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

Approved by local Board of Education on: 12-MAY-16
LEA Superintendent’s Name: Mr. Danny Holloman
LEA AIG Contact Name: Dr. Wendy L. Staskiewicz
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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). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

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

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

Person County Schools Vision for local AIG program: 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.

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

<table>
<thead>
<tr>
<th>State Funding</th>
<th>Local Funding</th>
<th>Grant Funding</th>
<th>Other Funding</th>
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<td>$239624.00</td>
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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
Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

District Response: Our AIG plan is easily accessible by all stakeholders through our district website: http://person.k12.nc.us/departments/aig-gifted_education. This plan includes all of our procedures for screening, referral, and identification.

Parents receive Beginning-of-Year AIG Welcome Newsletters (in English and Spanish) that provide up-to-date information regarding identification processes and other information helpful for navigating a new school year in the AIG program. These newsletters are offered at school open house events to any parents interested in the AIG program. Beginning during the next AIG plan period, parents will also have access to an AIG Parent Guide.

Staff development "AIG Refresher Training" takes place at the beginning of every school year in every school to ensure that all school personnel understand and perform their roles in this process consistently.

AIG teachers in the county meet and discuss procedures monthly to ensure that the identification process is implemented consistently across the district.

Parents and students are notified of assessments for AIG screening purposes through the LEA testing coordinator and classroom teachers. The use of documents, such as the AIG Program Parent/Guardian Consent for Evaluation form (AIG4) and Invitation to Conference form (AIG6), communicates to parents their child's eligibility. The Due Process Procedures (AIG5) form is provided for those students who are formally referred. For parents whose English is limited, information regarding AIG screening, referral, and identification is translated.

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

District Response: "Screening" refers to the process of determining which students need full evaluation for possible AIG identification. Students who meet screening requirements do not automatically qualify for AIG services.
Screening before 3rd grade:
Screening begins 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 it is clear that they have unique learning needs.

Screening during 3rd grade:
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, 80%ile or higher for nationally normed tests; 90%ile or better on district and state achievement tests and benchmarks. AIG teachers also screen for outliers in grade levels at each school, i.e., one or more students whose performance level is notably more advanced than all other students in the grade level at that school.

Screening 4th grade and above:
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, 80%ile or higher for nationally normed tests; 90%ile or better on district and state achievement tests and benchmarks). AIG teachers also screen for outliers in grade levels at each school, i.e., one or more students whose performance level is notably more advanced than all other students in the grade level at that school. School personnel are alerted to look for potential giftedness in underrepresented populations, such as minority students, students from impoverished homes, and students already identified with a learning exceptionality (EC). School personnel are also alerted to consider giftedness when students show signs of boredom, underachievement, or acting out behaviors.

Referrals/Nominations:
Most often, students are referred for AIG determination review by classroom teachers and AIG teachers who use information collected at the screening stage. Referrals are sent to the school's AIG Determination Team (ADT), and a notification is placed in the student's file to alert future teachers that this student has shown some indication of potential giftedness. School counselors, administrators, parents, and even the students themselves may nominate a student at any time for full review for AIG services.

All AIG referrals/nominations in grades 3-12 lead to a review of 6 criteria for possible identification:
- Student Achievement: Benchmark Tests, EOG/EOC, Other state or nationally normed achievement tests
- Student Performance: Classroom Performance and Grades
- Academic Aptitude: CogAT 6, or other aptitude test
- Teacher Observation: Gifted Evaluation Scale-Third Edition (GES-3) (completed by teacher)
- 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 for the majority of these indicators; 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.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Possible Evidence</th>
<th>Moderate Evidence</th>
<th>Strong Evidence</th>
<th>Very Strong Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EOG/EOC</td>
<td>77 – 82%ile</td>
<td>83 – 89%ile</td>
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</tr>
<tr>
<td>STAR Benchmarks</td>
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<td>90%ile</td>
<td>95%ile</td>
</tr>
<tr>
<td>Student Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Grades</td>
<td>77 - 84%</td>
<td>85 - 89%</td>
<td>90 – 96%</td>
<td>97%+</td>
</tr>
<tr>
<td>Student Aptitude</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CogAT</td>
<td>73 - 79%ile</td>
<td>80 – 89%ile</td>
<td>90 – 94%ile</td>
<td>95%ile+</td>
</tr>
<tr>
<td>Observation of Student Gifted Evaluation</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scale 3</td>
<td>70 – 79%ile</td>
<td>80 – 89%ile</td>
<td>90 – 96%ile</td>
<td>97%ile+</td>
</tr>
<tr>
<td>Student Interest Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>50-62</td>
<td>63-75</td>
<td>76-88</td>
<td>89-100</td>
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<td>Reading</td>
<td>40-50</td>
<td>51-60</td>
<td>61-70</td>
<td>71-80</td>
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<tr>
<td>GES-3 Motivation Profile</td>
<td>73 - 79%ile</td>
<td>80 – 89%ile</td>
<td>90 – 94%ile</td>
<td>95%ile+</td>
</tr>
</tbody>
</table>

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.

