

## Overview: Mission/Vision Statement and Funding

### Jones County Schools (520) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

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

\* Mission and/or Vision Statement(s)

Jones County Public Schools system is dedicated to the students of our Academically and Intellectually Gifted Program through the academic, social, and emotional needs of gifted learners with the vision of these students reaching their potential through high expectations and a rigorous approach required for success in life in the 21st century.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 57,709.00	* \$ 2,500.00	* \$ 0.00	* \$ 0.00

## Standard 1: Student Identification

### Jones County Schools (520) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Standard 1: Student Identification

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

#### \* Practice A

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

Jones County Public Schools utilizes both qualitative and quantitative data for screening and referral for AIG services across all grade levels. Through a multi-tiered system of supports, JCPS utilizes quantitative universal screening tools in grades K-5 for reading and mathematics. The tools utilized are reviewed regularly for validity and reliability. Each of these universal screening measures allows the screening process to be ongoing and updated frequently. In 3rd grade, students are administered the Naglieri Nonverbal Ability Test (NNAT3) as a screening measure. In K-2, assessment data is collected and used to screen and identify students for services. In grades 3-12, the Beginning of Grade, End of Grade, and End of Course assessments are used as quantitative data to screen and identify for services. In addition, we utilize observational data and performance on critical thinking/higher order tasks collected by AIG specialists and teachers as part of the screening and referral process through a multi-tiered system of supports, including academic enrichment opportunities. This qualitative data is collected in all grades. Both qualitative and quantitative data are monitored by the AIG specialists, teachers, and MTSS teams and may lead to a referral. Referrals are accepted from teachers, administrators, parents, students and all support staff. Referral information is available online and in each building. These referrals are provided to and discussed by the school's Gifted Identification Team. A referral to the Gifted Identification Team is necessary if grade acceleration is considered to ensure adequate data collection for the acceleration process. A child may be referred to the Gifted Identification Team in any grade if there is a pattern of exceptional performance in any of the category areas. In addition, students may be referred if the current area of eligibility and services no longer meet the learner's needs and additional consideration is needed. Data-based decision making criteria are put in place to ensure that all students displaying strong aptitude and/or strong achievement are considered by the Gifted Identification Team so that all students showing commensurate skills get equal consideration.

**\* 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.

In order to accurately identify giftedness in students, clear, comprehensive and equitable screening, referral and identification processes must be in place. Jones County Public Schools currently employs multiple criteria with the following pathway for entrance into the AIG Program for students in grades 3-12. Students must meet multiple criteria. Each AIG identification and placement decision are made on a case by case basis according to each individual student assessment results.

In addition to the criteria in the chart below, a portfolio can be maintained at all grade levels for all identification areas:

Satisfactory score of the Gifted Rating Scale (GRS) of greater than 54 in any area

Demonstrated gifted ability or potential based on teacher recommendation or grades in addition to work samples that show above average work and effort compared to grade level peers

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted

K-2	* Score of Well Above Average on any nationally recognized Standardized aptitude test or well above average reading score consistently on K-2 universal assessments	* Score of or Well Above Average on any nationally recognized Standardized aptitude test or well above average score consistently on a K-2 universal math assessment	* Score of or Well Above Average on any nationally recognized Standardized aptitude test or well above average score consistently on a K-2 reading and math universal math assessment	* Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Satisfactory score on Gifted Rating Scale (GRS) of greater than 54 in any area	* Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Satisfactory score on Gifted Rating Scale (GRS) of greater than 54 in any area
3-5	* EOG data in 92% tile in reading Naglieri Non-Verbal (NNAT3) with a score of 110 or higher 3rd grade BOY data of 92% tile or above Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Reading Benchmark Scores consistently 92%tile or higher	* EOG data in 92% tile in math Naglieri Non-Verbal (NNAT3) with a score of 110 or higher Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Math Benchmark Scores 92%tile or higher	* EOG data in 92% tile in reading and math Naglieri Non-Verbal (NNAT3) with a score of 110 or higher Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Reading and Math Benchmark Scores 92%tile or higher	* Naglieri Non-Verbal (NNAT3) with a score of 110 or higher Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Satisfactory score on Gifted Rating Scale (GRS) of greater than 54 in any area	* Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Satisfactory score on Gifted Rating Scale (GRS) of greater than 54 in any area

6-8	* EOG data in 92% tile in reading Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Reading Benchmark Scores consistently 92%tile or higher	* EOG data in 92% tile in math Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Math Benchmark Scores consistently 92%tile or higher	* EOG data in 92% tile in reading and/or math Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Reading and Math Benchmark Scores consistently 92%tile or higher	* Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Satisfactory score on Gifted Rating Scale (GRS) of greater than 54 in any area	* Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Satisfactory score on Gifted Rating Scale (GRS) of greater than 54 in any area
9-12			* EOG data in 92% tile in English and Math Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test English and Math Benchmark Scores consistently 92%tile or higher Above average subtest scores from ACT, PSAT, SAT or other nationally normed test	* Above average subtest scores from ACT, PSAT, SAT or other nationally normed test Satisfactory score on Gifted Rating Scale (GRS) of greater than 54 in any area	* Above average subtest scores from ACT, PSAT, SAT or other nationally normed test Satisfactory score on Gifted Rating Scale (GRS) of greater than 54 in any area

	<p>* EOG data in 92% tile in English Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test English Benchmark Scores consistently 92%tile or higher Above average subtest scores from ACT, PSAT, SAT or other nationally normed test</p>	<p>* EOG data in 92% tile in math Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Math Benchmark Scores consistently 92%tile or higher Above average subtest scores from ACT, PSAT, SAT or other nationally normed test</p>			
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### \* Practice C

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

All students are administered the Naglieri Non-Verbal Ability Test (NNAT) or another nationally normed test in the primary grade as a universal screener for intellectually gifted while the Cognitive Abilities Test (CogAT) can be used for upper grades as a universal screener. We use multiple criteria for AIG identification for all students. This is particularly essential for the screening, referral and identification of underrepresented populations.

