

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

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

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

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

For 2019-2022, Robeson County Schools local AIG plan is as follows:

Robeson County Schools Vision for local AIG program: The vision of the Public Schools of Robeson County Academically Intellectually Gifted Program is to provide a comprehensive program that meets the academic, intellectual, social, and emotional needs of gifted learners so they can be productive leaders in an ever-changing global society.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$1185370.00	\$0.00	\$0.00	\$0.00

Table of Contents

Standard 1: Student Identification	4
Standard 2: Comprehensive Programming within a Total School Community	13
Standard 3: Differentiated Curriculum and Instruction	22
Standard 4: Personnel and Professional Development	29
Standard 5: Partnerships	33
Standard 6: Program Accountability.....	37

Standard 1: Student Identification

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

Practice A

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

District Response: Standards Overview:

The 2019-2022 Public Schools of Robeson County (PSRC) AIG plan includes multiple opportunities for students to be referred, identified, and receive AIG services. Students may receive AIG services by being identified as Academically Gifted Reading (AR), Academically Gifted Math (AM), Academically Gifted Reading and Math (AG), Intellectually Gifted (IG), Academically and Intellectually Gifted (AI), or participate in the K-3 Nurturing whole class lessons and/or K-2 Talent Development Program by being identified as the top students of their grade level. Within all identified AIG service options, both traditional/quantitative and nontraditional/qualitative data is used for placement. Options are also given within several criteria of the placement rubric to better enable access to AIG programs and services for underrepresented populations. In order to make AIG services equitable to all populations, we will also collaborate with professional development coordinators, Professional Learning Communities (PLCs), English Language Learner (ELL) Teachers, special education teachers, and other academic departments for training in culturally and linguistically responsive characteristics of gifted students of all populations.

The PSRC AIG Program utilizes a unified screening and referral process district wide in grades K-12. The process is ongoing throughout the school year. Additional students are included in the process as they are referred, transfer in, or new data becomes available to begin the process.

PSRC AIG Identification Flowchart:

Screening Pool:

A Screening pool of students is compiled based on referrals (parent, teacher, administrator, community member, self-referral, etc.), Talent Development Program (K-2) students, past screening pools/previously tested students, EOG scores, benchmark testing scores, honor roll students, Superintendent Academic Awards recipients, identified students who request to be retested in another academic area, and any other available information.

An AIG folder is created for each referred student. All documentation is collected in this folder. This folder follows the student to all subsequent schools within the district. AIG specialists also fax contents of the folder to a new school if a student transfers out of district.

Screening: (Nontraditional/Qualitative Data Collected)

Several nontraditional screening methods are used during the screening process. No one item may disqualify any student from the process.

Screening Rubric:

Student needs to score the following in at least 3 out of 4 areas to proceed to AIG testing:

Observation- Based on Gifted Rating Scale (GRS) distributed and collected from teachers: Student needs a score of at least 85 % in one area (Intellectual, Academic, Creativity, -----OR----- Leadership)
Motivation- Based on Parent Survey distributed and collected from parents:
Student needs a score of at least 85% to proceed -----OR----- Student needs to score at least 85% on motivation section of GRS completed by classroom teacher to proceed.
Interest: Based on Student Interest Survey distributed and collected from students:
Student needs a score of at least 85% to proceed -----OR----- evidence of extracurricular activities.
Performance: Student needs an A average in Reading or Math from the previous school year to proceed. -----OR----- Student needs to have scored a level 5 on the EOG for the previous school year in Reading or Math to proceed.

All documentation is added to the student's AIG folder.

Due Process is sent home and retained by parents and the permission to test must be signed in order to proceed with testing.

AIG Testing: (Quantitative Data Collected)

Students who achieve at least 3 out of 4 criteria of the screening process are tested in the areas of Achievement and Aptitude utilizing nationally normed tests. PSRC currently uses the Iowa Test of Basic Skills (ITBS) and Cognitive Abilities Test (CogAT).

Score Reports are printed and documentation is filed in the AIG folder of each student. All scores from testing and screening are written on the "Individual Student Identification Placement Record" and the "Requirements for Placement in AIG Program" documents located in each student's AIG folder.

AIG Site-based Team Meetings and Identification

The AIG specialist meets with the AIG Site-based Team at the school the student attends. Results of all traditional/quantitative data, nontraditional/qualitative data, and screening documentation are explained and evaluated based on the criteria listed on the current AIG Student Placement Rubrics.

After reviewing all documentation, student placement is suggested based on the current placement criteria/rubrics and parents are informed in writing. The signature of team members is recorded on "AIG Site-based Team Decision/Minutes" form. Justification for placement is also recorded on this form.

Parent Conferences and DEP Development:

AIG specialists set conference times for all tested students and notify parents of their conference time by sending home the "Invitation to Conference" form. If necessary, parents are given the option of rescheduling at a more convenient time.

AIG specialists discuss results of all testing and screening documentation with parents. Documentation is explained and compared to the current placement rubrics and the AIG Site-based Team Committee placement suggestion is discussed. Parents sign the "AIG Site-based Team Decision" form to show that they have been informed of the suggested placement. If a parent disagrees with the placement suggestion, the steps outlined in the Due Process document are followed to resolve any disagreements.

Students with documentation satisfying the current placement criteria begin receiving AIG services after the parent signature is obtained. A Differentiated Education Plan (DEP) is also developed and sent home with the parent during the parent conference.

Students with documentation not satisfying the current placement criteria do not receive AIG services at that time, but may be screened and re-tested in the future if data and the screening process supports retesting.

AIG Folder Checklist and Audit:

AIG Folder Review Teams meet as needed to audit student AIG folders based on the AIG Folder Audit

Checklist contained in each student AIG folder. Each folder is audited and signed by two different team members. Team members check that all documentation is present, fully completed, and that rubrics for placement are being followed.

Practice B

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

District Response: The PSRC AIG Program uses multiple criteria and pathways within the criteria to provide many opportunities and measures to reveal student achievement, behavior characteristics, interest, motivation, achievement, and aptitude. These measures include both quantitative/traditional and qualitative/nontraditional measures based on current theories and research.

Nontraditional/Qualitative Measures:

PSRC uses the following nontraditional/qualitative measures for screening and placement. Options are also given within several measures to better understand each student's characteristics and abilities.

Rubrics showing what is needed for each category of identification are explained later in this section:
Performance: Reading or Math report card grade average from the previous school year. -----OR-----
EOG level for the previous school year in Reading or Math.

Observation: Based on the norm referenced Gifted Rating Scale (GRS) developed by Steven Pfeiffer. Student can be observed in the categories of Intellectual, Academic, Creativity, -----OR-----Leadership.

Motivation: Based on a Parent Survey adapted from the The Identi-Form System for Gifted Programs developed by Patricia Weber and Catherine Battaglia. -----OR----- The motivation section of GRS can be used for this category.

Interest: Based on a Student Interest Survey -----OR----- extracurricular activities.

Traditional/Quantitative Measures:

PSRC utilizes nationally normed achievement and aptitude tests administered by trained AIG specialists. The following tests are currently used for identification:

Achievement: Iowa Test of Basic Skills (ITBS)

Aptitude: Cognitive Abilities Test (CogAT)

K-12 AIG Services Pathway Rubrics:

PSRC recognizes several categories/pathways leading to gifted identification/services and utilizes the following rubrics to ensure uniform decisions across the school district:

Pathway 1: Academically Gifted Reading (AR) K-12

Students must satisfy 5 of 6 criteria for placement.

Performance: Student must have an A average in Reading for the previous school year (Average of 3s or 4s on the last reporting period of K-2 report card in Reading) -----OR----- have scored a Level 5 on the Reading EOG the previous school year.

Observation: A minimum rating of 85% on the Gifted Rating Scale in one subsection (Intellectual, Academic, Creativity, -----OR----- Leadership) completed by a classroom teacher.

Motivation: A minimum rating of 85% on Gifted Rating Scale Motivation subsection -----OR----- Parent Survey.

Interest: Evidence of extra-curricular activities -----OR----- a minimum of 85% self-rating on the Student Interest Survey.

Achievement: Student must score 85%tile or higher on Reading achievement subtest (ITBS)

Aptitude: Student must score 85%tile or higher on aptitude subtest (CogAT Verbal -----OR----- Composite).

Pathway 2: Academically Gifted Math (AM) K-12

Students must satisfy 5 of 6 criteria for placement.

Performance: Student must have an A average in Math for the previous school year (Average of 3s or 4s on the last reporting period of K-2 report card in Math) -----OR----- have scored a Level 5 on the Math EOG the previous school year.

Observation: A minimum rating of 85% on the Gifted Rating Scale in one subsection (Intellectual, Academic, Creativity, -----OR----- Leadership) completed by a classroom teacher.

Motivation: A minimum rating of 85% on Gifted Rating Scale Motivation subsection -----OR----- Parent Survey.

Interest: Evidence of extra-curricular activities -----OR----- a minimum of 85% self-rating on the Student Interest Survey.

Achievement: Student must score 85%tile or higher on Math achievement subtest (ITBS)

Aptitude: Student must score 85%tile or higher on aptitude subtest (CogAT Quantitative, Nonverbal -----OR----- Composite).

Pathway 3: Academically Gifted Reading and Math (AG) K-12

Students must satisfy 5 of 6 criteria for placement from both the AR and AM rubrics.