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

District Response: 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 80-90%-ile levels on assessments, but who clearly outperform their classmates and will need specialized AIG services to reach their full potential.
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
Implements screening, referral, and identification processes consistently within the LEA.

District Response: 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.

Monthly AIG Team Meetings:
AIG teachers and the AIG coordinator meet monthly to ensure all required processes are consistently enacted across the district. Parent representatives join these meetings three times a year, and we have plans to expand this to an advisory group involving more stakeholders.

Reporting for Principals at Leadership Team Meetings and in Thursday Messages Communications:
Information and clarifications about our processes are reported to principals during monthly district Leadership Team meetings and weekly Thursday Messages communications 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.

AIG Refresher Trainings for All Staff:
All school personnel attend an annual training that includes information about screening, referral, and identification processes.

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

District Response: 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.

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).

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.

**Ideas to Strengthen the Standard:** Continue these practices to strengthen the standard:
- Weekly PLCs and monthly team AIG meetings ensure consistency across schools
- Common processes, procedures, and paperwork used by all schools
- Educating staff on how to avoid bias in identification practices within all school communities.
- Newly Restructured middle school and high school AIG personnel

Improve these practices to strengthen the standard:
- Better publicize available information
- Publish the Parent Guide
- Improve turnaround time for AIG identification after 3rd grade

Develop this practice to strengthen the standard:
- AIG Parent Buddy--pair with people who have already gone through the process

**Sources of Evidence:** LEA Self-Assessment Tool
Stakeholder Survey Results
AIG Team and Parent Meetings and Minutes
AIG Website Information
AIG Parent Guide (in development as of March 2016)
AIG Handbook and Forms as follows:
AIG 1: Student Nomination Form
AIG 2: Parent/Guardian Consent for Evaluation
AIG 3: Student Interest Survey for Reading
AIG 4: Student Interest Survey for Math
AIG 5: Due Process Procedures
AIG 6: Invitation to Conference
AIG 7: Summary of Evaluation Data
AIG 8: Differentiated Education Plan Grades K-5
AIG 9: Differentiated Education Plan Grades 6-8
AIG 10: Differentiated Education Plan Grades 9-12
AIG 11: Individualized Differentiation Education Plan Grades K-12
AIG 12 AIG Annual Report
AIG 13: K-5 Annual Review by Teacher
AIG 14: Temporary Placement Form
AIG 15: AIG Determination Team Minutes
AIG 16: Alternative Assessment Selection Form
AIG 17: AIG Program Withdrawal Form
AIG 18: AIG Determination Team Report
Standard 2: Differentiated Curriculum and Instruction
The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

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

District Response: To ensure that all students, AIG or otherwise, receive the required NC SCOS instruction, district-wide student learning maps are created for each subject at each grade level. This is the standardized platform through which the standard curriculum is delivered district-wide. Regular education teachers and AIG/Advance course teachers work collaboratively to ensure that the SCOS is adapted to meet the needs of gifted students. This collaboration occurs through various instructional models as required by students' Differentiated Education Plan (DEP).

In elementary and middle schools, the AIG teacher collaborates with and supports classroom teachers to differentiate instruction for identified gifted students in cluster classrooms. The AIG teacher also supports 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.

At the middle school and high school levels, AIG teachers and teachers of advanced courses follow the SCOS to deliver instruction, but they adapt and enhance this instruction to meet the particular needs of their AIG learners. Middle School AIG participants experience advanced levels of the adapted curricula in math and English language arts courses as needed based upon their individual DEPs. During the rest of the school day, these AIG students learn in clusters of gifted students as they attend other subject area classes.

High school AIG participants take a minimum of two honors or AP courses during each school year based upon their own individual needs and interests.

AIG teachers provide differentiation support to all other teachers through the sharing of information and resources. When AIG teachers receive information on best practices for differentiation or find/create differentiated learning units and activities, they share these resources with regular education teachers and other AIG teachers at the school and district level through email, newsletters, the AIG website, and professional meetings.

Practice B
Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.
District Response: ACCELERATED/ADVANCED COURSE OPTIONS AND DETAILS

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.

Math and/or Reading Acceleration:
Based on consistently high student performance and assessment, students are allowed to test out and/or 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.

Virtual Learning Options:
Our 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. Online courses may be taken for credit (if credit allowed by state law and if available to the district) during a term. Courses will be accessed from a variety of options, such as NCVPS, The NC School of Science and Math, Learn and Earn online through community colleges, UNCG i-school, and others as available.

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.

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 honors course has clearly defined prerequisites and entry criteria.
High School Advanced Placement (AP) 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 with a 3 or better score.

