opportunities for enrichment opportunities
- Inviting parents/guardians into the classroom for activities that may include, but are not limited to:
 - Career presentations
 - Cultural presentations
 - Review panels for special projects

- When possible, the elementary and middle school AIG teachers participate in parent night events and also share information with parents/guardians during conferences or open house events. Open houses, college planning events, and an AP Bootcamp are provided at the high school level. The elementary and middle school AIG teachers also participate in middle school orientation for parents of rising 6th grade students.
- Program Communications and Documents: Appropriate communication through the use of Parent/Guardian Consent for Evaluation forms (AIG-4) and Due Process Procedures forms (AIG-5) will communicate to parents their child's eligibility and rights. The Due Process Procedures are provided for those students who are formally referred. Parents/guardians are involved with creating Differentiated Education Plans and Individual Differentiated Education Plans. Parents or legal guardians acknowledge agreement with DEP/IDEPs via signature. AIG forms and letters will be translated into Spanish or other languages as needed. If a translator is needed during a conference, one will be utilized. Progress Reports are sent home to parents/guardians quarterly.

*** Practice B**

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

The district AIG program greatly values the larger community's participation and support. The following provides information about current partnerships, as well as plans for improving practices for this standard.

Partnerships with IHEs (Institutes of Higher Education): The AIG program conducts field trips to universities such as UNC-Chapel Hill and/or Duke University. Also, experts from IHEs are invited to present lectures to parents and teachers about the characteristics of gifted students and effective practices for teaching gifted students. In addition, the district works with area colleges to promote AIG licensure programs for teacher certification. To improve this practice, the district will expand college visits and partnerships with additional campuses.

Partnerships with Local Business and Industry: Partnerships with local businesses have begun to develop and students are beginning to do internships. AIG specialists also invite speakers to classrooms from businesses for student career exploration and to share Problem-Based Learning scenarios. We also invite local business representatives to join as advisory members.

*** Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan.

This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

Through the AIG Advisory council and community input on surveys, the AIG program involves stakeholders in the development, implementation, and monitoring of the AIG program and plan.

The AIG Advisory group that participated in the review and revision of this local plan included:

- AIG Parent Representatives from each school
- AIG Teachers
- Regular Education Teachers
- Teacher Assistants
- Central Office Directors (Secondary Director and Chief Academic Officer)
- District Instructional Coaches

Activities conducted during the revision process with the Advisory Group included an in-depth review of each standard in the current AIG plan. Each stakeholder group provided specific feedback on:

- Strengths of the plan (things that were going well and that needed to continue)
- Areas for Improvement
- Questions and/or areas of uncertainty in the plan

AIG Program and Plan Review: The AIG program and plan will undergo continuous review and improvement. This will occur through the AIG team meetings and through the annual parent, student, and district surveys, as well as input from the AIG Advisory Group. Activities that will be used to monitor the AIG plan include:

- A review of demographic data of identified AIG students, as well those students participating in the continuum of services that have not been “identified”
- A review of student achievement data
- A review of course enrollment data in our secondary schools
- A review of survey data
- Analysis of data sources and plans for any necessary revisions to the local plan

*** Practice D**

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

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

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

In the 2022-2023 school year, the district will begin disseminating a quarterly AIG Newsletter to all stakeholders containing the following information:

-Standard Items in every edition of the quarterly newsletter:

- A link to the Local AIG Plan, which is found on the PCS AIG webpage
- A link to the AIG Parent Handbook, which outlines the AIG program services including procedures for accessing those services
- Contact information for AIG staff
- Rotating AIG highlights from each school

-Rotating Items based on relevance of time of the year and/or availability of opportunities:

- Upcoming optional enrichment opportunities for students
- Volunteer opportunities parents
- Highlighted news items, policies, and other items related to advanced learning and gifted education
- Cross-departmental opportunities (CTE coursework options, ESL & AIG collaborations, etc.)

The Quarterly AIG Newsletter will be distributed to all district parents, students, and staff via Blackboard Connect emails. The newsletter will be shared with the public via the district Facebook and Twitter Accounts, and posted on the district AIG webpage. The newsletter will be translated into Spanish as well.

When possible, the elementary and middle school AIG teachers participate in parent night events and share information with parents/guardians during conferences or open house events. Open houses, college planning events,

and an AP Bootcamp are provided at the high school level. The elementary and middle school AIG teachers also participate in middle school orientation for parents of rising 6th grade students.