Jones County Public Schools will increase awareness for screening, referring and identifying gifted populations by increasing numbers of subgroups who are typically underrepresented. This will be done by ensuring that all school sites have certified AIG staff, an AIG site team that provides gifted services and teacher/student/guardian support, and

professional development opportunities for all staff that address AIG identification, nurturing, tools for teaching gifted learners, and social-emotional learning assistance.

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

#### **\* Practice D**

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

Training and coaching is necessary for consistent implementation of the processes outlined in this plan. Training will be provided for all AIG specialists and Gifted Identification Team regarding screening, referral and identification processes. The Academically and/or Intellectually Gifted department will provide ongoing professional development and technical assistance to build understanding of the characteristics of gifted students and the types of data utilized for screening, referral and eligibility. At the beginning of each school year, the screening, referral and eligibility processes will be reviewed with the specialists and then at each school through the AIG specialist. Each AIG specialist will maintain a spreadsheet of students that have been referred to the Gifted Identification Team as well as students showing traits of giftedness, the need for specialized instruction, or have data that indicates a need for differentiated instruction/curriculum. Training will be provided for AIG specialists around data-based decision making to ensure that all students showing commensurate skills get equal consideration.



**\* Practice E**

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

In order to provide appropriate and necessary instruction of all district students, guardians need clear information concerning goals and objectives, identification processes and service options of the Gifted Education Program. Therefore, information is sent home when assessments are given, after scores are returned, and when the school team makes any identification decision. Once identified, the students are given a Differentiated Education Plan (DEP) to document the service options selected for the teachers and parents. Translated materials will be made available for non-English speaking guardians.

**\* 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.

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

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

**\* Ideas for Strengthening the Standard**

Develop an informational brochure for distribution for all stakeholders available in print and online

Uniformed and county-wide use of AIG folders

Updated AIG website accessible at each school site and district website

Ensure that forms are available in Spanish or other languages, as needed, for the AIG process and testing program

Be inclusive of a Talent Development program that includes students who do not satisfy identification criteria but may have potential

Evaluate the use of additional/other screeners consistent with MTSS  
Use of Gifted Rating Scale (GRS)

### Planned Sources of Evidence

- \* Updated AIG Brochure
- \* Updated AIG website
- \* AIG folders for students with Academic Blueprints for students
- \* AIG specialist schedules and schools served
- \* Translated documents for Spanish speakers
- \* Documentation of parent meetings

### Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	

## Standard 2: Comprehensive Programming within a Total School Community

### Jones County Schools (520) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Standard 2: Comprehensive Programming within a Total School Community

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

#### \* Practice A

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

AIG services are offered K-12 along with the social and emotional needs addressed through individual student/parent conferences and while working with the guidance counselor, teacher and AIG specialist. A variety of service options are available across all grade levels K-12 including across teams (when appropriate), across grade level, accelerated, specialized and dual enrollment. Students have a Differentiated Education Plan that reflects the appropriate learning environment, strategies and available enrichment options available to each student. The district's AIG program services strive to meet the needs of its gifted and nurtured learners through learning opportunities, consultation with regular education teachers, collaboration with guidance counselor and other support personnel and partnerships with all community stakeholders.

Jones County Public Schools serve gifted children in the following areas of eligibility:

- Intellectually Gifted
- Academically Gifted in Reading
- Academically Gifted in Math
- Academically Gifted in Reading and Math
- Academically and Intellectually Gifted in Reading, Math or both

In grades K-8, our services are provided based on area of eligibility. We attempt to look at each learner and provide meaningful activities that meet the child's needs. In High School, our services are provided based on eligibility and need.

This service may be provided in any of the following ways:

- Pull out services during a core academic time or during students' intervention to enrichment block utilizing activities that target the area of identification.
- Clustering by area of exceptionality to help facilitate differentiation in the classroom.
- Push in services whereby an AIG specialist and classroom teacher provide instructional delivery and support to AIG students in the classroom.
- Consultation with classroom teacher(s).
- Push in for talent development, especially in K-2 classrooms.
- Acceleration in accordance with legislation and based on individual student need.
- Social Emotional Learning support designed with the needs of the students and age in mind.

The specialist should ensure that the students' needs for differentiation are being supported in this process and be part of the planning process to meet the needs of the students (either virtually or face to face). A focus should always be on increased depth and complexity of subject matter. Differentiation can be completed through Content, Process, Product.

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#### \* **Practice B**

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

Having additional time and resources to meet the students' needs socially and emotionally is difficult in a small rural county. Limited resources are available locally and transportation, after school care and work prevent students from extended opportunities. District initiatives are in place to help with addressing social and emotional need of students. It is expected that our school sites (K-12) have in place Multi-Tiered Support Services (MTSS) team and protocol. This protocol is to ensure that all students regardless of ability are being provided appropriate instruction and supports to reach his/her academic potential in the least restrictive environment. This includes our gifted students. Tier I supports

are in the general classroom, Tier II supports usually include resource or extension activities, and Tier III supports require extensive supports that may require outside resources.