EXTRACURRICULAR OFFERINGS

Participation in Special Programs may include the following activities that are supported by the district for qualifying students: Technology Fair Competition, Accelerated Reader, Science Fair, Duke TIP, Summer Ventures, NC Governor’s School, French Exchange Program, German Exchange Program. Enrichment/Talent Development, Elective Classes and Focus Clubs, such as Art, Music, Band, Career & Technical Organizations, Virtual Enterprises, World Languages, Student Council, Yearbook, National Honor Society, Journalism, and a variety of virtual offerings. (Special programs are subject to availability at each school. Selection may vary.)

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

District Response: Research-based instructional practices are considered a hallmark of AIG instruction in the district. These practices are routinely shared in the AIG core team meetings and perfected through practice and continuous improvement. However, AIG students would benefit from expanding the district's collection of supplemental resources.

Some supplemental instructional resources are created by AIG teachers and some are purchased for use with AIG students, such as PETS (Primary Education Thinking Skills) and Wordly Wise. Other examples of research-based supplemental resources include the use of thematic units, problem and project-based learning, tiered assignments, and differentiated instructional units.

- Thematic units are offered that allow students to explore information from various disciplines integrated under a broad-based theme such as conflict, power, patterns, etc. Because these units provide opportunities to deal with content at a highly abstract level of sophistication, they are an appropriate way to modify curriculum for gifted students.

- Problem-Based Learning and Project-Based Learning are used to provide content enrichment. Students may select projects. Teachers may develop projects and share them with other teachers during the year.

- Tiered Assignments allow for multiple versions of an assignment. Tiered assignments encourage students to build on their prior knowledge and extend their learning.

- Content-specific Computer-based Instruction is used to enrich the curriculum. This instruction is beneficial to all students, but especially the gifted. Care must be taken that software is selected for
enrichment that challenges thinking, problem solving, and decision making.

-Differentiated Instructional Units are designed to incorporate goals, tasks, and activities that are appropriate to individual learning abilities and skills of the students involved. Often these units involve student choice of topics, reading material, and multimedia presentation tools.

The district seeks to expand its collection and use of research-based supplemental resources by training more teachers to use SAS Curriculum Pathways, Homebase, and by purchasing more high-interest problem-based learning units, possibly from the Wake Forest Medical Center. The district will also seek additional research-based supplemental resources for serving intellectually gifted students.

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

**District Response:** Blended Learning:
The Person County Schools has made significant strides recently in developing students' 21st century knowledge and skills through its grant from Golden LEAF Foundation. The grant supported the district's 1:1 laptop initiative and professional development led by the Friday Institute 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 the Haiku Learning Management System (LMS). The LMS and blended learning model will be used to support AIG programming that develops gifted students' 21st century content knowledge and skills at an advanced level.

Nook Book Club:
Elementary AIG students are assigned Color Nook devices and asked to read pre-selected novels to prepare for special book club discussions. These novels are high-interest and deal with complex issues. For example, fifth-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 Nooks 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. Of course, there are many other reading and learning materials available to students on the Nooks, and students learn to navigate the use of this current technology. This program has been wildly popular with AIG students, and we will continue offering this during the next three-year cycle.

AIG Problem-Based Learning Units:
AIG students already participate in units that meet these goals. However, we will expand their use and require that additional projects of this nature be developed, especially at the middle school level. For example, students plan and participate in a Math-a-Thon, and through this project they raise money for St. Jude Children's Research Hospital. Another project requires students to research and present information about a form of cancer. This information is presented to other students and adult guests at a special event. Students also participate in problem-based learning projects about important global issues. These types of learning experiences will be expanded and further enhanced to meet the criteria in our focus goals. They will also be documented through submission of the assignment to the AIG website.
Practice E
Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response: Teachers in the district use both formative and summative types of assessments, which include daily classroom assessments, lesson/unit assessments, and benchmark testing, to monitor student learning and adjust their instruction accordingly. Teachers work in PLCs to review the data from on-going assessments and make changes as necessary to meet AIG students' as well as other students' needs. Using formative assessment to differentiate classroom curriculum and instruction has been a district focus in recent years, and will continue to be developed and monitored for all schools and classrooms.

The AIG program also conducts reviews of students' progress to ensure the students' instructional needs are being met. Students/parents are surveyed at the 1st and 3rd nine weeks to make sure they are satisfied with instruction. AIG teachers also check with regular classroom teachers to make sure students are progressing well. On-going assessment data is used to inform these progress checks. An annual review pulls all of this information together and is used to make decisions about the DEP for gifted students during the next school year.

Results from recent district AIG parent and student surveys indicated that gifted students are not always being appropriately challenged in the regular classroom setting. Therefore, district and school leaders will focus on improving differentiation practices district-wide.

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

District Response: The district has made strides in this practice, but parent representatives, AIG teachers, and results of the AIG parent survey indicate that this can be further improved.