*** Ideas for Strengthening the Standard**

Continue these practices to strengthen the standard:
 Collect stakeholder survey data on an annual basis
 Translating key AIG documents into Spanish

Expand these practices to strengthen the standard:
 Expand the advisory group and broaden partnerships with various stakeholders and community members.
 Seek new partnerships with IHEs and business/industry.

Develop these practices to strengthen the standard:
 Seek volunteers from businesses where staff members are rewarded for volunteer participation.
 Build a list of contacts.
 Seek volunteer to be a liaison to plan such partnerships and networking

Planned Sources of Evidence

- * Presentations and Minutes from AIG Advisory Meetings
- * Stakeholder Survey Data
- * AIG Parent Guide
- * AIG Newsletter

Documents

Document/Link

Document Template

AIG Standard 5 Additional Resources

N/A

Standard 6: Program Accountability

Person County Schools (730) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

The PCS Local AIG Plan has been developed/revised through the collection, and analysis of multiple forms of data:

- AIG Advisory Council feedback regarding strengths, areas of improvement, and lingering questions about each standard
- Stakeholder surveys
- AIG Student demographic data
- AIG Student achievement data

Feedback has been reviewed and prioritized, leading to significant revisions to every standard of the district plan. The revised plan has been reviewed and approved by the Person County Board of Education.

*** 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.

Through a partnership between the AIG coordinator, AIG teacher specialists, AIG parent representatives, and other community representatives on the AIG advisory group, the 2019-2022 plan will be monitored in accordance with

current legislation and state policies to ensure fidelity of implementation for all AIG program components. The district AIG coordinator will ensure that the AIG program and the local AIG plan undergo continuous review and improvement. This will occur through the AIG team meetings and through the annual parent, student, and district surveys, as well as input from the AIG Advisory Group. Activities that will be used to monitor the AIG plan include:

- A review of demographic data of identified AIG students, as well those students participating in the continuum of services that have not been “identified”
- A review of student achievement data
- A review of course enrollment data in our secondary schools
- A review of survey data
- Analysis of data sources and plans for any necessary revisions to the local plan

*** Practice C**

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

The finance director, AIG coordinator, and superintendent monitor and document the spending of AIG funds. Approximately 90% of AIG funding goes to AIG-certified teachers' salaries. Spending of the remaining 10% is decided upon by the AIG team and is used to fund books, instructional materials, technology, and special events for AIG students, as well as NCAGT conference attendance and other professional development in gifted education for teachers.

*** Practice D**

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

The AIG Coordinator and AIG specialists work closely with several key personnel, including the district's Executive Director of Accountability and Student Information Systems, the district's Data Analysis Specialist, the district's Chief Academic Officer, and the district's Secondary and EC director to maintain and analyze multiple sources of student achievement and growth data, including the following:

- iReady diagnostic data in grades K-8: student scale scores and levels are analyzed at BOY, MOY, and EOY

- EOG/EOC achievement data: AIG student scale scores and levels are analyzed annually to determine trends in grade level proficiency and college/career readiness; disaggregated by school, grade level, and/or grade span
- EVAAS growth data is disaggregated by school, grade level, and/or grade span
- AIG enrollment in advanced classes, including honors, AP, dual enrollment with PCC

With assistance from the key personnel listed above, annual drop-out data is reviewed to identify any AIG students that have dropped out. Data on any identified students will be reviewed, possibly including attendance data, past testing history, classroom grades, discipline records, and/or qualitative data collected from an interview with the student. Data on any AIG drop-out is collected and analyzed to build a better system of early identification of potential drop-outs.

*** Practice E**

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

The AIG Coordinator and AIG specialists work closely with several key personnel, including the district's Executive Director of Accountability and Student Information Systems, the district's Data Analysis Specialist, the district's Chief Academic Officer, and the district's Secondary and EC director to maintain and analyze multiple sources of data focused on the referral, identification, services, and retention of AIG students:

- Demographic information is collected on every student that is referred to measure referral rates based on race, ethnicity, language differences, and/or other exceptionalities and identify any gaps. The AIG coordinator and AIG specialists review this data regularly at AIG team meetings.
- Demographic information is also examined via reports in PowerSchool for all identified students, as well as those students that are participating in our continuum of services, but not identified.
- Participation rates in advanced classes including honors, AP, and dual enrollment with PCC are disaggregated by demographics to identify any underrepresented groups in our secondary schools.