Performance: Student must have an A average in Reading and Math for the previous school year. (Average of 3s or 4s on the last reporting period of K-2 report card in Reading/Math) -----OR----- have scored a Level 5 on the Reading and Math EOG the previous school year.

Student could have a combination of an A average in Reading and EOG level 5 in Math or EOG level 5 in Reading and A average in Math.

Observation: A minimum rating of 85% on the Gifted Rating Scale in one subsection (Intellectual, Academic, Creativity, -----OR----- Leadership) completed by a classroom teacher.

Motivation: A minimum rating of 85% on Gifted Rating Scale Motivation subsection -----OR----- Parent Survey.

Interest: Evidence of extra-curricular activities -----OR----- a minimum of 85% self-rating on the Student Interest Survey.

Achievement: Student must score 85%tile or higher on Reading/Math achievement subtest (ITBS)

Aptitude: Student must score 85%tile or higher on aptitude subtest (Reading: CogAT Verbal -----OR----- Composite, Math: CogAT Quantitative, Nonverbal -----OR----- Composite).

Pathway 4: Intellectually Gifted (IG) K-12

Students must satisfy all 5 criteria for placement.

Performance: Student must have an A average in Reading and Math for the previous school year.

(Average of 3s or 4s on the last reporting period of K-2 report card in Reading/Math) -----OR----- have scored a Level 5 on the Reading and Math EOG the previous school year.

Student could have a combination of an A average in Reading and EOG level 5 in Math or EOG level 5 in Reading and A average in Math.

Observation: A minimum rating of 85% on the Gifted Rating Scale in one subsection (Intellectual,

Academic, Creativity, -----OR----- Leadership) completed by a classroom teacher.

Motivation: A minimum rating of 85% on Gifted Rating Scale motivation subsection -----OR----- Parent Survey.

Interest: Evidence of extra-curricular activities -----OR----- a minimum of 85% self-rating on the Student Interest Survey.

Aptitude: Student must score 98%tile or higher on aptitude composite score (CogAT Composite).

Pathway 5: Academically and Intellectually Gifted (AI) K-12

Students must satisfy all 6 criteria for placement.

Performance: Student must have an A average in Reading and Math for the previous school year.

(Average of 3s or 4s on the last reporting period of K-2 report card in Reading/Math) -----OR----- have scored a Level 5 on the Reading and Math EOG the previous school year.

Student could have a combination of an A average in Reading and EOG level 5 in Math or EOG level 5 in Reading and A average in Math.

Observation: A minimum rating of 85% on the Gifted Rating Scale in one subsection (Intellectual, Academic, Creativity, -----OR----- Leadership) completed by a classroom teacher.

Motivation: A minimum rating of 85% on Gifted Rating Scale Motivation subsection -----OR----- Parent Survey.

Interest: Evidence of extra-curricular activities -----OR----- a minimum of 85% self-rating on the Student Interest Survey.

Achievement: Student must score 98%tile or higher on Reading and Math achievement subtest (ITBS)

Aptitude: Student must score 98%tile or higher on aptitude composite score (CogAT Composite)

Pathway 6: K-3 Nurturing (whole group push-in lessons) and K-2 Talent Development Programs (small group K-2 pull-out lessons) to foster young students with high potential who are not yet identified. In addition to the above identification pathways, all K-3 students participate in whole group Nurturing lessons led by AIG specialists to help cultivate gifted characteristics, convergent/divergent thinking, and spatial perception. After several whole group lessons, selected K-2 students continue participation in small Talent Development groups, if not previously identified and receiving services through testing. Grade level committees use the following measures to determine up to the top ten students in each grade level to continue in the small group K-2 Talent Development Program: Reading 3D/mClass, observation/behavior checklists, report cards, STAR Reading/Accelerated Reader, K-2 Math Assessments, benchmark/NC Check-In assessments, and any other relevant data that may be added to this list.

Additional Psychological Evaluation:

Additional Psychological Evaluation takes place when a request is made by an AIG Site-based Team at a school for additional student evaluation. The student's AIG folder documentation guides the decision to request additional evaluation. If requested, an AIG specialist or school psychologist will administer an additional achievement and aptitude test to the student. Identification Rubrics will then be applied using the new scores from these evaluations. The circumstances under which an additional psychological evaluation can be requested by the AIG Site-based Team include, but are not limited to:

Students needing individual testing

Students whose group scores do not reflect their performance in class

Students who have unexplained, inconsistent test performance data

Students with IEPs or 504 Plans

Students scoring within 3%tile of identification rubric standards for achievement and/or aptitude

Acceleration Criteria:

The Public Schools of Robeson County AIG Program also offers an acceleration component to its service options. AIG recommendations for acceleration are as follows:

Student must achieve all of the following indicators (Individual assessments must be administered by a school psychologist.):

- Achievement and Aptitude: Standardized IQ and achievement test at 98%tile or above.
 - Motivation: Ratings of 98% on all behavior scales; adaptability in new setting.
 - Performance: Grade of A in all subjects (or in subject for Subject Acceleration).
 - Interest: Self-interest in acceleration.
 - Observation: A minimum rating of 98%tile on the Gifted Rating Scale completed by the AIG specialist.
- Service options include grade/subject acceleration, individualized plans, concurrent/dual enrollment, early admission, and early graduation. In completing this process for acceleration, final decisions are made by the principal at the school where the child is placed (in consultation with a receiving school principal, if applicable). NC Public Law gives the responsibility for determining grade placement to the principal; the AIG Program will provide data (as listed above) for the principal to use and will serve as a resource in this decision making process.

According to Public Schools of Robeson County Board of Education policy, acceleration (grade acceleration) must be approved by the school principal and assistant superintendent.

Practice C

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

District Response: PSRC has a very diverse student population and we recognize that our AIG program must be reflective of this diverse population. 2015 racial demographics categorized our students as belonging to the following races and ethnicities: 40% American Indian, 32% Caucasian, 24% African American, 8% Hispanic, and 1% Asian (Percentages for race and ethnicity add to greater than 100% because of students belonging to more than one race or ethnicity). Most schools in our district also have approximately 60%-85% of the student population identified as economically disadvantaged based on the 2017 NC School Report Cards. Because of the large diversity of our student population, a majority of our students fit into several subgroups that are traditionally underrepresented in AIG programs. To ensure the AIG screening and identification process is equitable to all groups, PSRC is using varied and multiple measures based on research to identify students of varied backgrounds. PSRC uses multiple criteria and options within the criteria to provide abundant opportunities to ensure that our advanced students are screened, identified, and receive services regardless of ethnicity, race, gender, socioeconomic status, disability, or other status. PSRC uses the following measures to ensure equity in the screening, referral, and identification processes:

Use of nationally normed assessments,

Use of a combination of assessment approaches - subtest scores as well as full battery, nonverbal measures in addition to verbal,

Use of subset scores within the Gifted Rating Scale (GRS) including intellectual, academic, creativity,

and leadership,
Use of a larger threshold for identification (85% or 85%tile needed),
Ensuring that the assessment matches the identification area and service option (Multiple Pathways),
Understanding discrepant scores as a need for further testing,
Regular Teacher/ELL Teacher/EC Teacher/Parent/peer/community/self-recommendations, and
Use of a K-3 Nurturing Program and K-2 Talent Development Program to cultivate bright students early

Practice D

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

District Response: All schools in PSRC use a consistent process and uniform screening, referral, and identification forms. The referral and identification forms include the Parent Survey, Student Interest Survey, Permission to Evaluate, Identification Rubrics, AIG Folder Audit Checklist, Student Data Entry, Invitation to Parent Conference, Student Information Sheet, Due Process/Parental Rights, Cumulative Record Documentation, and AIG Student Placement Record/Site-Based Minutes. An AIG Folder Label Template is also used consistently district-wide to place information on the front of folders of identified students. All AIG specialists follow the screening, referral, and identification procedures outlined in the AIG Identification Flowchart (details were in Section 1:Practice A) to ensure all students across the district receive the same opportunities for screening, referral, and placement. The AIG Identification Flowchart and all forms are located in Google Docs for the use by AIG specialists and on the PSRC AIG website for easy access.

When a student is referred, an AIG folder is started for the student and all documentation is kept in the folder. Folders are stored in a locked cabinet in the AIG classroom. Folders follow students to all schools attended throughout the district in terms of student transfers and moving from feeder schools (schools at different levels that feed into each other). If a student transfers out of the district, forms are faxed to the new school and the original folder is kept in case the student returns to our district. A Cumulative Record Documentation form is also placed in the cumulative folder of each identified student to document placement status.

AIG Folder Audit Teams meet as needed to audit student AIG folders based on the AIG Folder Audit Checklist contained within each student AIG folder. Audited folders are signed by two different team members. Team members check that all documentation is present, fully completed, and that rubrics for placement are being followed consistently.

Practice E

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

District Response: Information is disseminated to stakeholders in several different media formats. Copies of the PSRC AIG Plan, AIG Referral Brochure, and K-3 Nurturing/K-2 Talent Development

Program Brochure will be sent to each principal to display in each school office, with paper copies also available to parents. Embedded in the AIG Plan and brochures will be the procedures for AIG student identification including the screening, referral, and identification processes.