**\* Practice C**

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

Jones County Public Schools delivers AIG programs and services aligned with the LEA in policy and practice. Each teacher follows the the state curriculum standards. Jones County Public Schools continues to investigate any programs or opportunities to enrich the services provided to students. Differentiated curriculum modifications bring about change in content, process, product, teaching techniques and strategies as well as use of technology. Teachers are encouraged to stretch the learning and thinking of their student at every opportunity. The LEA employs Instructional Coaches and a Technology Facilitator at the K-12 levels to provide additional support in differentiating to meet the needs of our students.

**\* Practice D**

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

Jones County Public Schools supports various grouping practices and strategies to support the learning of gifted students. For best practice, teachers flexibly change groups within the class on a regular basis based on the lesson outcome to be achieved, readiness, student interest and learning styles. Students are often grouped and pulled based on MTSS tiered services for social and emotional interventions as well as academics. The AIG specialist is able to discuss student achievement and enrichment opportunities for AIG students and other high achieving students that could be in the class as well and have mastered the content. These groups may be offered in the class with the teacher of record or within strategic groups among other teachers in the building. This may look different from class to class or from one grade level to the next and can be short term and flexible depending on the need for enrichment or remediation in the school day.

**\* Practice E**

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

Training will be provided during staff meetings and/or PLCs regarding all facets of the AIG program and plan. Links to the AIG Resources will be shared so that teachers and other school personnel can access the board approved plan

and other related documents or resources. Program updates will be shared through emails, announcements or school agendas. AIG specialists will meet with classroom teachers to discuss student needs and appropriate instructional practices.

**\* Practice F**

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

AIG specialists will compile a list of AIG students transitioning from elementary (K-5) to high school (6-12) to ensure that students are placed in areas with needed services including honors and advanced classes. Student records need to be shared with the AIG Specialist and transferred to the next school. Scheduled DEP meetings/annual reviews will be conducted with regular education teachers as needed, and parents and students throughout the year. Academic Blueprints will be utilized as documentation when meeting with parents and identify specific services, interests or strengths and academic pathways for students as they move from 7th and 8th grade to upper high school.

**\* Practice G**

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

AIG Specialist provides information about opportunities for acceleration for subject or grade as a program service option if needs are indicated. High school students are eligible for Credit by Demonstrated Mastery (CDM) per NCDPI guidelines. Information on opportunities for acceleration is available from the AIG Coordinator, guidance counselor or Director of Student Services.

**Elementary through 8th grade**

Teachers may assign independent work or compact the curriculum for accelerated students. Compacting the content allows teachers to make adjustments in the curriculum for those AIG students who have proven mastery of the material to be learned. This is most often accomplished by passing an assessment with at least 90% mastery and showing an appropriate body of evidence to support content understanding. Content material may be replaced, enrichment options given, or other activities assigned. Content compacting works best for subjects that have a clearly defined sequence of skills.

Subject skipping and grade skipping are additional options at the lower grades for extremely AIG students. Subject skipping is when a student needs a more advanced class in a particular subject. Based on an assessment, typically a standardized achievement test, and with teacher recommendation students are allowed to test out and bypass specific

subjects or skill levels. They remain with their regular peer group while receiving instruction at a higher level in another class. Once implemented, a continuous monitoring of student achievement is conducted to ensure subject skipping is an appropriate option.

Grade skipping allows those highly qualified to move ahead one year, skipping levels in the normal sequence of promotion. County guidelines will be strictly followed for this option. The AIG specialist at the school, with the counselor and administrator input will make the final decision as to appropriate placement. To grade skip, schools will use the Iowa Acceleration Scale, which is available from the AIG Coordinator, to collect data on students being considered for whole grade acceleration. The scale totals will be used to guide the decision making of the District AIG Team.

Characteristics/Behaviors which may indicate a student's need for grade acceleration include the following:

- Demonstrate academic and social function at least two years beyond their peers
- Work well independently and within groups in a demanding school environment
- Follow verbal and written instructions accurately
- Possess an eagerness to learn and excitement about new school experiences
- Display a thirst for knowledge, consequently requiring new and challenging learning situations on a consistent basis
- Differentiated Portfolio - Classroom Performance Indicators (May include, but not limited to)
  - mCLASS - Scores above highest level for assigned grade
  - Lexile Score - Two or more grade levels above present grade
- Scores of 92% or higher on common assessments
- Writing samples - Exemplary status for the grade to be skipped
- Work samples - Two or more grade levels above the current grade with high level of accuracy in all core subject areas; assignments at the highest tiers of differentiation
- Student scores consistently in the top percent in all core subject areas: reading, writing, language, mathematics, social studies, and science. If acceleration is recommended, an acceleration plan for the student will be created. A review of placement will take place 4-6 weeks after implementation.

#### Acceleration:

Each acceleration plan should include frequent, scheduled time with the student and the AIG specialists early on as well as scheduled communication between the classroom teacher and AIG specialist to review grades and to ensure there are no gaps that need filling or social emotional needs. After the first 9 weeks, the AIG specialist, classroom teacher, administration and parents should have the opportunity to meet and discuss the acceleration plan and make adjustments as needed.

Acceleration options include distance learning classes through North Carolina Virtual Public High School (NCVPS) and



dual enrollment through institutes of higher learning, in this case Lenoir Community College through the Career and College Promise (CCP) and other college courses. Success in distance or virtual learning requires students to work more independently and be more self-directed than in a traditional classroom. NCVPS offers online courses to middle and high school students who are currently enrolled in a state-funded education institution in North Carolina. NCVPS also allows students to earn high school credits, take college preparatory classes and other higher level classes. The high school counselor and AIG specialist will work with students in addition to the college coordinator, if necessary, when students are using these advance placement opportunities.