These collaborative discussions will lead to our referral, identification, service, and retention of underrepresented populations better aligning with our district demographics. As of May 2022, the demographics of our identified AIG

student as compared to the district overall are as follows:


District Demographics:

- Female: 48%
- Male: 52%
- Asian: 0.004%
- Black: 30.6%
- Hispanic: 12.4%
- Native Am: 0.004%
- Multiracial: 6.9%
- Pac. Islander: 0.001%
- White: 49.2%

Identified AIG Demographics:

- Female: 46%
- Male: 54%
- Asian: 0.007%
- Black: 13.5%
- Hispanic: 8.6%
- Native Am: 0.005%
- Multiracial: 5.4%
- Pac. Islander: 0%
- White: 71.1%

There are significant gaps in the percentages of Black/African American and Hispanic that are identified AIG when compared to the district percentages. Over the course of the 2022-2025 school years, our district will strive to reduce these gaps significantly.

 [Click here to remove the table and use only the narrative field.](#)

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	6.83%	---	8.02%	---	11.90%
Male	---	<5%	5.40%	---	---	---	13.69%
Total	---	<5%	6.13%	---	6.88%	---	12.85%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

*** Practice F**

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

AIG licensure is required for AIG teacher specialists. Certification is also strongly recommended for classroom teachers who teach gifted students. The Person County Schools' Human Resources department maintains records of teachers' certifications and credentials. This department monitors these records to ensure that AIG teachers meet our certification requirements.

This data is utilized in multiple strategic ways:

- Shared with Principals to them in assigning AIG students to AIG certified regular classroom teachers, when possible.
- Allows PLC's to utilize AIG certified classroom teachers as resources for differentiation and effective instruction for gifted students.
- Used to identify teachers that may be interested in becoming AIG specialists in the event of teacher turnover and/or added AIG positions

*** Practice G**

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

The following processes are in place to ensure that students, parents/families, teachers, and other stakeholders have an opportunity to provide regular feedback regarding the quality and effectiveness of the local AIG program:

- Annual District Survey of AIG Parents--includes online and paper options, with space and invitation for comment
- Student Surveys at 1st Nine Weeks and 3rd Nine Weeks--gives students a chance during the school year to give feedback and the school and classroom levels.
- Parent Guide--contains contact information for AIG teachers and coordinator; invites parents to participate as AIG parent representatives and invites stakeholders to contact AIG personnel as needed
- AIG Parent Representation--each school requests at least two parents to participate in advisory meetings each year, during which they evaluate the program and provide recommendations.

The new district AIG newsletter will also solicit informal feedback from all stakeholders at least once annually through an open-ended Google Doc for suggestions.

*** Practice H**

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

Several key practices are standard procedure for the comprehensive evaluation of the local AIG program, which occurs every three years:

- Gathering of key data (listed in Practices b, d, e, and g)
- A review of the current local AIG plan with the AIG Advisory Group, where feedback is provided regarding strengths, areas for improvement, and lingering questions.
- Analysis of the key data collected with several groups:
 - The team of AIG specialists
 - District leadership
 - AIG advisory group
- A review of past feedback, AIG Program Standards Unpacking documents, and other support documents provided by NCDPI with AIG specialists.

- A review of the PCS Strategic plan with district leadership to ensure alignment within the AIG plan revisions

These key practices are conducted using a variety of methods, including face-to-face and/or virtual meetings of the AIG specialists, AIG advisory group, and district leadership and/or recorded presentations that provide summaries of the current plan and key data for these groups. Groups typically provide feedback through general discussion, google forms, and/or other means of written feedback.

The AIG Coordinator and AIG Specialists work collaboratively to review all key data sets and prioritize areas for improvement. Using a shared document, the AIG team highlights areas of the current plan that need revision, and makes notes on the specifics of the needed revisions. The AIG Coordinator leads the revision process with the support of the AIG specialists. The revised AIG plan is presented to the local board of education for review and approval, then submitted to NCDPI for feedback.