The AIG website will also be consistently monitored to reflect current updates regarding the AIG Plan, AIG Identification Flowchart, AIG Referral Brochure, K-3 Nurturing/K-2 Talent Development Program Brochure, and screening/referral/identification forms. Forms will be translated into students' native languages based on community needs. Paper copies will be available for households lacking internet access.

The PSRC AIG Program will also develop a "standard presentation" in PowerPoint format outlining the screening, referral, and identification processes to share at staff meetings, PTA meetings, ELL Parent Nights, and other school and community gatherings. An ELL translator will be present at these meetings, as needed. Presentations will also include common and uncommon indicators of giftedness to assist teachers, parents, and other stakeholders to better recognize, and therefore appropriately refer students from all populations.

Practice F

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

District Response: Upon referral for AIG services, the PSRC AIG Identification Flowchart (included in Section 1: Practice A) is followed to ensure each student receives equal opportunities leading up to identification. An AIG folder is created and maintained for each referred student. All documentation is collected and housed within this folder. Folders follow students to all subsequent schools within the district. The student ID number, date of birth, current grade level, and school are documented on the front of the folder. If the student later satisfies the identification criteria, information relating to placement is also included on the front of the folder utilizing the AIG Identification Label Template that is used district-wide. PSRC AIG Identification Rubrics (included in Section 1: Practice B) are used to review all documentation, traditional/quantitative, and nontraditional/qualitative data included in the folders to make identification decisions. This folder documentation is reviewed by each school AIG Site-based Team. A time and date is then scheduled using the Invitation to Conference document to discuss with parents all data and student documentation evaluated by the Site-based Team and used to determine the team's decision and recommendation regarding AIG placement. Additionally, documentation is made in PowerSchool for each identified student.

Ideas for Strengthen the Standard: Update AIG Identification Brochure
Update K-3 Nurturing/K-2 Talent Development Brochure
Update AIG Identification PowerPoint
Consult with ELL department to translate forms

Monitor number and demographics of students of underrepresented populations
Continue to evaluate and refine the identification process to ensure equity
Continue to update information available on PSRC AIG website

Sources of Evidence: AIG Identification Flowchart (found in Standard 1: Practice A)
Screening Rubric (found in Standard 1: Practice A)
AIG Folder Label Template
Parent Survey
Student Interest Survey
Gifted Rating Scale
AIG Identification Brochure
K-3 Nurturing/K-2 Talent Development Brochure
Identification Rubrics (found in Standard 1: Practice B)
Differentiated Education Plans (DEPs)
Permission to Evaluate form
AIG Folder Audit Checklist
Student Data Entry Form
Invitation to Parent Conference
Student Information Sheet
Due Process/Parental Rights
Cumulative Record Documentation form
AIG Student Placement Rubric/Site-based Minutes
AIG Folder Checklist/Audit Checklist
PowerSchool

Standard 2: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response: K-3 Services to Cultivate Unidentified Students:

Students in K-12 have the opportunity to be screened/tested for AIG identification as outlined in Standard 1. In addition to services for identified students, PSRC also provides Nurturing and Talent Development Programs at each elementary school in the district to cultivate the talents of young students who may not yet meet identification criteria.

Nurturing Program (K-3):

As part of the Nurturing Program, AIG specialists provide push-in critical thinking lessons in every K-3 classroom in the district in order to identify and support students who demonstrate higher order thinking skills, but may not have met identification criteria.

Talent Development Program (K-2):

In addition to the Nurturing Program, selected K-2 students are provided additional lessons in a resource class setting by AIG specialists. Multiple criteria are utilized for the student selection for Talent Development (as outlined in Standard 1:B). This process of student selection starts over every year in order to allow equity for students who have grown and developed academically from the previous year. Primary Education Thinking Skills (P.E.T.S) materials are utilized, as well as other challenging curriculum in the classes for Talent Development and Nurturing. Lessons promote convergent and divergent thinking skills, visual/spatial perception, and provide enrichment in reading, math, and writing.

K-8 Services for Identified AIG Students: (AR/AM/AG/AI/IG)

In K-8, PSRC AIG students identified in AIG Reading(AR), AIG Math (AM), AIG Reading and Math(AG), Intellectually Gifted(IG) and/or Academically and Intellectually Gifted(AI) receive services in a resource setting by the licensed AIG teacher for a minimum of 45 minutes per identified area and up to 2 hours a week. This pull-out program maintains content modifications through the incorporation of research-based materials, technology implementation, differentiated instruction, curriculum compacting, presentation skills, interest-based exploration, as well as, project based and inquiry based learning. For AR (identified in Reading only) AIG specialists utilize programs such as Junior Great Books, Jacob's Ladder Reading Comprehension Program, William and Mary, and McGee-Keiser curriculum to extend reading comprehension. For AM (identified in Math only) AIG specialists use enriched math curriculum, problem based learning, STEAM activities, as well as Challenge Math, Math Superstars, and other DPI resources to strengthen math skills and encourage critical thinking. For AG (identified in both Reading and Math), students receive services twice a week through the AR and AM programs. Students identified as AI (Academically and Intellectually Gifted) or IG (Intellectually Gifted) receive more challenging materials, study problems, opportunities to solve real world problems,

participate in interest groups, project-based learning units, research and study skills, and creativity/discovery learning. AIG students and other academically capable students in eighth grade may participate in Math 1. This class involves more rigorous and challenging math instruction that extends beyond the eighth grade math standards. Students may also be cluster grouped within the regular classroom and receive additional advanced instruction in reading, math, and/or critical thinking skills. Students' needs are met according to the Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP). These plans detailing the services, learning environment, content modifications, and instructional strategies are utilized and discussed with parents and educational staff to meet the needs of students.

AIG specialists are available to provide collaborative teaching to push-in to upper grade classrooms to provide model lessons and may also provide consultative services and collaborative planning with classroom teachers, administrators, guidance counselors and other staff. AIG specialists are available to offer support for AIG students by providing resources and consultation in all education settings to ensure AIG students' needs are being met. Classroom teachers and administrators may also check out materials from the AIG Lending Library to assist with differentiation and other student needs.

9-12 Services for Identified AIG Students: (AR/AM/AG/AI/IG)

Ninth-twelfth grade AIG students are enrolled in Honors courses, Advanced Placement courses, Dual Enrollment in college, and/or the Early College Program. The AIG specialist assigned to each high school is available for progress checks, college planning, assistance with scholarship opportunities, and Governor's School applications.

Practice B

Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: The PSRC AIG Program integrates and connects services with the total instructional program and resources of the LEA in policy and practice by working with each school instructional department and various student service areas. The AIG Department also aligns services with the Standard Course of Study and the PSRC Strategic Plan.

The AIG coordinator and/or AIG specialists collaborate across the district by participating in curriculum and staff meetings and attending the local Board of Education meetings. The AIG coordinator also reviews board policies with regard to AIG services and collaborates with the finance department on budget analysis to determine resources needed to meet the goals of the AIG department. As part of these curriculum meetings, staff meetings, and Board of Education meetings, AIG staff are able to collaborate with other district employees on instructional programs and resources needed for advanced learners in the AIG program and regular education classrooms. All school level administrators in the district also attend monthly meetings to ensure that all schools are consistent in using resources, programs, and services that are available to them in order to support the district wide programs and initiatives. The use of iReady, mClass and NC Check-in reports support the district's initiative of Data Driven Instruction. The use of Google Classroom, Career and College Promise Program, iReady, IXL, and Flocabulary support the district's initiative of Differentiation through Technology. The AIG Summer Reading Program also supports the district's initiatives of Literacy and Character Education.

Practice C

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

District Response: Students receiving AIG pull-out services are grouped systematically by area of identification (AR, AM, AG, IG, or AI). Within these pull-out groups, flexible grouping may also be used based on several factors. AIG specialists maintain data notebooks for data analysis for grouping purposes. AIG specialists and site-based teams use data from EVAAS, AIG testing, and NC Check-Ins to assure proper placement and groupings within the AIG pull-out program. Groups may be formed across grade levels as need indicates. For example: An AIG reading pull-out group may consist of students from several grade levels based on interest or ability. AIG specialists also partner with administration in nominating and supporting Math 1 students. Cluster grouping throughout the school setting is also encouraged to help meet the needs of gifted learners.

Practice D

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

District Response: The PSRC AIG Program informs teachers, administrators, and support staff of pertinent AIG program/plan information such as AIG services, regulations, and Article 9B on the PSRC AIG website. AIG plan information is also shared at our local board of education meetings and administrators' meetings. A uniform PowerPoint and brochure highlighting the characteristics of gifted learners and the AIG identification process is also shared at grade level, department, PLCs, and other various meetings. A link from individual AIG specialist school webpages forwards viewers to information contained on the AIG district website. Pertinent differentiation services, such as DEPs, are shared with classroom teachers each year as students transition to new settings. An AIG Quick Guide is also provided for all AIG specialists to reference key information about the local AIG plan, gifted learners, and current policies/practices.