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)

This practice provides a process for addressing the emotional and social wellness of AIG students.
AIG teachers will also plan special enrichment events that allow AIG students to socialize with their like peers. Examples of these events include FLEX afternoons, where students participate in Socratic seminars on relevant, real-world topics; lunch discussions, where students discuss important social issues, field trips where students are able to socialize with AIG peers from other schools, and vertical mentoring of younger AIG students by older AIG students.

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

**District Response:** The following practices cultivate and develop the potential of K-3 students:

2nd-Grade Nurturing Program:
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. AIG teachers keep portfolios of the students’ work samples, which they use to document potential giftedness and to demonstrate to regular classroom teachers which students require greater challenges in the classroom from day-to-day.

Regular Classroom Differentiation:
AIG teachers share samples of differentiated lessons with regular K-3 classroom teachers through email, online postings on the AIG website, and by modeling differentiated lessons with students. The AIG program also pays for teachers to attend the NCAGT conference for more ideas about addressing the needs of gifted students.

Early Identification:
Although school-wide screening for giftedness does not occur until 3rd grade, all teachers are trained to identify gifted students and respond to their needs. This training occurs at the beginning of every school year. Highly gifted K-2 students who need differentiation beyond what their classroom teachers can provide can be identified early and provided accelerated learning options.

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

**District Response:** 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 agreed that collaboration between all professional staff should be improved 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
Thursday Messages communications and through face-to-face leadership team meetings on topics
as needed. Topics of communications and 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.

Focus for Improvement:
- Principals and counselors use data consistently to guide grade acceleration and subject acceleration
decisions for individuals.
- AIG teachers encourage regular education teachers to use them as a planning resource to find
opportunities for differentiation
- Teachers keep digital portfolios of differentiation in regular classroom
- District leaders monitor use of district-wide PLC Framework, which supports using assessments for
differentiation and flexible grouping in regular classrooms
- Make more consistent the school-by-school practices whereby counselors support gifted students' emotional/social needs.

Practice 1
Develops and documents a student plan that articulates the differentiated curriculum and instruction
services that match the identified needs of the K-12 AIG student, such as a Differentiated Education
Plan (DEP). This document is reviewed annually with parents/families to ensure effective
programming, provide a continuum of services, and support school transitions.

District Response: 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, if needed, for the following school year. 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 to Strengthen 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-Based Learning
- Purchase and use of research-based materials and resources for AIG students
- Revise portfolio requirements starting August 2016

Develop these practices to strengthen the standard:
- Train more teachers to use SAS Curriculum Pathways and Homebase
- Wake Forest Medical Center--Problem-based learning units
- Optional monthly meetings between classroom and AIG teachers

**Sources of Evidence:** LEA Self-Assessment Tool
Stakeholder Survey Results
LEA AIG Handbook
Elementary AIG Portfolios
District PLC Framework
District Course Guides
Standard 3: Personnel and Professional Development

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

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

District Response: In our small school district, the AIG coordinator also directs the ESL program and oversees all programs in secondary curriculum and instruction. It is unrealistic to expect this person to have teaching certification in all of the supervised program areas. However, The AIG coordinator has extensive experience in gifted education. 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 program.

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

District Response: 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, special education teachers, counselors, and school administrators.

District Response: At the beginning of every school year, principals at each school are asked to schedule a time for "AIG Refresher Training" for all school personnel. This training targets school
leadership, regular classroom teachers, and support staff. It occurs in September and October, usually during an afternoon meeting at each school. The AIG teacher specialist or AIG coordinator conducts the training session. All school personnel are required to attend.

The "AIG Refresher Training" includes the following topics and information:
- State definition of AIG, with an emphasis on these elements:
  "students perform or show the potential to perform"
  "compared with others of their age, experiences, or environment"
  "require differentiated educational services"
  "students from all cultural groups, across all economic strata"
- Screening and identification procedures
- Characteristics of gifted learners
- Characteristics of gifted learners who are often overlooked
- Definition of differentiation (stressing that "more work" is not differentiation)
- Basic principles of differentiation
- Strategies for differentiation
- Differentiating within Common Core
This training will be evaluated and revised as needed each year.

In addition, the district provides professional development sessions during district-wide learning conferences on how to address the academic, intellectual, and social/emotional needs of gifted learners. These sessions are very popular and are open to principals, teachers, and support personnel. During the upcoming plan cycle, the district will provide a PD pathway for teachers on addressing the needs of gifted learners in the regular classroom through differentiation.

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

**District Response:** District personnel records show that many AIG students attend general education classrooms where the teachers do not have specialized training in gifted education or an AIG add-on license. Indeed, it is challenging to find teachers who have this certification and to convince teachers to pursue this certification when there are not financial incentives to do so.