* Practice I

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

Key data will be shared with respective stakeholder groups throughout the process outlined in Practice h. The relevant data to be shared with each stakeholder group is listed here:

- District Personnel (This data will be shared in already existing district and school based meetings where student learning data is being reviewed and analyzed.)
 - Student achievement data including growth and proficiency data, disaggregated by school and grade level
 - Enrollment data in advanced courses
 - Dropout data
 - Stakeholder survey data
- Students (This data will be shared with students by the AIG specialist that serves the students.)
 - Overall trends in student survey data
- Parents/guardians/families (This data will be shared via the AIG newsletter.)
 - Overall trends in student growth and proficiency data, disaggregated by grade spans
- Other community stakeholders
 - Overall trends in student growth and proficiency data, disaggregated by grade spans

Results of the program evaluation, including top priorities that emerge from key data points and the revisions that are made to the local AIG plan in response to those priorities, will be shared with all stakeholders via the AIG newsletter.

*** Practice J**

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

Procedures for Informed Consent for Identification and Placement:

As part of our procedures for referral, screening, and identification, the Person County Schools Due Process Procedures form (form AIG-5) is given to parents/guardians of all students who are referred. A Differentiated Education Plan (DEP) (forms AIG-8-10) is completed for each student who receives AIG services. The parent/guardian is invited to discuss the team's recommendation (AIG-6). The parent indicates consent by signing the Differentiated Education Plan. Student services may then begin. Services may be changed and/or DEPs may be modified as needed throughout the year, but parents/guardians are always notified in writing of any changes to services. Rights of AIG students and their parents/families are addressed by the following documents and procedures:

- AIG 1: Student Nomination Form - Parents and students can self-nominate for full AIG evaluation.
- AIG 2: Parent/Guardian Consent for Evaluation - Parents/guardians must give consent before the full evaluation process can begin.
- AIG 6: Invitation to Conference - Parents/guardians are informed and invited to meetings where changes or decisions about AIG services and placements are being made.
- AIG 7: Summary of Evaluation Data - Parents/guardians have full access to evaluation data collected as part of the AIG identification process.
- AIG 8-10: Differentiated Education Plans (K-5, 6-8, 9-12) - Parents/guardians review and sign a DEP each year that students are a part of the AIG program.
- AIG 11: Individualized Differentiation Education Plan Grades K-12 - Parents/guardians review and sign the IDEP each year that students are provided an IDEP because of a student's unique needs for placements or services.
- AIG 12: AIG Annual Report - Parents/guardians receive an annual report about students' progress in the AIG program, which sometimes involves a follow up conference.

- AIG 14: K-5 Annual Review by Student - AIG students in elementary school annually review their own progress in the AIG program. This is used to inform any changes that may be needed to services.
- AIG 15: Temporary Placement Form - Parents/guardians receive this notice when AIG students move here from another school district. This document that students will be placed temporarily in a cluster AIG classroom as the district awaits further documentation from the former school or until enough data has been collected to identify the students as AIG according to our own district requirements.
- AIG 16: AIG Determination Team Minutes - Once a school's AIG Determination Team has reviewed the complete summary of evaluation data, parents/guardians are notified of the outcome of the review.
- AIG 17: AIG Program Withdrawal Form - Once identified as AIG in our district, students maintain this identification until and unless a parent/guardian withdraws the student from the program.

Procedures for Reassessment:

- After the initial screener and identification efforts that occur in third grade, when most students are typically identified, there are multiple opportunities for reassessment.
- All students are screened for consideration for placement in advanced classes during transition years of fifth to sixth grade and eighth to ninth grade. Students that are identified as eligible for advanced classes may be evaluated for AIG identification, based on the individual needs of the student. Students that may have been previously evaluated for AIG identification, but not identified, may be reassessed at these times.
- Parents, teachers, principals, or AIG specialists may request a student be reassessed at any time. Requests for reassessment will be reviewed by the AIG Determination Team. If the team determines that reassessment is in the students best interest, the evaluation process will be completed again for the student.

Procedures for Transfers:

Students identified in gifted programs outside Person County Schools will be considered for local eligibility based on individual needs. These students will be temporarily located in a cluster AIG classroom until appropriate paperwork is received from the previous school or until enough evidence is gathered for ADT review. Parents/guardians are informed of this waiting period and process through the Temporary Placement Notification Form (AIG-14). Once the paperwork is obtained, the ADT reviews all information and completes the Summary of Evaluation Data (AIG-7) form to determine if differentiated services are appropriate in our district.