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 PSRC AIG Program maintains the assurance that students will have a smooth and uninterrupted transition each year when moving from one grade level or span to another to ensure continuation of AIG services. AIG specialists meet with regular education classroom teachers, guidance counselors, and administrators of identified students to collaborate about schedules and the delivery of AIG services. Cumulative Record Documentation forms that indicate each student's area of identification are also placed in the cumulative folder in the school office so that school personnel reviewing student folders are aware of AIG placement and services. When students transition to a feeder school (schools of different levels that feed into each other), transition meetings are held between the transferring and receiving AIG specialists. DEPs are included to communicate service needs. Student transfer logs are also sent along with the AIG folder of each student to create a paper trail of transferred folders. The high school AIG specialist also visits all 8th grade AIG students during the spring to promote a smooth transition from middle to high school by discussing accelerated high school classes/opportunities offered (clubs, Honors courses, AP courses, dual enrollment with community college), scheduling, and high school expectations.

Practice F

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

District Response: The PSRC works to ensure collaboration between classroom teachers, AIG specialists, instructional staff, parents/guardians, and administrators to provide social and emotional support. The AIG specialists meet with guidance counselors, regular education teachers, and administrators during PLCs, common planning, and other meetings as needed. Each department is encouraged to participate in the process to ensure that the holistic needs of students are considered. PSRC schools participate in Open Door Policies in which students have access to guidance counselors, Student Success Advocates, administrators or other staff to receive help or guidance. Student Success Advocates are employed as personnel who provide services to help all students be successful in school through academic strategies and addressing social/emotional needs. With the support of guidance counselors, Student Success Advocates, administrators, and teachers, various schools are implementing a mindfulness program that uses yoga and calming techniques to help students control anxiety and support social-emotional needs. Character development programs, such as a character word of the week, Young Men of Valor, and Young Women of Purpose are also used throughout the district.

In addition to these programs, AIG specialists incorporate curriculum to support the social and emotional needs of gifted students. Affective units are developed and utilized to meet the social and emotional needs of each gifted learner and are included on DEPs. AIG specialists utilize materials such as: Building Everyday Leadership in All Kids, Tests Stink, Stress Can Really Get on Your Nerves, How to Take Grrr Out of Anger, How to Do Homework Without Throwing Up, Don't Behave Like You Live in a Cave, Bullies are a Pain in the Brain, The Gifted Kid's Survival Guide, Building Everyday Leadership in All Teens, Everyday Leadership: Attitudes and Actions for Respect and Success, Siblings, and See

You Later, Procrastinator.

Practice G

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

District Response: The Public Schools of Robeson County articulates and implements various opportunities for acceleration when an appropriate body of evidence indicates the need.

According to the Acceleration Policy adopted by the PSRC Board of Education:

“Acceleration and academic advancement allows any student to work above the assigned grade level, and/or to complete studies at an earlier age. Public Schools of Robeson County students may be nominated for participation in an accelerative practice by a parent, teacher, or themselves. Acceleration opportunities are provided for any K-12 student who meets the requirements while enrolled and attending a school in the Public Schools of Robeson County. Students are considered for accelerative opportunities regardless of age, gender, race, disability status, socioeconomic status, and/or English language proficiency. Participation in a school's gifted program is not a prerequisite for consideration of any student for acceleration. A student must be provided differentiated learning opportunities if they are accelerated such as follows:

A. Differentiated Learning Opportunities

1. Any student demonstrating need should be provided appropriate, differentiated instruction to meet the varied needs, interests, and learning styles of that individual student.

2. There are two categories for acceleration: content-based and grade-based. The distinguished feature between the two categories is whether the accelerative intervention shortens the number of years that a student spends in the K-12 system.

a. Content-based acceleration typically allows a student to remain with peers of the same age and grade for a majority of the school day but receive higher grade-level instruction in an advanced grade. Content-based acceleration can also refer to allowing a student to work on higher grade-level instruction in his or her regular classroom in lieu of grade-level instruction. The Public Schools of Robeson County offer qualified high school students the following opportunities to participate in an accelerated program.

Examples:

- Dual Enrollment
- Advanced Placement
- Early College
- NC Virtual School
- Credit by Demonstrated Mastery
- International Baccalaureate (IB)
- Honors
- Early Graduation
- Career and College Promise

b. Grade-based acceleration includes strategies that typically shorten the number of years a student spends in the K-12 system. A student is placed in a higher grade level than is typically given for the

student's age on a full time basis for the purpose of providing access to appropriately challenging learning opportunities.

Examples:

-Grade Acceleration

-Early Entry to Kindergarten (must follow guidelines by state law)

B. Required Procedure for Acceleration

1. A principal that is considering accelerating a student by grade acceleration must complete the following process on each individual student that is being considered. This process is necessary to help validate each decision of the principal regarding grade acceleration. The process shall include the following data for review:

a. Classroom performance work samples, anecdotal information, report cards documenting superior performance

b. Achievement test-score of 98th percentile or higher

1) K-2: Individual achievement test in subject area

2) 3-4: Standardized achievement tests and/or NC End of Grade Test of 98th percentile or higher

c. Standardized aptitude/ability score of 98th percentile or higher

d. Motivation: Ratings of 98% on all behavior scales; adaptability in new setting

e. Social maturity evaluation by parents, teachers, and principals

f. Individual assessments must be administered by a psychologist

g. Each principal contacts his/her designated Assistant Superintendent to apprise him/her of the progress of the procedure (initial request, data reviewed, final decision)

G.S. 115C – 283 Powers & Duties of the principal gives the principal the right to grade and classify students. However, in accelerating students the above procedure shall be adhered to in order to ensure that a valid decision is made that will help ensure the successful emotional, intellectual, and social growth of each student considered.”

Practice H

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

District Response: The PSRC AIG program provides intentional programming for traditionally underrepresented AIG populations through analysis of assessment data, talent development programs, job shadowing, broadening of identification criteria, and collaboration with specialized departments. Job shadowing opportunities are available to middle school students to explore their interests. Collaboration with various departments, such as EC, ELL, Youth Development/Indian Education, and Guidance are used to promote awareness of underrepresented students and explore potential curriculum. In order to identify students from all subgroups, data from a variety of sources is collected to screen and identify underrepresented students in K-12. EOG scores, Benchmark/NC Check-In scores, honor roll lists, teacher/parent/student recommendations, and grades are used for screening. When identifying AIG students, the PSRC AIG program also uses the following measures to broaden access to under-represented populations: nationally normed assessments, use of subtests on assessments and rating scales, use of verbal and nonverbal scores, use of a larger threshold of

assessment scores, multiple pathways for identification, retesting in cases of score discrepancies, and nominations taken from any stakeholder or self-nomination. AIG specialists also visit all classrooms in K-3 to identify potential students by conducting whole group thinking skills lessons as part of the K-3 Nurturing Program. These opportunities allow AIG specialists to observe the thinking processes through the work of students who are from traditionally underrepresented populations. In addition to these Nurturing Program lessons, small group K-2 Talent Development Classes are offered at each elementary school to provide services for further cultivating higher order thinking skills activities in students who have not yet met identification criteria.

Practice I

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

District Response: The PSRC AIG Program encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students by sharing opportunities during the school day and afterschool. During the school day, students can participate in activities such as: Center Stage Performances, Battle of the Books, art and writing competitions, and service opportunities with Beta Club and National Honor Society. After school interest groups include, but are not limited to: Art Clubs, Chorus Clubs, Pep Bands, Dance Clubs, and Robotics Clubs. We also partner with other agencies to promote out of school activities for our learners. There are opportunities for activities at the local public library (storytelling and the Lego Club), Robeson Community College (math enrichment during summer months), and summer/schoolyear academic camps at the University of North Carolina at Pembroke. The Exploration Station also provides educational opportunities for students in Robeson County.

Other Programs Descriptions:

Camp Grace is an overnight summer camp that focuses on character, physical, and spiritual development.

Teen Court is a peer court conducted by volunteer teenagers to conduct court hearings for misdemeanor cases.

Service projects for awareness and donation purposes are available, such as St. Jude or Ronald McDonald House.

Juniorettes is a service club for young girls from junior high to high school age.

Various dropout prevention programs such as Palmer Drug Prevention, American Indian Science and Engineering Society (AISES Club), Learning Acceleration Program (LAP), and Lumberton Educational Alternative Program (LEAP) are available for student support.

BETA Club promotes the ideals of academic achievement, character, service, and leadership among elementary and secondary school students.

21st Century Community Learning provides services at various schools throughout the district. Students have the opportunity for service learning, health/nutrition, physical fitness/wellness, drug/violence prevention, art/music programs, tutoring, science, technology, engineering, and math programming.

Governor's School is a five and one-half week summer residential program for gifted and talented high school students. The program integrates academic disciplines, the arts, and other courses. The curriculum focuses on the exploration of the most recent ideas and concepts in each area.

Robotics Club is an after school program provided for students interested in STEAM exploration.

National Honor Society is an organization for high ability students.

The Job Shadowing Program allows 8th grade students to have the opportunity to go to work for a day with a mentor of their choice. While job shadowing, students interview the mentor about the responsibilities and education/training needed for that career.

The Homework Gap Grant is a talent development strategy employed to cultivate potential in all student populations and is being piloted at a district middle school. All students at the school receive hotspot devices and laptops which provide a variety of opportunities for support and learning.

The Duke TIP Talent Search identifies talented young people through above-level testing for access to enrichment opportunities.

The Student Support and Academic Enrichment Program focuses on providing a well-rounded education that develops skills specifically related to STEAM activities and digital literacy. This program is free and offered on Saturday mornings.