#### High School:

At the high school level, honors and dual enrollment serve as service options. Gifted students are encouraged to take college level courses and advanced career and technical (CTE) education classes. High school counselors and/or AIG specialist will work with students to create a 4 year career/pathway plan. This plan is reviewed each year and revised as appropriate.

#### \* **Practice H**

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

Jones County Public Schools is committed to those students with limited learning opportunities due to cultural, socio-economic, economically disadvantaged and language barriers. The AIG program continues to search for best practice strategies that meet the service needs of the under-represented AIG population. We provide consistent services so that all students have the same opportunities for learning and growth. Our district ensures access to our most rigorous courses to a diverse group of students who demonstrate a need for rigorous coursework. The Gifted Education department administers a universal gifted screener, to grade three students each year and continues to screen students in subsequent grade levels through EOG data and benchmark scores as outlined previously. Any K-2 student that requires screening prior to grade three is also screened according to guidelines outlined in our plan. When a student moves into the district, their previous education experience is reviewed by the classroom teacher, AIG Specialist and/or counselor and based on this information, a referral may be made. Any previous achievement test, aptitude test, academic performance work samples/portfolio and the Gifted Rating Scale (GRS) can be used to make a gifted determination. Administrators place gifted learners and potentially gifted learners in advanced classes in elementary and middle schools based on multiple data sources. In high schools, all students receive curriculum counseling and can self-select advanced course opportunities.

For talent development the AIG specialist will begin to implement Primary Education Thinking Skills (PETS) to nurture



K-3 students who may have gifted potential including under-represented populations. These whole group lessons expose all populations of students to higher level thinking activities. The small group lessons enrich students who have strengths in particular thinking skills, thus nurturing academic potential.

#### **\* Practice I**

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

Extra-curricular programs and events that are aligned to curriculum and enrich the student's academic strengths will be made available for students with the appropriate approval. These programs can be an extension or culminating projects for a unit of study or an opportunity to broaden the student's understanding and interest. Students and families are made aware of these opportunities through school communications from the AIG teacher, counselor or school website. As additional programs for the summer become available (NC Governors School, STEM camps, college or university camp, work internships and events) students and parents are notified and information shared on the application process.

#### **\* Ideas for Strengthening the Standard**

Implement PETS program for talent development at primary levels  
Partner with district MTSS team to become part of the discussion for gifted learners at all grade levels  
Increase awareness of options for advanced students- CCP and Advanced Math legislation, Governor's school and other such programs  
Continue professional development for AIG social-emotional learning needs  
Ensure administrator and principal have knowledge of grouping practices  
Pursue information about high school credit options for middle school students  
Revise/update AIG websites at district levels that connect to school levels  
Provide intentional PD to recognize and provide services that respond to the traditionally underrepresented populations  
Develop curriculum that meets the cognitive and affective needs of special populations  
Work closely with staff and counselors to ensure smooth transition points at the middle and high school levels  
As the Multi-Tiered System of Support becomes the framework for identification and service delivery options, continue to include gifted services in the conversation and implementation strategies.  
Communicate with building level leadership to ensure that gifted specialists are integral to the instructional services at the school level

#### **Planned Sources of Evidence**

- \* Data results from empirical observations, school discipline reports, and dropout statistics about AIG students
- \* Nurturing plan reports and notes
- \* Copies of DEP/IDEP conferences at school sites in folders
- \* AIG student schedules for advance courses
- \* AIG specialist schedule
- \* AIG website (district and school)
- \* Curriculum guide for 9-12
- \* Attendance at AIG based professional development
- \* Documentation of AIG Specialists participation on school leadership teams/committees and MTSS teams
- \* Documentation of parent night sessions

### Documents

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

## Standard 3: Differentiated Curriculum and Instruction

### Jones County Schools (520) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Standard 3: Differentiated Curriculum and Instruction

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

#### \* Practice A

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

The AIG specialists collaborate with general classroom teachers to align the North Carolina Standard Course of Study (NCSCOS) with the National Association of Gifted Children (NAGC) and North Carolina Essential Standards (NCES) curriculum format. Indicators for differentiation feature 21st Century Skills and Critical Thinking Skills. AIG specialists support the classroom teachers by discussing individual student needs and providing research-based information and materials for the teachers use with identified AIG students. Grade levels and departments meet to discuss best practices and resources appropriate for gifted learners. Teachers share "Best Practices" throughout the year through school based and district Professional Learning Community (PLC) opportunities in selected content areas. Through the PLC model, teachers have many opportunities to examine the curriculum, student achievement data and research-based instructional strategies with their colleagues, instructional coaches, AIG specialist and building administrator. Teachers use formative and summative assessment data to guide instructional decisions and to adapt the curriculum according to student needs. The AIG specialist and instructional coaches assist teachers with appropriate differentiation practices through PLC's, conferences, modeling and co-teaching throughout the year.

AIG specialists will continue to serve the AIG population through nurturing, small group, pull out, honors, and/or distance or virtual learning setting according to the student's needs. In addition, curriculum compacting, credit by demonstrated mastery (CDM), tiered assignments, and individual/small group projects that deepen the understanding and address the student's learning styles can be utilized. Assessment data will be used to determine which students demonstrate readiness to participate in extension, enrichment or acceleration of the Standard Course of Study.