Procedures to Resolve Disagreement:

Person County Schools AIG Program Due Process Procedures Regarding AIG Eligibility Determination and Services Decision are listed below. These procedures are in place in the case parents/families disagree with a decision of an AIG determination team. Parents/guardians are given a copy of these procedures when initial decisions are made about identification or placement. Parents/guardians are also offered a copy as part of annual reviews and DEP/IDEP updates.

Within the Person County Schools Academically and Intellectually Gifted (AIG) Program, all personnel are committed to excellence for all students. Part of the attainment of this commitment is a collaboration between the home and school environments.

Person County Schools AIG 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 concern may be resolved at the local level. The following procedures should be followed to resolve any disagreements.

Step 1: Appeal to the School AIG Determination Team

The parent or guardian may request a conference with the AIG Determination Team at the child's school. This request must be made in writing. The AIG Determination Team should be given ample opportunity (10 days) to convene for this conference.

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

At this conference, all information is shared with parent/guardian and minutes are recorded. Signatures are obtained from those involved.

Following the conference, the AIG Determination Team will respond to the parents' concerns in writing within 10 days of the conference.

Step 2: Appeal to the Building Level Principal

The parent/guardian may appeal the decision of the AIG Determination Team to the building level principal. This should be done in writing within 10 days of the decision from the AIG Determination Team. The principal shall schedule the conference within 10 days of receipt of this request. The AIG Determination Team chairperson and the child's teacher may be invited to this conference along with the parent/guardian.

The principal will review the concern. During the conference, he/she may request further information from the child's teacher, the AIG Determination Team, or the parents. Minutes are recorded on the AIG Determination Team 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. A copy of the response should be sent to the AIG Determination Team.

STEP 3: Appeal to the LEA AIG Coordinator

The parent/guardian may appeal the decision of the building level principal to the AIG coordinator. This should be done in writing 10 days of the decision from the building level principal. Please submit this appeal to:

Program Specialist for AIG
Person County Schools
304 S. Morgan St., Room 32
Roxboro, NC 27573

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

The AIG coordinator will review the concern. During the conference with the parent/guardian, he/she may request further information from the child's teacher, the AIG Determination Team, the parent/guardian, and/or the principal. Minutes are recorded on the AIG Determination Team minute form and signatures are obtained from those present.

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

STEP 4: Appeal to the Superintendent

The parent/guardian may appeal the decision of the AIG coordinator to the Superintendent in writing within 10 days of the decision. Please submit appeal to:

Superintendent
Person County Schools
304 S. Morgan St., Room 25
Roxboro, NC 27573

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 AIG Determination Team, the parent/guardian, the principal, and/or the program specialist for AIG. Minutes are recorded on the AIG Determination Team 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 5: 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:

Person County Board of Education
304 S. Morgan St., Room 25
Roxboro, NC 27573

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

The board will review the concern. This body may request further information from the child's teacher, the AIG Determination Team, the parents, the principal, the program specialist for AIG, and the Superintendent. During this meeting, minutes will be recorded on the AIG Determination Team minutes form and signatures obtained of those present.

The board shall make a final decision in writing 30 days of receipt of written complaint. A copy of the response shall be sent to the ADT, the building level principal, the program specialist for AIG, and Superintendent.



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

The issues for review shall be limited to:

Whether the local system improperly failed to determine eligibility for services within its Gifted Education Program.

Whether the local system implemented and provided those services specified within the Differentiated Education Plan.

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

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

*** Ideas for Strengthening the Standard**

Continue these practices to strengthen the standard:

Write and maintain a local AIG plan and program with the help of all stakeholders

Maintain and update documentation at all grade-levels

Keep plan, procedures, and accountability data on the district AIG website

Improve these practices to strengthen the standard:

Update achievement data on the AIG website in a more timely manner

Publish relevant accountability data in quarterly AIG newsletter for all stakeholders

Planned Sources of Evidence

- * AIG Quarterly Newsletter
- * AIG Webpage
- * AIG Team Meeting Minutes
- * AIG Handbook

Documents


Type	Document Template	Document/Link
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AIG Standard 6 Additional Resources	N/A	
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Local Board of Education Approval



Person County Schools (730) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/02/2022 




Original Application Submission Date: 07/14/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>PCS Board Approval 22-25 AIG Plan</u>

AIG Related Documents

Person County Schools (730) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 PCS Board Approval 22-25 AIG Plan
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 PCS AIG Handbook
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Person County Schools (730) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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