Ideas for Strengthen the Standard:

Continue to evaluate research-based materials

Create more opportunities for talent development in upper grades

Further develop communication with teachers, guidance counselors, parents, etc. to better meet the needs of gifted students

Continue to utilize web pages to share important information

Continue to utilize P.E.T.S. materials in grades K-3 to increase convergent/divergent thinking skills and visual/spatial perception

Encourage participation in district-wide competitions such as Battle of the Books and Science Olympiad

Expand social media opportunities such as Remind App, PSRC Facebook Page

Expand learning opportunities for teachers and students using technology such as courses through Canvas

Encourage participation in Daughters of the American Revolution Essay Contest

Communicate with music and art teachers to highlight and support talented artists

Sources of Evidence:

Lesson plans
Minutes from meetings
AIG District and AIG specialist webpages
Use of technology programs
AIG progress reports
Screening pool
Transfer logs
DEPs
Student AIG folders
Surveys
PowerPoint presentations
Brochures
Resource materials
Attendance logs
Student Portfolios

Standard 3: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: The curriculum of the PSRC AIG Program is aligned with the NC Standard Course of Study (SCOS) and provides rigorous enrichment, extension, and acceleration of content and instruction. PSRC elementary aged AIG identified students have opportunities to experience: pull-out instruction of students with similar abilities with a certified AIG specialist.

For enrichment, PSRC AIG students are engaged in tic tac toe menus/choice boards, self-chosen projects, independent studies, learning logs, and activities based on learning style. For extension AIG students participate in Socratic Seminars, problem solving, critical thinking, extension menus, and project based learning. Acceleration strategies include use of curriculum compacting, learning contracts, advanced online learning, and tiered assignments

In addition to these opportunities, AIG identified middle school students may also participate in Math 1 and Credit by Demonstrated Mastery. At the high school level, AIG identified students receive advanced instruction through Honors/AP classes, Credit by Demonstrated Mastery, Early College, Dual Enrollment, and Career and College Promise.

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: The PSRC AIG Program provides instructional practices to address a wide range of learning needs.

Grades K-3 Nurturing and K-2 Talent Development: All K-3 students participate in whole group push-in Nurturing lessons with AIG specialists using Primary Education Thinking Skills (P.E.T.S) materials focusing on convergent/deductive thinking, analytical/evaluative thinking, and spatial perception. Students participate in activities including, but not limited to: logic elimination grids, Venn diagrams which have students analyze attributes for classification, and using inferences to answer questions based on clues.

In addition, small group Talent Development opportunities are provided for selected K-2 students to further explore these thinking skills with a variety of in-depth activities. Student activities include, but are not limited to: engaging in an inquiry process to critically analyze texts, determining implications and

consequences, formulating generalizations, using creative synthesis, understanding analogies, sequencing, pattern decoding, and inferring.

Grades K-8: Diverse and effective instruction is provided to students to address identified abilities, readiness, interests, and learning needs. AIG identified students are grouped for pull-out instruction with other students of like ability and identification (AR, AM, AG, IG, AI). AIG specialists serve these students in small group settings utilizing strategies such as: research projects, project based learning, critical and creative thinking, independent interest projects, seminar instruction using Junior Great Books, and other higher order thinking activities which build upon/extend the NC Standard Course of Study and support the teaching of regular classroom teachers. AIG students receive these pull-out services for a minimum of 45 minutes per week in identified area(s). AIG students also have the opportunity to participate in the Duke Tip Program enrichment activities.

Grades 9-13 (including Early College): An AIG specialist is available to provide consultative services for identified students to enhance their high school academic experience. AIG students have opportunities to participate in enrichment and acceleration opportunities including: Honors Classes, Advanced Placement courses, Dual Enrollment, Early College, Governor's School, Students of Excellence, Credit by Demonstrated Mastery (CDM), teleconferencing courses, and College Connections Courses. These students have the opportunity to experience project based learning, independent research, field trips based on interest and involvement, integrated instruction for advanced technological skills, individualized vocabulary studies, mentorships, job shadowing/internships, academic clubs/organizations, and SAT/ACT prep classes.

Practice C

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

District Response: The PSRC AIG program researches and purchases resources that extend and enrich the NC SCOS. Chosen resources for AIG students incorporate higher-order thinking skills, conceptual reasoning through exploring problems and issues, critical/creative thinking skills, and inquiry/discovery. The PSRC AIG program adds and revises curriculum resources, as needed, to continually support the needs of our gifted learners. These resources are also available for use through Lending Libraries. AIG specialists and the AIG coordinator also discuss and plan curriculum at monthly meetings. Examples of the AIG resources used in our district include:

Grades K-3 Push-In Nurturing and K-2 Talent Development Resources:

Primary Education Thinking Skills- Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3. The program aligns to the higher levels of Bloom's Taxonomy.

Lollipop Logic- Lollipop Logic employs visual and pictorial clues to introduce and reinforce high-powered thinking. Seven different thinking skills—relationships, analogies, sequences, deduction, inference, pattern decoding, and critical analysis—are presented in a format designed to appeal to the prereader.

Osmo- Osmo enables the iPad and iPhone to merge the power of physical play with the digital advantages of real-time feedback. Playing beyond the screen invites students to collaborate on tables or floors while manipulating tangible game pieces such as number tiles, letter tiles, and coding blocks.

Grades 3-8 Resources:

Junior Great Books- This program combines high-quality literature, student-centered discussion, Shared Inquiry, and activities that support reading comprehension, critical thinking, speaking and listening, and writing.

William and Mary Literature Units- The William and Mary Language Arts Program was specifically designed to meet the needs of high ability learners. It is a thematic literature-based program in which students read and respond to a collection of above-grade level texts in order to enhance their understanding of underlying themes. Through consistent use of the program's specific teaching models, students strengthen competence in reading, writing, and critical thinking.

Jacob's Ladder Reading Comprehension Program- Intended as a supplement to the William & Mary language arts units, Jacob's Ladder targets reading comprehension skills in high ability learners. In the form of three skill ladders connected to individual readings in poetry, myths/fables, and nonfiction, students move from lower order, concrete thinking skills to higher order, critical thinking skills.

Wordly Wise 3000- This program provides direct academic vocabulary instruction that develops the critical link between vocabulary and reading comprehension. Direct instruction of important, useful, or difficult words for each grade level helps students successfully comprehend content-area texts and improve test results.

Nathan Levy's Stories with Holes- Includes a collection of stories with missing facts designed to actively challenge the power of inquiry. Inspires imagination, increases cognitive functioning, and develops listening skills as students think in creative ways to find the answers to these riddle-like challenges.

Critical Thinking Detective Vocabulary- The vocabulary in these mysteries were gathered from a multitude of sources including SAT and ACT word lists and the author's reading selections. Students must identify the meaning of new vocabulary as they try to uncover the subtle clues hidden in the statements from witnesses and suspects. Each mystery requires careful reading, critical thinking, and synthesizing information to identify the innocent and guilty. The cases also develop observation skills, reading comprehension, deductive and inductive thinking skills.

Challenge Math- Challenge Math is designed to hone young students' mathematical problem-solving skills and logical reasoning skills by assigning online challenging word problem assignments weekly. Problems are non-routine problem-solving questions that are adapted to many math competitions, including the Noetic Learning Math Contest. This program provides challenge beyond regular school curriculum, strengthens creative problem solving, and logical reasoning skills, further develops gifted students' intellect in math, and helps students excel in national math competitions.

Math Rules- This program consists of 25 weeks of enrichment challenge for gifted students to offer math enrichment activities and develop logic/reasoning skills while building self-confidence and understanding of mathematics. These weekly challenges aim to develop creative and flexible mathematics problem-solving skills.

Hands-On Equations Program- This program allows students to quickly learn basic algebra concepts through the use of hands-on methods of instruction and transfer their learning to the pictorial representation.

Balance Benders- Students develop problem-solving skills and pre-algebra skills as they solve balance puzzles. Students must analyze each balance to identify the clues, and then synthesize the information to solve the puzzle.

Mind Benders- This program consists of deductive thinking puzzles. It develops the logic, reading comprehension, and mental organization skills vital to achieving higher grades and top test scores in all subjects. Students learn to carefully analyze each story and its clues, identifying logical associations between people, places, and things. The key is to make sure you get all the information out of each clue, by starting with the most obvious associations, then deducing the less obvious associations until everything finally fits together.

Critical Thinking Detective Math- Students must apply critical reading, critical thinking, and mathematical reasoning. The real challenges are to first identify the clues by synthesizing from different witnesses and suspects, and then determine the necessary math needed to turn the clues into evidence. The cases also develop observation skills, reading comprehension, and deductive and inductive thinking skills.

Grades 9-12 Resources:
AP, Honors level, and college level textbooks

Practice D

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

District Response: The PSRC AIG Program promotes future-ready skills and learning by using advanced level content, real-world learning experiences, global content, critical thinking, problem solving, innovative technology, higher-order thinking skills, and through leadership development of life and career skills. Critical thinking skills are imbedded within advanced courses like Math I, AP, Honors, Dual Enrollment, and Career and College Promise. Opportunities to apply real life learning in real contexts are provided through programs such as: Teen Court, Teacher Cadet, and field trips. Partnerships with community organizations promote future-ready skills through job shadowing, job fairs, and community service projects. Science fairs, STEAM activities, and the creation of interactive learning videos are also utilized to integrate opportunities for students to have critical discussions and dialogue with like-minded peers.