In order to increase the number of district teachers with AIG add-on licensure, the AIG coordinator, with the help of human resources personnel, will advertise AIG certification programs and encourage teachers to apply. When funds are available, the AIG program will provide some tuition reimbursement to current Person County Schools teachers pursuing AIG certification to offset costs not covered by financial support the district already provides. This support is limited by what funds are available and can be paid only after a course is successfully completed with a grade of B or better.

Starting in the upcoming plan cycle, the AIG program will provide a PD pathway for teachers that will involve extensive ongoing professional development. Teachers who complete this pathway will be
considered as having met the LEA's professional development requirements for teaching gifted learners.

Once teachers have met requirements for AIG licensure or have successfully completed the AIG PD Pathway, school administrators will be encouraged to assign these qualified teachers to teach AIG cluster classes and advanced classes containing gifted students.

**Practice E**

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

**District Response:** One of the advantages to working in a small school district is that it is easier to coordinate district initiatives across programs. 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):

**NEXT GENERATION TEACHING & LEARNING**
- Further expand problem-based learning
- Provide more research-based supplemental resources and materials for AIG students
- Offer Teacher PD Pathway for Gifted Education and Differentiation

**STRATEGIC PLANNING WITH DATA**
- Further define practices for identifying and serving intellectually gifted (IG) students
- Improve turn-around time for AIG identification after 3rd grade
- Promote consistency of practices across schools for meeting AIG students’ social and emotional needs.
- Update achievement data on district website

**FOSTERING SCHOOL COMMUNITIES**
- Publishing a parent guide and better publicize available information
- Provide intentional programming for underrepresented AIG students
- Expand partnerships and advisory group membership
- Seek volunteer to coordinate partnerships, volunteering, and networking
**Practice F**
Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

**District Response:** 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 weekly 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. Team members then share their professional learning and pilot the resulting program applications with additional students.

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. Examples of initiatives that have resulted from this process include the Nook Book Club, after school Socratic seminars, and restructuring of middle school services for AIG students. This process has also resulted in the use of more research-based practices and assessments.

**Ideas to Strengthen 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.

**Sources of Evidence:** AIG Refresher Training Presentation
PCS Learning Conference Session Catalogs
District Personnel and Training Records
MyLearningPlan CEU reports
Tuesday Tweets Curriculum "Continued Ed" Newsletter Archives
LEA Self-Assessment Tool
Stakeholder Survey Results
AIG Team and Parent Meetings and Minutes
AIG Website Information
Standard 4: Comprehensive Programming within a Total School Community

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

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

District Response: The following is information about how the program delivers AIG programs and services.

K-8 AIG SERVICE OPTIONS (for math, reading, or both as needed)
Cluster Grouping in Heterogeneous Classrooms
Pull-Out Instruction
Subject Acceleration/Advanced Content Course

9-12 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

MEETING SOCIAL AND EMOTIONAL NEEDS
Peer-Alike Events and Programs
Documentation of social and emotional concerns on DEPs and follow-up with school counselors
Co-Curricular Planning between AIG teachers and school counselors

During this plan cycle, the district will formally define its services for intellectually gifted (IG) students.

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

**District Response:** The AIG program identifies students for AIG 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 these IG students with advanced coursework or cluster placement options that can lead to better development in reading and math. Although we serve students primarily in the areas reading and math, we plan to define more formally our programs and services for IG students during this current AIG plan cycle.

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.

The following are scheduled AIG instructional services at each school level:

**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 two times each week for up to an hour 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.

- **Pull-Out:** Students leave the regular classroom setting two times each week for up to an hour 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. The AIG teacher meets with students in the designated AIG classroom for these services.

• 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.

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

District Response: Many of our AIG programs are integral and connected to the LEA’s total instructional program. Although AIG students are offered additional services, support, and programming, many of the opportunities these students enjoy are offered as district-wide programs open to all students. The goal of our AIG program is to connect gifted learners with challenging and engaging learning experiences tailored to their individual needs, not to create programs that function as a gated community for the elite few.

Examples of AIG programming and services that are also integral offerings in the LEA:
- North Carolina Virtual Public School
- Web-based programs and software (Achieve 3000, DreamBox Learning, Think Through Math)
- Formative assessment and benchmarking tools to ensure academic growth
- Professional development on rigor and differentiation
- Coursework acceleration
- Curriculum compacting
- 1:1 laptop initiative and blended learning
- e-books
- Interest-based clubs and organizations
- Technology Fair
- Project or Problem-based learning
- Dual enrollment in community college
- Advanced Placement and honors courses
- College and Career Ready Programming
- Gear-Up Grant Program
- PEARL research project with UNC-CH on math learning through small groups
-MSP Grant - Project C3M: Cultivating Conceptual Teaching & Collaborative Learning of Rigorous Mathematics

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

**District Response:** 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.

Thursday Messages Communications: Every Thursday, principals receive up-to-date information about important events or resources. The AIG coordinator sends out important AIG updates through this communications system.

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.

Leadership Team 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.