**\* 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.

Teachers are encouraged to use instructional practices that address the diversity of learners in their classes. The AIG specialist will meet regularly with the teachers in their school and the instructional technology facilitator (ITF) to collaborate concerning assessment data, resources, technology opportunities and training to ensure that assistance is provided to teachers with differentiating for their students. Resources that encompass differentiation opportunities serve as a means of augmenting the curriculum and instruction. For example: book talks, Podcasts, presentations, projects, critical thinking, problem solving service learning, independent study student choice and STEM lessons afford opportunities for exploration of multiple intelligences. PLC's that include AIG specialist, media coordinator and instructional technology facilitator meet regularly to keep up to date on innovative trends and maintain viable classroom resources and technology. Grade levels share the research based resources that encompass differentiation opportunities available to them through the MTSS tiered supports.

**\* Practice C**

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

The AIG specialists create their units based on student interest surveys, school based learning objectives, or classroom teacher objectives for yearly instructional focus. The AIG specialist also shares strategies with classroom teachers that are research based for use in the regular setting. Some examples of strategies include metacognitive strategies such as self-reflection and brain breaks.

**\* Practice D**

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

Serving gifted students and helping them to become productive future citizens requires more than just basic understanding of academics. AIG students should be involved in activities that promote higher order thinking, creative and problem-solving in all experiences. A variety of resources will be utilized to strengthen the curriculum using a collaborative team effort consisting of the classroom/course teacher, AIG specialist, Instructional Technology Facilitator, Instructional Coaches and Media Coordinators. Grade specific units will focus on math/science, language arts/social studies and STEM that relate to real-world situations. Independent units of study based on student interest, readiness

and choice can be developed and monitored through individual student contracts. A special effort will be made to increase academic opportunities for students by implementing and extending enrichment activities. Our AIG specialists are integral in collaborating with classroom teachers and school staff to make sure that skills such as critical thinking, problem solving, creativity, collaboration and communication are integrated into their plans for instruction.

**\* Practice E**

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

The AIG specialist will work with the classroom teachers to develop varied ways of assessment strategies including formative assessments throughout the units of study and a variety of options for summative assessments.

The AIG specialist and classroom teachers analyze formative and summative assessment data from a variety of sources that include Read to Achieve, EVAAS, EOG, EOC, Benchmark testing, mClass, HMH and regular grade level assessments to evaluate the needs of AIG students. Analysis of the data will be used to determine proper placement for flexible groups of students. The groups are working on differentiated tasks based on data.

**\* Practice F**

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

Schools in the LEA provide opportunities for class group work, team building projects, cultural arts programs, athletic teams and counseling programs. In addition, enrichment activities are available in the schools that help provide an opportunity for AIG students to grow socially and emotionally. Guidance counselors work with the students to address social and emotional needs, including mindsets and goal setting. Transitions between elementary school (K-5) and high school (6-12) are planned for and supported by the guidance counselors and the AIG Specialists. Collaborations toward the social and emotional needs occur in both formal and informal ways. School personnel and AIG specialists continue to plan jointly for addressing specific needs of students.

**\* Practice G**

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

Jones County Public Schools is focused on helping K-3 students who demonstrate a potential for giftedness to develop and stimulate their motivation for learning, their creativity and their leadership before a formal gifted identification in third grade. Activities to foster this development include critical thinking skill instruction and mental math for all students including those from underrepresented populations. Students are flexibly grouped to support their growth in multiple

settings. A portfolio will be maintained for each student identified as demonstrating gifted potential to keep track of strategies used with the student and observations of student behaviors along with work samples.

With this, the AIG Specialists also need time on their schedules to work directly with high performing students that have been flexibility grouped based on assessment data and observations. These groups can focus on enhancing reading, math and critical thinking skills and can be within the general classroom or in small group pull out sessions. In grades Kindergarten - 3rd grade, the AIG program recognizes children who demonstrate the potential for exceptional academic performance and the AIG specialist will continue to collaborate with regular education teachers regarding these students by assisting them with creating differentiated units of study and resources for support.

#### **\* Practice H**

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

Gifted collaboration at each schools begins with the Gifted Identification Team which is made up of the school counselor, administration, AIG Specialist and teachers from various levels and/or content areas. To best meet the needs of the whole child, teachers often recruit specialists (psychologist, behavior support team, special education teachers and ELL teachers) to team with them to develop strategies to best meet the student needs. Any faculty or staff member at a school can refer a student to the Gifted specialist for AIG consideration. AIG specialists seek assistance from counseling departments, enrichment teachers, and other instructional staff members at the school to maximize the potential of the gifted student.

#### **\* Practice I**

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

Once it is determined a student is eligible for AIG services, a Differentiated Education Plan (DEP) is completed identifying area(s) of eligibility and program service options. For initial placement, a review of all screening, referral and testing data will be shared and recommendations for service delivery options will be shared for the upcoming year. The AIG specialist will address individual needs and best practices in the field during these conferences. Individual services and needs are developed in partnership with the AIG specialist, parents, student (if appropriate) and classroom teachers. Conferences are scheduled as needed to provide updates on student progress or to amend the student's plan if needed.

### \* Ideas for Strengthening the Standard

Schedule regular meetings with classroom teachers to discuss concerns and strategies  
Regular AIG specialist meetings to develop varying units of study and collaboration with other AIG specialists  
Implement use of Academic Blueprint as DEP when meeting with parents  
All DEP and criteria for identification records documented in PowerSchool  
Continue to research resources to augment curriculum and instruction  
Participate in professional development and share strategies in school based PLC meetings on curriculum and instruction  
Utilize MTSS (Multi-Tiered System of Support) framework for a range of academic, intellectual, social and emotional needs of learners  
Continue to develop and look into strategies to meet the needs of Intellectually Gifted (IG) student  
Utilizing Primary Education Thinking Skills (PETS)

### Planned Sources of Evidence

- \* Lesson plans and curriculum units
- \* Agenda and minutes from AIG meetings
- \* Resource list available of research based strategies
- \* Benchmark and end of grade testing results and/or AIG student growth data
- \* AIG district/school websites
- \* Gifted staff schedules and lesson plans
- \* Professional Development CUE or participation.

### Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	



## Standard 4: Personnel and Professional Development

### Jones County Schools (520) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Standard 4: Personnel and Professional Development

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

##### \* Practice A

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

Jones County Public Schools employs an AIG-licensed educator in the capacity of Coordinator of Gifted Students to oversee the implementation of the local AIG plan. The Coordinator will also work closely with the AIG Specialist to continually assess and make programming recommendation as the data reveals a need for change.

The AIG Coordinator has the following additional responsibilities:

To collaborate in planning, developing, implementing, coordinating and monitoring the AIG program and plan

To interpret and share the program's goals and objectives to system personnel

To assist in planning and providing staff development

To review any paperwork and publications regarding AIG programming and AIG services

To provide input in and assist as necessary with planning and managing the program budget

To work in conjunction with AIG Teachers in the implementation of service delivery options

To oversee processes for annual reviews and for Differentiated Education Plans (DEP) for identified students

To maintain accurate records regarding student achievement and participation with the AIG program services

To work closely with the Exceptional Children's Director and Director for Curriculum & Instruction Services to oversee the program from a district perspective

To serve as liaison between the North Carolina Department of Public Instruction and the local governing board to ensure the needs of gifted learners are met

To participate actively in regional meetings, professional development opportunities and other state initiatives to support gifted programs



To continue their own professional growth and development specifically in the area of gifted education  
To advocate for gifted learners at the classroom, school, district, regional and state level as opportunities arise  
To plan meetings for professional development and collaboration to provide time for the AIG teachers from various schools to meet  
To perform duties designated by the Director of Instructional Programs and/or Exceptional Children's Director

**\* Practice B**

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

AIG Specialists address the needs of gifted learners in K-12 grades by working with students in small group sessions, individual sessions and collaborating with classroom teachers of gifted students. AIG Specialists extend and enrich the curriculum at all grade levels, and are responsible for testing and evaluating data for student identification. AIG Specialists continue to establish a collaborative environment with guidance counselors, psychologists and other school support staff to address the social and emotional needs of gifted learners.

**\* Practice C**

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

School wide training is offered to all teachers through school based PLC meetings to meet the needs of gifted learners. AIG specialists seek and attend professional development to receive training on new curriculum or standards, technology and other needs associated with gifted or high ability students.

**\* 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.

Gifted students need teachers who will challenge them, stretch their thinking, and help them continue to grow academically, socially, and emotionally. Whenever possible, principals are encouraged to place teachers with AIG licensure and some professional development in giftedness in those general education classrooms that serve a heterogeneous cluster of students when possible.

Students who demonstrate gifted potential in grades K-3 will be placed in a K-3 Nurturing Program and cluster grouped when appropriate. When available, these students should be placed with AIG licensed teachers or teachers working toward AIG license completion. The make up of our elementary schools are small enough that most grade levels are a single class per school, therefore by default are in cluster groups of students. At the traditional middle level (grades 6-8) a cluster group of 5 to 7 students are encouraged whenever possible but may be larger if necessary. High school students self-select opportunities and are encouraged to take courses at any academic level. Students receive opportunities for Honors Courses, CCP and/or Dual Enrollment through the local community college.

**\* Practice E**

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

Jones County Public Schools will look into developing a cohort of professionals from our schools to participate in AIG professional development with the aim of taking the Praxis for licensure. We will continue to look into ways to offer reimbursement for the Praxis with passing scores and with help from certified AIG personnel as leads for this cohort.

**\* Practice F**

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

The AIG specialists and other AIG licensed teachers will work collaboratively to participate in and provide focused professional development for gifted education. Within this professional development a focus will be made in connection to updated policies and practices that surround our local program as well as state and national concerns for gifted education.

**\* Practice G**

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

AIG Specialist will continue to attend professional development and share applicable information with classroom teachers so there is a common understanding of how to work with AIG students. When possible content related professional development can be attended by both the AIG Specialist and classroom teacher. The AIG coordinator will be encouraged to attend state and regional professional development in order to grow as a teacher of gifted learners, as a resource/mentor for general education teachers and for information regarding best practices in gifted education.

### \* Ideas for Strengthening the Standard

AIG Specialists will attend professional development for teachers.  
When funding is available, provide opportunities for teachers to receive AIG certification  
Ensure schools are including AIG students as part of their MTSS plans as appropriate

### Planned Sources of Evidence

- \* School assignments of AIG certified teachers
- \* Records of professional development events and attendance (agendas, sign in sheets)
- \* Minutes of PLC meetings/department meetings with discussions of AIG or gifted services
- \* Registration for gifted conference/workshops
- \* Gifted Specialist schedules

### Documents

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

## Standard 5: Partnerships

### Jones County Schools (520) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Standard 5: Partnerships

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

#### \* Practice A

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

- academic and intellectual
- social and emotional.

Each AIG student will be a part of a collaborative partnership among students, community members, teachers, school administrators and parents/guardians from all populations. This collaborative partnership requires specific responsibilities and goals for both our educational system and our parents/ guardians. In order to ensure open communication there is a need to establish opportunities for constructive dialogue. The establishment and placement of parents/guardians from various populations and schools within our system to the strategic planning team. One purpose of this team is to advise the school on the effectiveness of the implementation of the plan for AIG students. This team also delivers some measure of positive interaction with and reaction to the concerns of parents on an annual basis.