Practice E

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

District Response: The PSRC AIG program uses standardized testing, formative assessments, and summative assessments to differentiate classroom instruction and guide flexible grouping practices. On-going formative assessments consist of Benchmark/NC Check-In testing, projects, classwork, journaling, class discussions, data notebooks, portfolios, quizzes, and online assessments. Summative assessments include End of Year K-2 Assessments, End of Grade tests, NC Final Exams, End of Course tests, AP exams, Senior Projects, and Credit by Demonstrated Mastery (CDM). After analyzing assessment data, AIG teachers collaborate with classroom teachers to discuss individual AIG student's strengths and challenges. This guides the grouping of students in the regular classroom. Teachers develop and implement instruction based on individual student weaknesses while creating enrichment activities to capitalize on student strengths. AIG specialists may redesign activities, develop a higher tier for units of study, or compile a list of parallel challenging opportunities for gifted learners based on strengths. They may also provide strategies and choices for students to produce end products to culminate units.

AIG students are also grouped together for pull-out classes with similar ability learners based on students' area(s) of identification and assessment data. Ongoing analysis of additional assessment data determines flexible groupings within the AIG resource classroom.

Practice F

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

District Response: The PSRC AIG Program maintains strong connections with the guidance, Indian Education, ELL, and student services departments in order to remain aware of the social/emotional needs of our students and instructional strategies to better meet these needs. The following curriculum resources that highlight best practices are used during AIG pullout classes and available in Lending Libraries: Gifted Teen's Survival Guide, Seven Habits of Highly Effective People, Everyday Student Leadership Guide, Building Leadership series, Perfectly You, Howard Gardner's Multiple Intelligences, Independent Studies, Laugh and Learn Social Emotional Book series, and Kids with Courage. AIG specialists also utilize affective units during pullout classes, which help students identify their strengths, interests, and aspirations. In order to assist with the transition to high school, the high school AIG representative holds a Transition Academy with all AIG 8th graders to answer questions about high school scheduling, coursework, and expectations.

Practice G

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

District Response: The PSRC AIG Department provides a Nurturing Program to serve students in grades K-3 through whole group push-in instruction and a Talent Development Program for selected K-2 students who demonstrate the potential for exceptional academic performance. Differentiated curriculum is taught to these students in order to foster understanding and makes connections for their learning potential.

The Primary Education Thinking Skills (PETS) program and included checklists are used to help regular classroom teachers and AIG specialists create a pool of students for AIG testing and Talent Development small groups. The top ten students at each school in grades K-2 are then pulled in Talent Development groups for the remainder of the year if they do not meet identification criteria in these early grades. The top ten students are determined from data collected at the school level (Reading 3D/mClass, observation/behavior checklists, report card grades, STAR Reading/Accelerated Reader, K-2 Math Assessments, benchmark/NC Check-In assessments, and any other relevant data that may be added to this list).

This small group Talent Development instruction fosters the development of critical thinking and problem solving skills, deductive logic/analytical thinking, reasoning challenges, and visual/spatial activities. Critical thinking skills are incorporated into the curriculum using materials such as: P.E.T.S., Mind Benders, Thinking Puzzles, and Junior Great Books.

Practice H

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

District Response: AIG personnel collaborate together and with other certified staff to develop and implement differentiated curriculum and instruction. AIG specialists meet monthly to plan and share curriculum ideas and strategies to be utilized for differentiated instruction. AIG specialists also serve on various teams to develop/implement differentiation for all grade levels and advocate during PLCs for instruction that meets individual student needs. All teaching staff are required to uphold best practices to individualize instruction in order to better meet learner needs. Educators differentiate instruction through curriculum compacting, tiered assignments, thematic units, project based learning, virtual field trips, online curriculum, community service projects, research projects, contests, and leadership opportunities. This differentiated curriculum is implemented through AIG pull-out groups and students may also work on differentiated curriculum in the regular classroom, as needed.

Practice I

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

District Response: Each AIG student has a DEP that identifies the strategies to be used during instruction. This DEP is initially created when a student is identified as gifted and with collaboration of the parent and site-based team (AIG specialist, administrator, guidance counselor, and regular classroom teacher). Parents/families are invited to conference and review DEPS annually and make updates, when needed. DEPs indicate the learning environment, content modifications, student activities, and program objectives. DEPs are based on student learning needs and desired outcomes.

Ideas for Strengthen the Standard: Attend workshops/conferences/meetings dedicated to teaching gifted learners

Continue to Purchase resources to equip and support AIG specialists with their instruction

Monitor and review student progress

Utilize formative assessments to align curricular units for instruction

Collaborate with classroom teachers to align curriculum and address needs

Review DEPs

Share curriculum ideas and strategies with stakeholders Incorporate critical thinking skills and problem solving activities

Sources of Evidence: Formative and summative assessment data

P.E.T.S. materials

Jacob's Ladder

Math Rules

Math Superstars

Challenge Math

Lesson plans

AIG portfolios

Junior Great Books

PBL units

Osmo Genius Kits

Student work products

Technology

Summer reading books

DEPs

Standard 4: Personnel and Professional Development

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

Practice A

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

District Response: The PSRC AIG Program employs an AIG-licensed coordinator to: (1) guide the AIG faculty and District Leadership Team to write, revise, monitor, and implement the local AIG plan, (2) participate, plan, and coordinate opportunities for professional development in local, regional, and statewide meetings/workshops open to all educator stakeholders, (3) oversee funding, budget, and purchase orders by collaborating with other district departments/teams, (4) provide leadership and monitoring for program services and staff through individual school site visits and observations, (5) develop partnerships/communication strategies for families and the community to support the AIG program (i.e.: UNCP-University of North Carolina Pembroke, Partnership for Children, Robeson Planetarium), and (6) oversee the screening, referral, identification process, and maintenance of all documentation of services at the school/district level through consistent review and monitoring by AIG Folder Audit Teams.

Practice B

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

District Response: The PSRC AIG Department employs AIG-licensed specialists at the elementary, middle school, and high school level. PSRC AIG specialists design and select appropriate research-based materials and modifications for gifted students, work in collaboration with other AIG specialists and regular education teachers to plan and develop programs and activities for students, and continue professional growth through reading professional literature, exchange ideas among district staff, and participate in educational workshops. AIG specialists are also responsible for preparing lesson plans for each group of push-in/pull-out students, providing specialized instruction to identified students to meet academic and social/emotional needs, and preparing/implementing/evaluating DEPs for identified students. The PSRC AIG program ensures that students are served in the areas of academics and social/emotional issues through tasks that spark interest, creativity, critical thinking, and focuses on the strengths of student giftedness. PSRC AIG specialists utilize strategies such as curriculum compacting, acceleration, enrichment, and research-based programs such as William and Mary, P.E.T.S., and Project M3. Elementary level AIG specialists provide services through the K-3 Nurturing Program, K-2 Talent Development Program pull-out groups, and pull-out programs for AIG identified students. Middle School AIG specialists

provide small group instruction for identified students in pull-out environments. An AIG specialist is also assigned to the high schools to provide guidance and support for identified students in grades 9-12.

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: PSRC generates a staff professional development (PD) plan yearly which determines the PD required and available for each educational stakeholder. AIG specialists are provided staff development opportunities in an effort to stay abreast of current trends in regular, as well as, gifted education. Non-AIG faculty are informed of and encouraged to participate in AIG licensure programs so they can be trained to deliver differentiated instruction to AIG students in the regular classroom, as well as, possibly obtain employment in the AIG program. The district has a partnership with the University of North Carolina Pembroke which provides online courses in gifted education for gifted add-on licensure. Teachers can also apply for tuition support through our district licensure office. All regular classroom teachers, administrators, school counselors, AIG specialists, ELL teachers, and EC teachers are provided professional development in differentiation for various types of learners such as AIG, EC, twice-exceptional, and ELL students. Local professional development opportunities are provided through online modules and in-house staff development. School staff members are also given the opportunity to attend additional local, regional, state, and national workshops/conferences. Additional resources are available on the PSRC district website and individual school websites, such as gifted culture information and web list resources.

Practice D

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

District Response: The PSRC AIG department has set processes to monitor the effective assignment of students to appropriately licensed or prepared personnel throughout the year. PSRC AIG specialists partner with principals, regular classroom teachers, guidance counselors, and data managers to analyze student data and determine student placement. Cluster grouping is encouraged. Differentiation and flexible grouping within the regular classroom is also provided by the regular classroom teacher. All AIG identified students receive pull-out services in their identified area by a licensed AIG specialist to further meet student needs. AIG specialists also provide push-in lessons in all K-3 classrooms as part of the Nurturing Program and K-2 Talent Development pull-out group instruction to cultivate the learning of young students who may have not yet met identification requirements. An AIG resource lending library is located at each school and used for gifted book studies and relevant best teaching

practices in gifted education in order to ensure all personnel have adequate resources for differentiation. AIG specialists are available as a resource to demonstrate lessons and collaborate with classroom teachers to provide differentiation strategies to facilitate more effective instruction for gifted students.