Monthly AIG Team Meetings and Parent Representatives: Every 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. In addition, parent representatives from each school attend the team meetings three times each year.

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

**District Response:** The AIG 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 middle school 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 F
Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

District Response: The following procedures facilitate collaboration among personnel to address the social and emotional needs of 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.

Collaborative Conferences with AIG parents:
AIG parents are invited to conference meetings when a new DEP is being developed. This meeting allows parents to provide input and have a clear understanding of the AIG service options provided for their children. When AIG students are also identified as needing EC services or LEP services, the EC teacher or ESL teacher is also required to attend these meetings as well.

Open House Events, Newsletters, and Parent Guide:
At open house events, parents are provided information about AIG through Welcome Newsletters that provide basic information about the program and how to reach AIG personnel if they have questions. There will also be sessions about AIG for parents to attend during school-based evening events for families. Parents will also be provided a parent guide that is being developed for the 2016-17 school year.

AIG Parent and Student Surveys:
Each school year, surveys are distributed to parents and students to make sure the AIG program is meeting their needs. Each AIG teacher will survey their students and parents, once in the fall at the first nine weeks point, and once again in the spring at the third nine weeks point, to make sure that all is going well in the program and AIG classroom. There will also be a district-wide parent survey that measures our progress toward AIG plan goals.
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.

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.

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

District Response: 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).

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.

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.

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

District Response: The district has made great strides in identifying students for AIG services from underrepresented AIG populations. Whenever possible, the district provides programming and experiences that address
the needs of underrepresented AIG populations. However, survey results and AIG parent representatives recommend that the program focus on providing even more intentional services for this plan cycle.

The following are plans for increasing intentional programming for traditionally under-represented AIG populations as developed with the help of parent representatives:

- Add a new event or project each year that provides intentional programming for traditionally under-represented AIG populations
- Invite members of minority organizations to speak to AIG students. This can include Native American groups, members of disability/differently-abled groups, speakers who have overcome economic disadvantages through educational opportunities and persistence, and Gear-Up representatives who can share information about career and educational planning.
- Meet with parents and community groups from under-represented populations to inform them of AIG services and practices. Examples would be to attend outreach school events and sharing information about the program.
- Collaborate with Gear-Up to plan a visit to an HBC to be added to campuses currently visited. Middle school students will also experience trips to colleges and universities.
- Expand the advisory group to better reflect community
- Employ student ambassadors, older students to mentor
- Bring awareness to twice-exceptional students
- Explore new ways to find evidence of giftedness/performance, on PBL for example
- Partner students through pen-pals or workplaces; see people who are "like them" in action; help them find opportunities for special trips/experiences

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

**District Response:** The AIG team strives to add one additional AIG event at the elementary and middle school levels over each year of the plan cycle. These 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.

**Current Opportunities for Enrichment:**
Summer Ventures
NC Governor’s School
Legislative/Governor’s Page
French Exchange Program
German Exchange Program
HOBY Leadership Conference
Math-Counts Contests
NCDPI-Promoted Writing Contests
National Science and Humanities Symposium
National Leadership Conferences
Science Olympiad
Duke TIP Program
Summer on the EDGE, Duke

Participation in special programs, such as the PCS Technology Fair, Accelerated Reader, and the Science Fair 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.)

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

**District Response:** 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. However, surveys of parents and students indicate that AIG students are sometimes bored in regular classroom settings.

To improve this practice, the district will provide more professional development and support to teachers so that they can successfully apply the following steps of the PLC cycle and facilitate flexible grouping practices:

**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?

**Ideas to Strengthen the Standard:** Continue these practices to strengthen the standard:
-Enforce District-wide PLC Framework, which supports using assessments for intentional differentiation and flexible grouping practices in regular classrooms--need is greatest at secondary level
-Encourage regular education teachers to use AIG teachers as a planning resource to find opportunities for differentiation

Expand these practices to strengthen the standard:
-Add an event and project each year that provides intentional programming for traditionally under-represented AIG populations
-Invite guest speakers who can inform and mentor AIG students from under-represented populations

Develop these practices to strengthen the standard:
-Expand advisory group to better reflect community
-Employ student ambassadors, older students to mentor
-Bring awareness to twice-exceptional students
-Explore new ways to find evidence of giftedness/performance, on PBL for example
-Partner students through pen-pals or workplaces; see people who are "like them" in action; help them find opportunities for special trips/experiences

**Sources of Evidence:** LEA Self-Assessment Tool
District PLC Guidelines and Minutes Forms
Stakeholder Survey Results
AIG Team and Parent Meetings and Minutes
AIG Newsletters
AIG Website Events and Calendar Information
AIG Advisory Membership List
AIG Handbook and Forms as follows:
AIG 8: Differentiated Education Plan Grades K-5
AIG 9: Differentiated Education Plan Grades 6-8
AIG 10: Differentiated Education Plan Grades 9-12
AIG 11: Individualized Differentiation Education Plan Grades K-12
AIG 12 AIG Annual Report
AIG 13: K-5 Annual Review by Teacher
AIG 15: AIG Determination Team Minutes
AIG 16: Alternative Assessment Selection Form
AIG 18: AIG Determination Team Report
Standard 5: Partnerships

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

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

District Response: It is the district's firm belief that cooperation between schools, parents, and the community creates unique opportunities for educational experiences. The following strategies are implemented to achieve this goal:

The district's local AIG plan is posted to our district website, along with information about program services at the elementary, middle, and high school levels.