Parents and families are also invited to meet with AIG teachers during parent conferences and at other times when parents are participating in school sponsored activities. AIG students showcase projects during various time, such as Science nights, Open House, parent conference nights, etc., when families and the community are invited to attend. Opportunities for discussion and feedback are available at the activities.

One way the AIG teams at both school/district level intentionally communicate to collect meaningful data and holistic

data about our gifted education services/program is through surveys. Surveys will be provided to collect data and feedback from teachers, administrators, students and parents. These surveys will be available early fall and late spring of the school year.

**\* Practice B**

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

The Jones County AIG program will intentionally seek opportunities to form and foster partnerships. We employ staff that collaborate and partner with the community stakeholders, and in turn, are able to provide guidance and support for students. At the middle school and high school levels, the guidance counselor and Lenoir Community College (LCC) liaison will meet with students as needed for available CCP and dual enrollment options. The Career and Technical (CTE) Education Director or designee provides information regarding opportunities with local colleges and universities as it related to extension learning.

**\* Practice C**

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

Continue to work on establishing an AIG Advisory group in conjunction with a district stakeholder group that includes parents, teachers, principals and system level administrators to provide feedback on gifted services in and out of the school system.

**\* Practice D**

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

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

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

AIG specialists will share information regarding opportunities for AIG students as opportunities become available. Information will be posted on the AIG website and available at individual school sites. This information will be available in their native language as available.

### \* Ideas for Strengthening the Standard

Maintain district AIG page that links to individual school page maintained by AIG teacher. Continue to look for ways to partner with institutions of higher education and meaningful ways to connect with businesses and community members.

Enhancing communication through a variety of media outlets (AIG newsletters, school newsletters, social media)

### Planned Sources of Evidence

- \* AIG website
- \* Agendas from school based meeting
- \* Documentation of outreach events
- \* AIG brochure at school sites
- \* Stakeholder survey results
- \* Meeting rosters indicating community and family participation

### Documents

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

## Standard 6: Program Accountability

### Jones County Schools (520) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### **Standard 6: Program Accountability**

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

#### **\* Practice A**

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

The AIG Coordinator and Specialists have worked to develop and implement an AIG plan that is aligned with state policy. Beginning the process with the self-assessment to determine areas of greatest need and areas to improve. The AIG team will continue to monitor the plan, program and process. The current plan has been updated to ensure that gifted students, both academically and intellectually, are receiving appropriate services and include students throughout all the grade spans.

#### **\* 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.

An advisory committee and AIG coordinator will monitor the implementation of the AIG Plan through evaluation and observation with the AIG specialist and/or teachers and through contacts including emails, newsletters and meeting agendas. Additionally, the AIG teachers will participate in team meetings with guidance from the AIG coordinator or principal. Each AIG meeting will have a focused task, with the purpose of monitoring and assessing the specific aspects of the current plan. Any assessed needs or concerns will be addressed in an effort to ensure that the needs of our gifted learners are being met. Updates will be provided as needed for the board.

**\* 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.

All state funds allotted to Jones County Public Schools are used for gifted staff, professional development, and resources. AIG budget is developed based on needs of the current local AIG plan.

**\* Practice D**

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

Jones County Public Schools will maintain, analyze and share student performance and drop-out data to reveal areas of strengths and weaknesses. Performance data for individual students will be maintained in the student AIG folder and shared with the appropriate personnel for instructional purposes and placement.

**\* Practice E**

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

Utilizing Powerschool data, student schedules and transcripts, specialists and/or counselors will meet with AIG students to ensure service options are being offered and implemented. Monitoring of dual-enrollment and Honors enrollment statistics regarding subgroups will be reported and shared with the AIG coordinator and specialists.

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

**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	---



Male	---	---	---	---	---	---	<5%
Total	---	---	7.46%	---	---	---	<5%

#### Percent of Total AIG Students Identified as Dual Exceptionality

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#### \* Practice F

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

The AIG specialists and AIG certified teachers that have licensure are kept on record with the Human Resources Department at the Jones County Public Schools Central Services.

#### \* Practice G

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

Jones County Public Schools will develop survey questions aligned with AIG standards and practices. These surveys will be provided and data will be analyzed and used to drive improvements in program quality and effectiveness. Informal information is also obtained from parent conferences, Open House, progress reports, meeting with regular education teachers and administration based on feedback from internal and external stakeholders as determined by the school, etc and shared with appropriate AIG specialists.

#### \* Practice H

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

The local AIG committee will review the AIG plan and program annually using multiple indicators and sources of data for continuous program improvement. The AIG Coordinator works with the Director of Educational Programs and the Accountability Director in the collection of AIG student data. The data analysis and feedback from all sources is reviewed and considered when evaluating the program and plan. Resources to aid in the collection and analysis of student data include:

Data used for review and revision of the AIG Program may include, but are not limited to:

Dibels/mClass

HMH assessments

EVAAS student growth data

Benchmark assessment

Achievement data from BOG (3rd grade) EOG (grades 3 - 8) and EOC (9-12 select courses)

AIG or Nurturing work samples

Enrollment and progress in Honors, virtual (online) and dual enrollment courses

Governors School/NC School of Math and Science application

Extracurricular (summer programs, clubs)

Feedback from teachers/staff/parents/students

#### **\* Practice I**

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

Currently, AIG specialists along with other school based instructional leaders meet at the school level in PLC meetings to discuss data and needs of all students. During this time together, addressing data specific to gifted learners is often shared and strategies for improvement are often generated. In addition, school-based and district leadership is provided updates on the AIG program at regular intervals including principals' meetings and other such venues. Jones County Public Schools will share information about the AIG program on the LEA AIG website for public access following all FERPA guidelines. AIG specialists will attend Parent Information Nights and other general parent meetings/sessions at individual school sites to provide program and data updates as appropriate.