Practice E

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

District Response: PSRC AIG specialists offer an annual training session utilizing a uniform PowerPoint presentation at staff meetings to ensure that all principals, guidance counselors, and certified teachers are familiar with the characteristics of gifted learners. AIG personnel also present gifted education strategies, social/emotional support, and other program components at staff, grade level meetings, and PLCs. To promote opportunities for PD outside of the district, AIG specialists, encourage participation in regional/state/national gifted conferences. AIG specialists also collaborate with instructional staff, such as curriculum coaches and administration, to integrate best practices for gifted learners into PD opportunities and the School Improvement Plan. Based on the PSRC County Blueprint and Strategic Plan, the district has a focus on instructional excellence, professional capacity, operational effectiveness, and family/community engagement. As part of the professional capacity goal, PSRC continues to deliver training and support to prepare staff in order to ensure high academic achievement and growth for all students through use of best practices and differentiation aligned to student needs. PSRC supports the AIG Department by coordinating many PD opportunities to the needs of gifted students. Current professional development opportunities that support critical thinking and enrichment for diverse gifted learners include: Culturally Responsive Instruction, Project 3C STEM training, Emergent STEM, Imagine Learning, Vex Robotics, Reading Research for Classroom Teachers, and Engaging Students in the New Rigorous Math Standards.

Practice F

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

District Response: PSRC professional development experiences are shared and incorporated throughout instruction by AIG specialists and other teachers. PD best practice knowledge obtained is shared between AIG specialists and regular classroom teachers during staff meetings and PLCs at various times such as: AIG department meetings, teacher workdays, and early release days. Additionally, through their partnerships with classroom teachers, AIG specialists provide exemplar lessons to illustrate the theories and concepts gained from PD opportunities. Technology is also utilized to share new ideas and resource materials on the district AIG website and on each AIG specialist's web

page.

Each educator also completes a self-assessment and Professional Development Plan (PDP) to set professional goals and show evidence of implementing strategies obtained from PD opportunities. Progress toward meeting these goals is shared and reviewed with mentors and administration.

Ideas for Strengthen the Standard:

Disseminate information regarding AIG licensure to school personnel

Plan and implement professional development opportunities on differentiating lessons and working with AIG students

Promote opportunities for professional development outside the district

Increase the number of AIG licensed teachers in the regular classroom

Sources of Evidence:

Lesson plans

DEPs

PSRC AIG website

Parent Contact Logs

Staff sign-in sheets

Licensure documentation

AIG specialist schedules

Principal evaluations

AIG specialist monthly meeting schedule

Certificates of conference attendance

Professional Development Activities

CEU's

PowerPoint presentations

Professional Development Plans

Standard 5: Partnerships

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

Practice A

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

- * academic and intellectual
- * social and emotional

District Response: The PSRC AIG Program develops two-way partnerships with parents/families to benefit students' academic/intellectual and social/emotional development. Parents are notified of opportunities through the district AIG website, AIG specialists' websites, and brochures sent home. Information for parents and families is translated into their native languages as needed. Parent volunteers are utilized as guest speakers and chaperones for field trips. Parents are also invited to participate in one-on-one conferences with AIG specialists, when needed, and are informed of their child's progress through quarterly progress reports. AIG specialists document all communication with parents using contact logs. Parents and family members also partner with the district to brainstorm ways to support programming options and develop services for gifted learners as part of a Parent Advisory Team and District Leadership Team.

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: PSRC AIG specialists disseminate the local AIG plan and policies with parents/family members through PTA meetings, school site activities, AIG specialist/AIG Department websites, parent-teacher conferences, brochures, newsletters, and phone contacts. The PSRC AIG Program website is consistently monitored to reflect current updates regarding the AIG Plan, AIG Identification Flowchart, AIG Referral Brochure, K-3 Nurturing Program/K-2 Talent Development Brochure, and screening/referral/identification forms. Information is translated into students' native languages based on community needs. Paper copies are displayed in each school office and available for households lacking internet access.

The PSRC AIG Program also has a standard presentation in PowerPoint format outlining the screening, referral, and identification process that is shared at staff meetings, PTA meetings, ELL Parent Nights, and other school/community gatherings. An ELL translator is present at these meetings, as needed. Presentations include common and uncommon indicators of giftedness to assist teachers, parents, and other stakeholders to better recognize gifted characteristics in students from all populations. Copies of DEPs and syllabi are given to parents that indicate the learning environment,

content modifications, student activities, and objectives. Also, student accomplishments and pertinent AIG news is relayed through the local newspaper and district-wide Facebook page.

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: At the district level, there is a District Leadership Team that develops and monitors the AIG program and AIG plan. This team consists of the AIG coordinator, Assistant Superintendent of Curriculum and Instruction, select AIG specialists, principals, parents, teachers/support staff and community members. The team represents the diverse population of the district, and members are chosen from throughout the district and formed through volunteering, recommendation, and invitation. The team collaborates to develop the AIG plan incorporating information received from surveys and feedback. Upon completion, the Board of Education approves the AIG plan for implementation which is carried out by AIG specialists, school administrators, the AIG coordinator, and the Assistant Superintendent of Curriculum and Instruction.

At the school level, AIG specialists collaborate with a site-based team consisting of parents, teachers, support staff, and administrators to implement and monitor the local AIG program and gather feedback to promote continuous improvements concerning the AIG plan and program. This feedback is sent on to the District Leadership Team which is monitoring the AIG plan.

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: Information on opportunities available to AIG students is shared via the PSRC AIG Program website, AIG specialists' websites, newsletters, phone calls, social media, and emails. Information regarding mentorships, job shadowing, service learning opportunities, family STEAM days, and other partnerships with local agencies is also shared through these multiple communication avenues. For example: family STEAM activities are advertised on the PSRC website, AIG specialist newsletters, and handouts sent home with students. Updated contact information is collected from parents at the beginning of each school year in order to maintain communication pathways. The ELL department is consulted, and verbal/written communication is translated when needed. The district's Public Relations Officer also utilizes various communication tools to disseminate information publicly.

Practice E

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

District Response: The PSRC AIG coordinator and AIG specialists support a partnership with several local stakeholders. Examples include:

Elementary Level:

University of North Carolina Pembroke (UNCP) summer and academic year programs
Robeson Reading Council/ NC Reading Association Young Authors writing contest
Robeson Planetarium space exploration events
Robeson Partnership for Children sponsored events

Middle School Level:

UNCP summer and academic year programs
Job shadowing with local businesses
Daughters of the American Revolution essay contest
Robeson Reading Council/ NC Reading Association Young Authors writing contest
The River: A Literary Journal sponsored by UNCP to publish student literature and/or art
Robeson Planetarium space exploration events
Robeson Partnership for Children sponsored events

High School Level:

Local Chambers of Commerce Students of Excellence essay contest
UNCP summer and academic year programs
Job shadowing/internships with local businesses
Dual enrollment with Robeson Community College- College and Career Promise
Robeson Reading Council/ NC Reading Association Young Authors writing contest
The River: A Literary Journal sponsored by UNCP to publish student literature and/or art

UNCP partners with PSRC to provide professional development opportunities to enhance AIG teaching and learning programs (i.e.: teaching children in poverty, differentiation, STEAM). PSRC students also showcase achievements and gain support from community partners by presenting products of learning, such as Future City Competition entries to leaders of Lumberton City Hall.

Ideas for Strengthen the Standard:

Seek out community/business partnerships that will strengthen our AIG program (college, arts programs, Rotary Club or other civic organizations, local newspaper)
Review and update AIG Identification Brochure, K-3 Nurturing/K-2 Talent Development brochure, and

AIG Identification PowerPoint as needed
Consult with ELL department to translate materials

Sources of Evidence:

Copies of DEPs to parents/guardians
Online academic year and summer opportunities
Progress reports during each grading period
Local board/DPI approved AIG Plan on website
AIG informational PowerPoint
Partnerships with local, state, national organizations
AIG student product displays
AIG Identification Brochure
K-3 Nurturing and K-2 Talent Development Brochure

Standard 6: Program Accountability

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

Practice A

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

District Response: A District Leadership Team, consisting of the AIG coordinator, Assistant Superintendent of Curriculum and Instruction, select AIG specialists, principals, parents, teachers/support staff, and community members develops the local AIG plan based on the NC AIG Program Standards. Community and education team members review an AIG Plan standard that is relative to them as a stakeholder and are given an opportunity to provide feedback. Surveys from classroom teachers, AIG students, principals, and AIG parents are analyzed during plan revision. Self-assessment documents completed by the AIG specialists are also analyzed. After all feedback is gathered, revisions by select AIG specialists and the AIG coordinator are completed and reviewed by an AIG editing team and the Assistant Superintendent of Curriculum and Instruction. Upon completion of revisions, the PSRC school board reviews the plan when submitted for approval at a formal meeting. Once completed and approved by the PSRC school board, the plan is sent to DPI for review and comments. The plan is reviewed, revised, and updated when required.

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: The practice and policy of the PSRC AIG plan is monitored by the AIG coordinator, feedback from stakeholders, and Assistant Superintendent of Curriculum and Instruction. Student identification is monitored through the use of the AIG folder Audit Checklist, and AIG specialist audit teams conduct reviews on identification procedures and placement semiannually, or as needed. Use of differentiated curriculum and instruction for AIG students is monitored through teacher observations, review of lesson plans, and resulting student successes. Personnel and professional development of AIG staff is monitored by the district licensure department and AIG coordinator who survey CEUs and certifications.

Programming and partnerships are monitored by the AIG coordinator and Assistant Superintendent of Curriculum and Instruction.