The AIG specialists for each school ensure that students receive appropriate services through the development and review of students' DEPs and IDEPs. Parents, students, and various school personnel are partners in the development of these plans.

An AIG team meets monthly to evaluate and improve the effectiveness of Person County's AIG Program. These meetings include parent representatives from each school three times a year, once at the beginning of the year, once in the middle of the year, and once at the end of the year. This team was integral to the creation and revision of this plan. Information from AIG team meetings are posted to the AIG website. During this three-year planning cycle, we will expand the parent representatives group to form an advisory group in order to better reflect diversity in the community and also to include other stakeholders to join our meetings.

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

District Response: The AIG program has greatly increased the amount of information it shares with its stakeholders over the past several years.

AIG Plan:
The Person County Schools AIG Plan is posted to our district website for viewing by all stakeholders. This plan contains our identification process and service options for AIG students at elementary, middle, and high school levels.

Open House and Welcome Newsletters:
AIG parents are provided welcome newsletters at the beginning of every school year, in both English and Spanish. These newsletters contain summary information about AIG teachers, identification processes, important school events, and new initiatives. All parents have access to the newsletters at each school's open house event. Parents also receive additional newsletters at least twice a year from their child's AIG teacher and/or from the district informing them of school-based AIG services and learning opportunities.

AIG News and Events Calendar:
The AIG website contains information about AIG special events, including news articles and an events calendar.

AIG Surveys:
An annual district-wide survey is conducted of AIG parents to provide evaluation of our AIG program so that we can plan for continuous improvement. This is done electronically, but paper copies are provided in case parents would rather use them. AIG teachers at elementary and middle school levels also conduct classroom level surveys of students and parents at the end of first nine weeks and third nine weeks. This allows parents and students to request changes while there is still time during the school year for improvement.

Other Events:
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.

Communication with School Personnel
The AIG coordinator communicates with school administrators, ESL, Title I, and EC Directors to allow for input and feedback related to the AIG Program. AIG coordinator and specialists provide annual staff development at individual sites to train school personnel in AIG policies and procedures. The AIG team then continues working with school personnel to provide appropriate services for AIG students throughout the school year.

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

**District Response:** Through parent involvement on the AIG team and community input on surveys, the AIG program involves stakeholders in the development, implementation, and monitoring of the AIG program and plan.

**AIG Parent Representatives**
AIG parent representatives are invited to participate from each school. In the last planning cycle, we expanded the numbers of parent representative by inviting a parent from each grade level at each school. During this current planning cycle, we will also invite community members and business leaders to join these team meetings, thereby forming a larger advisory group. The parent and community representatives who participate on our team reflect the diversity of AIG families and the community.

The primary goals of AIG team meetings are to develop, implement, and monitor the AIG program and plan.

**AIG Program and Plan Review**
The AIG program and plan undergo continuous review and improvement. This occurs through the AIG team meetings and through the parent and student surveys distributed at the school level twice a year and district surveys distributed once a year.

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

**District Response:** Parents/families and the community are informed of opportunities available to AIG students primarily through the AIG website. However, we also know that some parents/families do not have reliable access to Internet technology. Therefore, we also provide paper copies of surveys, newsletters, and important AIG documents. AIG welcome newsletters and core information about the AIG program are provided as paper copies in both English and Spanish. Spanish and other languages are supported with translator services as needed for conferences and DEP/IDEP meetings in collaboration with counselors and ESL teachers.

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

**District Response:** 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 an annual field trip to UNC-Chapel Hill campus. 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:
None are in practice at the present time. To begin, AIG specialists will invite speakers to classrooms from businesses for student career exploration and to share Problem-Based Learning scenarios. We will also invite local business representatives to join AIG team meetings as advisory members. The program will seek volunteers to act as liaisons to plan partnerships and networking and to build a list of business and industry contacts.

**Ideas to Strengthen the Standard:** Continue these practices to strengthen the standard:
- Meet with AIG Parent Representatives (Advisory Group) during team meetings three times a year
- 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.
- Invite visitors from RTP and seek Problem-Based Learning scenarios to share (ex. Women in Technology, STEM); match students to groups of interest
- Seek volunteer to be a liaison to plan such partnerships and networking

**Sources of Evidence:** Meeting Minutes from AIG Team and Parent Representatives (Advisory Group) Meetings
Stakeholder Survey Data
AIG Welcome Newsletter in English and Spanish
AIG Website with Events and Calendar Information
Standard 6: Program Accountability

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

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

District Response: This completed plan is evidence that we have developed a written plan describing the local AIG program. This plan was developed in accordance with state legislation and SBE policy, will be presented for approval by the local school board, and will be sent to SBE/DPI for review and comment.