#### **\* Practice J**

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

Jones County Public Schools safeguards the rights of all AIG students and their parents and families per the Family Educational Rights Privacy Act (FERPA Act). AIG specialists will meet with parents/guardians of students prior to identification and placement, regarding informed consent and to discuss the screening process. Records of transfer students into the LEA will be evaluated within 14 days of receipt or within 12 days of start of the school year. In-state

transfers will be automatically identified according to evidence provided. Service options will be reviewed and classroom placement will be reviewed as necessary by the AIG specialist. Out-of-state transfers will be determined based on local standards and evidence provided from transfer records.

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

Process	Procedure
Informed consent for identification	* The AIG Specialist will meet with parents/guardians of students prior to identification to get informed consent and discuss the screening process. Relevant student data, including work samples, is shared for the purpose of identification. The student's DEP will be discussed and signed which will indicate areas of identification and the service delivery options.
Informed consent for placement	* Parents/guardians are required to provide a signature or written documentation that allows Jones County Public Schools to proceed with placement. Once parent/guardian consent is received for placement into the AIG program, information in PowerSchool is updated to reflect AIG status including areas of identification. The AIG specialist will inform relevant school personnel about changes to identification such as classroom teachers and guidance counselors.
Transfer procedures	* Records of transfer students into the LEA will be evaluated within 14 days of receipt or the first 14 days of the school year. In-state transfers will be automatically identified according to evidence provided or PowerSchool designation. Service options will be reviewed and classroom placement will be reviewed as necessary by the AIG specialist. Out-of-state transfers will be determined based on local standards and evidence provided from transfer records.
Reassessment procedures	* Reassessment procedures for students include: Looking at the top 10% - 20% of the students at individual school sites Utilizing observations by teachers with the GRS (Gifted Rating Scale) Class work/work samples Nurturing work samples and observations
	* Parents/guardians that have disagreements regarding nominations, placement, or service options, are guaranteed the following due process procedure:

Procedures to  
resolve  
disagreement

options, are guaranteed the following due process procedure.

Step I: Appeal to the AIG Conference

Request a conference with the school AIG Team along with principal. Conference requests will be honored within 10 days to allow time for the AIG team to review the documentation available for placement. The school AIG team can include classroom teacher, guidance counselor, principal, AIG teacher/coordinator, other teachers with knowledge of the student. At the meeting any decisions reached will be put in writing for the principal and the parent/guardian within 10 days of scheduled meeting. Minutes of the meeting will be taken at this meeting and all parties present will sign off on the minutes. If the grievance is not resolved at Step I, then proceed to Step II: Director of Educational Programs. At present time, the AIG Coordinator is the school based AIG Teacher therefore, further concerns will be sent to the Director of Educational Programs.

Step II: Director of Educational Programs

The parent/guardian may appeal the decision of the school based AIG Team to the Director of Educational Programs. This should be done in writing within 10 days of the decision from the school AIG Team.

Please submit this appeal to:

Director of Educational Programs  
Jones County Public Schools  
320 W Jones St.  
Trenton, NC 28585

A conference will be granted within 10 days of receipt of this written request. During the conference with the parent/guardian, further information may be requested and minutes will be recorded and signatures obtained from all parties present. The Director of Educational Programs shall respond to the concern in writing within 10 days of the conference to ensure that the parent/guardian, principal and AIG Coordinator have a copy of the correspondence. Continued concerns or grievances will be directed to Step III: Superintendent.

Step III: Appeal to Superintendent

A parent/guardian may appeal in writing the decision of the Director of Educational Programs.

Once a appeal is received the Superintendent or his designee will respond within 10 days to allow time to review the grievance and all supporting documentation. Superintendent or his designee will respond in writing concerning Step IV:

**Step IV: State Level Grievance Procedure**

Once all efforts have been exhausted within the system, the parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of NC General Statutes. The scope of the review shall be limited to: (i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student, or (ii) whether the local plan developed has been implemented appropriately with regard to the child. Following a hearing under Article 3 of Chapter 150B of the General Statute, the administrative law judge shall make a decision that contains finding of fact and conclusion of law. Students will be reassessed that a "body of evidence" exists to support such decisions as deemed pertinent.

**\* Ideas for Strengthening the Standard**

Communicate policies on AIG website for parents and other stakeholders  
Keep website updated for upcoming events  
Keep website updated for highlights of the program  
Develop an intervention plan for at-risk gifted students  
Utilize MTSS process so that gifted students are discussed and fit into the framework

**Planned Sources of Evidence**


- \* AIG Headcount data statistics AIG student achievement data (drop out, EVAAS, etc)
- \* Records of AIG students in PowerSchool Records of K-3 students nurtured
- \* Due process posted on website as part of the AIG Plan




Local Board of Education Approval

Jones County Schools (520) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

\* Approved by local Board of Education on:




Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	



## AIG Related Documents


### Jones County Schools (520) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

## Glossary

### Jones County Schools (520) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
CCP	Career College Promise Pathway with area community colleges
LEA	Local Education Agency - local board of education
CTE	Career and Technical Education
NCVPS	North Carolina Virtual Public School: distance or online learning platform that offers high school courses for credit
PLC	Professional Learning Community: groups developed at school and district levels to meet the needs of teachers and facilitate discussions within the building or district

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