Practice C

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

District Response: The AIG coordinator works with the Superintendent of Curriculum and Instruction and local Board of Education to develop a program budget that is aligned with program goals, student/stakeholder needs, and plan implementation. The coordinator maintains proper documentation and meets with the district finance director semi-annually to ensure funds are allocated properly. The finance director provides the coordinator with monthly budget printouts reflecting the fund balance and purchases in each line item. Funds are used to employ AIG certified specialists, professional development, curriculum materials/technology, tuition for Governor's School, and the Superintendent's Awards Program. Purchases are prioritized based on AIG program needs, connection to AIG plan goals, and by comparing costs. All expenditures are made with the best interest of the students and align with the AIG program goal.

Practice D

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

District Response: The AIG specialists, testing coordinator, and principals gather, analyze, and maintain data pertinent to our AIG students' achievement and growth utilizing PowerSchool and quarterly Benchmark reports. Collaboration with the testing department, curriculum and instruction department, classroom teachers, and counselors then occurs to utilize data in order to plan individualized instruction. Data notebooks are maintained by AIG specialists and shared with principals and parents. AIG specialists also conference with AIG students quarterly to review information from data notebooks and guide students in goal setting. Confidentiality is protected in all instances when sharing and discussing student data. The high school AIG specialist conferences with the PowerSchool Director to monitor and analyze drop-out data for AIG students. The high school AIG specialist also conferences with AIG students to set goals, discuss future plans, and share scholarship/recognition opportunities.

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: PSRC AIG student demographics mirror the district's demographics consisting mainly of culturally/ethnically diverse, socially disadvantaged, and English Language Learners. This information is monitored through collaboration with the district testing coordinator. AIG criteria is reviewed annually to ensure that underrepresented populations are being referred, identified, and provided services. To ensure the AIG screening and identification process is equitable to all groups, PSRC is using multiple measures based on research to identify students of varied backgrounds. PSRC uses multiple criteria and options within the criteria to ensure that our advanced students are screened, identified, and receive services regardless of ethnicity, race, gender, socioeconomic status, disability, or other status.

To monitor retention of underrepresented populations in the AIG program, several strategies are used. AIG specialists collect information for each AIG student in data notebooks and meet with students quarterly to review this information and set performance goals. Student performance data is gathered by utilizing PowerSchool information, EVAAS data, report cards, benchmark/NC Check-Ins scores, grades, EOG scores and IEP/504 reports. AIG specialists also document student performance through quarterly progress reports and Yearly Performance Reviews. Collaboration occurs with parents, teachers, student success advocates, and counselors to ensure success of all AIG students. The Youth Development Specialist (Indian Education) and ELL teachers are also points of contact for monitoring student performance of Native American and English Language Learners.

Practice F

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

District Response: The PSRC AIG coordinator, along with human resources department, annually monitors AIG specialist certification and renewal to maintain current and accurate personnel records. Records of credits/certification are located and assessed through the district licensure office. School administrators also have access to all teacher certifications through the NCDPI Online Licensure System to be aware of teacher qualifications. Through Teacher Match applications, those applying to work within the district have the opportunity to designate that they have AIG certification. The AIG coordinator also collaborates with the professional development coordinator to monitor conference attendance credits acquired by AIG specialists.

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 PSRC AIG coordinator and AIG specialists review and incorporate information

related to implementation and effectiveness through survey results from AIG students, parents, and principals annually to identify areas for program improvement. Input is also gathered informally at principal/staff/PLC meetings, from parent the parent comment section on quarterly progress reports, and parent conferences/PTA/Family Night activities to ensure all stakeholders have opportunities to provide feedback. All data is collected and reviewed by the AIG coordinator and AIG specialists to ensure consistency and fidelity of program vision and to ensure service delivery is equitable and consistent across schools.

Practice H

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

District Response: Survey results from all stakeholders are used to revise program policies and procedures. These surveys are given annually to parents, students, and administrators in order to include all stakeholder input in reviewing the effectiveness of plan implementation. All suggestions from Parent Advisory Group and District Leadership stakeholders, as well as, successes and challenges associated with the plan are taken into consideration at regular intervals and as needed for plan revisions. As information is collected annually, it is determined by the District Leadership Team if suggestions need to be addressed immediately or during comprehensive program evaluation. Informal and formal data is collected from classroom teachers to encourage data-rich discussions and guide AIG practices and improvements. This data is collected in AIG Data Notebooks (EOG and Benchmark/NC Check-In tests, formative data, and AIG achievement/aptitude results), which are used to conference with students for goal setting, but are also utilized to analyze data trends to guide curriculum/program needs. AIG specialists collect curriculum information from conferences, webinars, and monthly meetings to stay up to date on current teaching practices as sources of AIG program/plan improvement. Interim Reports, legislative updates, and NCDPI policy updates are examined and used to update the local AIG Plan. The District Leadership Team assists in evaluating the effectiveness of the AIG program and offering suggestions and practical applications to improve AIG programming. During a comprehensive evaluation of the local AIG plan, careful consideration and reflection is given by all stakeholders to ensure alignment with the district's procedures policies, practices, vision, and mission. Revisions to the AIG plan are submitted for approval to the district board of education, as needed.

Practice I

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

District Response: Student, parent, and principal survey summary data and trends is disseminated via the PSRC AIG website. These results are also presented electronically and orally with the District Leadership Team, principals, AIG Parent Advisory Boards, and at PTA/parent nights. The

confidentiality of survey respondents is maintained by collecting responses anonymously using an online service.

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: PSRC AIG specialists notify students, parents, and families of Parental Rights for: (1) identification and services; (2) reassessment procedures; (3) LEA transfers; and (4) procedures for resolving disagreements. The PSRC Academically/Intellectually Gifted Program Due Process/Parental Rights document states:

“All students must be provided with a free appropriate public education. Free appropriate public education means that differentiated services will be provided for the student at no expense to the parent and according to the guidelines of the Public Schools of Robeson County's Academically/Intellectually Gifted Plan.

Any student demonstrating a need for differentiated educational services should be referred in writing to the child's teacher or principal or to the chairman of the AIG Site-based Team.

After a child has been referred, in order to determine the need for differentiated services in the academically/intellectually gifted program, an established written procedure is followed:

- Parents give written permission before individual evaluations are administered.
- Testing and evaluation materials are selected and administered so as not to be racially or culturally biased.
- Selected tests include those that measure educational achievement and/or aptitude.
- Student eligibility for differentiated services is determined using multiple criteria by the AIG Site-based Team trained to select appropriate options for the individual student.
- Multiple criteria is used for placement.
- Services begin after a placement form is signed by the parent/guardian.
- A review of eligibility is conducted yearly. An inactive folder is maintained for students that are referred, but do not qualify for AIG. These students are reassessed the next school year to determine if eligibility has been met.

Procedures to Resolve Disagreements:

If parents do not agree with the school's decision concerning eligibility, they have a right to submit results of an independent educational and intellectual evaluation. This evaluation must be given by a qualified examiner who is not employed by the education agency responsible for the child's education. Measures of intellectual aptitude and achievement are only two of the criteria used in determining eligibility; therefore, independently conducted additional measures do not necessarily guarantee placement in the program for academically/intellectually gifted students, although those results will definitely be considered. The school system does not pay for independent educational and intellectual evaluations. Parents also have the right to ask to meet with the AIG Site-based Team to review the decision.

If parents disagree with any decision(s) of the AIG Site-based Team regarding referral, identification, or

services, the following procedure will be followed:

1. The parent(s) may request in writing a conference with the AIG Site-based Team.
2. If parents still disagree with the committee's decision, the parent(s) may appeal the decision by making a written request to the principal within thirty days of the conference with the AIG Site-based Team. The principal will review the decision of the team and grant the parent a conference within five school days of the parental request. After the principal and parents have met, the principal will provide to the parent(s) a written decision within five days of the conference.
3. If the principal's decision fails to resolve the disagreement satisfactorily, the parents may appeal to the superintendent. The appeal to the superintendent must be made within five days of receiving the principal's response. The superintendent will review the concern within five days of receipt of the appeal. The superintendent will respond in writing within ten school days concerning the outcome of his/her review to the parent and the principal.
4. If the superintendent's decision fails to resolve the disagreement satisfactorily, the parents may appeal to the Board of Education. The appeal must be made in writing within ten days of receiving the superintendent's response. The Board will offer a final written decision within thirty days.
5. 115C-150.8. Review of Disagreements.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)"

Upon transfer from another LEA, AIG specialists will request identification documentation from previous schools for incoming students. PowerSchool will designate if a student is gifted in another system in NC. The school will be contacted if the folder does not arrive within 2 weeks. If the student data does not meet our AIG identification criteria, then the student should be tested for placement. Individual situations will be discussed with the AIG coordinator. Student folders are kept confidential and locked in file cabinets at each school.

Ideas for Strengthen the Standard:

Elicit feedback on a regular basis from stakeholders regarding the effectiveness of our plan/program
Administer surveys to parents, students, and administrators
Continue to monitor data of representation, performance, and retention of under-represented populations

Sources of Evidence:

AIG meeting agendas
PowerSchool
AIG Progress Reports
AIG Yearly Reviews
EOG data reports

AIG Program surveys (classroom teachers, parents, administrators, AIG students)
Due Process Rights
Parent Permission to Test form

Glossary (optional):

Appendix (optional):

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