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

District Response: Through a partnership between the AIG coordinator, AIG teacher specialists, AIG parent representatives, and other community representatives on the AIG team, the 2016-2019 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 are implemented with fidelity.

The AIG team will distribute surveys in the fall and in the spring to parents and students to collect stakeholder satisfaction data. In addition, the AIG team will collect performance data to monitor AIG academic achievement and performance growth. Resulting survey and performance data will be shared with the AIG advisory group and used to revise the AIG program. This will occur through monthly AIG team meetings that will address plan goals and plan fidelity checks.

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

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

**District Response:** Data specific to AIG student performance growth on EOGs/EOCs will be collected by appropriate LEA personnel and analyzed and reported via the AIG webpage in a disaggregated format annually. When possible, drop-out data will be disaggregated to allow examination of AIG student drop-out and graduation rates. Such achievement and growth data is reported only for whole cohorts of students, and does not include any individual student information. To improve this practice, the district must update the achievement and growth data on the AIG website in a more timely manner, with the goal of posting information within one month of its release.

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

**District Response:** Data regarding AIG child counts and performance at each LEA is maintained through NCDPI's website. A link to this information is kept on the district's AIG webpage. This includes a breakdown by gender and race/ethnicity.

The AIG team monitors the representation of under-represented populations in the local AIG program by comparing student representation in the district with student representation in AIG. Such comparison demonstrates that minority populations are underrepresented. By improving the fairness and consistency of our identification practices and improving the quality of our assessments, we have increased the participation of underrepresented populations in the AIG program, but we still have room for improvement.

The district is committed to monitoring this information and will share data with all stakeholders through the AIG website and handbook.

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

**District Response:** 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.
**Practice G**
Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

**District Response:** 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
- Parent/Student Surveys at 1st Nine Weeks and 3rd Nine Weeks--gives students and parents a chance during the school year to give feedback and the school and classroom levels.
- Welcome Newsletter--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 two parents at each grade level to participate in three AIG team meetings each year, during which they evaluate the program and provide recommendations. This group will be expanded to include other stakeholders to form an advisory group.

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

**District Response:** The AIG team reviews teacher survey results, student survey results, parent survey results, minutes from AIG Team and Parent meetings, student portfolios, and growth data to evaluate the AIG program and develop the current AIG program and plan. The program has received positive comments from many stakeholders expressing appreciation for the improvements the program has made. We will continue working together as a team, reviewing multiple sources of data, and addressing any shortcomings over the next AIG plan cycle.

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

**District Response:** The AIG team works to ensure that every parent/family is made aware of the information available regarding the health and evaluation of the AIG program and plan. Much of our
information is maintained on our AIG website, but some parents may not have reliable access to the necessary technology or may not attend school events that publicize the information. Therefore, the AIG program will send home three newsletters each school year, one "Welcome Newsletter" to be distributed at the beginning of the year, and two updates to be sent at the 1st-nine-weeks and 3rd nine weeks points. These newsletters ensure that all parents/families have important information and can participate in the evaluation of the local AIG program.

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

**District Response:** 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 needed to services.

AIG 15: Temporary Placement Form
Parents/guardians receive this notice when AIG students move here from another school district. This documents 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 18: 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.

AIG 19: AIG Determination Team Report
Parents/guardians receive a copy of the AIG Determination Team Report whenever a meeting is conducted and a decision is made about their student.

AIG 5: Due Process Procedures
Due Process 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/IDEF updates.

Person County Schools AIG Program Due Process Procedures Regarding AIG Eligibility, Determination, and Services Decision

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
1. 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.
2. 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.
3. At this conference, all information is shared with parent/guardian and minutes are recorded. Signatures are obtained from those involved.
4. 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
1. 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.
2. 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.
3. 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
1. 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 25
   Roxboro, NC 27573
   The conference shall be scheduled within 10 days of receipt of this request.
2. 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.
3. The AIG coordinator shall respond to the concern in writing within 10 days of the conference.

STEP 4: Appeal to the Superintendent
1. 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.
2. 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.
3. 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
1. 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.
2. 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.
3. 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:
1. Whether the local system improperly failed to determine eligibility for services within its Gifted Education Program.
2. 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.

**Ideas to Strengthen 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

**Sources of Evidence:** AIG 2016-19 Plan
AIG Website
AIG Meeting Minutes
AIG Achievement Data
AIG Handbook of Forms
Glossary (optional):

Appendix (optional):
Board Updates 5.12.16.pdf (Local Board Approval Document)