

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

Approved by local Board of Education on: 28-MAY-19
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Perquimans 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, Perquimans County Schools local AIG plan is as follows:

Perquimans County Schools Vision for local AIG program: It is the vision of the Perquimans County Schools that advanced academic, creative, and leadership potential can be found in all ethnic, geographic, and socio-economic groups. Students that have exceptional academic or intellectual potential must be recognized, challenged, and developed through differentiated services beyond those which are ordinarily provided by the regular education program.

Services for the Academically or Intellectually Gifted (AIG) must be part of the overall educational program that supports excellence for all students. This can best be accomplished through the provision of differentiated services that match each student's gifted characteristics. The Perquimans County AIG Program has been developed with input from staff, parents, and the community to provide appropriate services for gifted students. The North Carolina AIG Program Standards will play a critical role in the development of our local AIG Program and Plan.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$87163.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

District Response:

Perquimans County Schools (PCS) will observe the following steps for screening and referral:

- Universal screening will be conducted in grade 2 using an aptitude test such as CoGAT or other nationally normed aptitude tests.
- Each year, the AIG Specialist will screen students using standardized achievement results to gather a pool of students to be referred for identification.
- At any time parents, teachers, and students can request a screening.

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: PCS AIG identification will utilize multi-criteria and pathways that include:

AG: Academically Gifted, **AR:** Academically Gifted in Reading, **AM:** Academically Gifted in Math, **AI:** Academically and Intellectually Gifted and **IG:** Intellectually Gifted

Academically Gifted – AG/AR/AM

Grades K-2

The following criteria are used when considering students for AIG services:

- Student Aptitude Test (such as CogAt)
 - AG - Reading & Math 90%
 - AR - Reading - Verbal 90%
 - AM - Quantitative 90%
- Student Achievement Test (such as the Iowa Test of Basic Skills)
 - National Percentile Rank 90% or higher
 - Standard Score of Advanced
 - Grade Equivalent of at least 2 years above grade level
- Observation Checklist (such as Renzulli, U-Stars, or similar rating scale)
- Student Performance (data demonstrating proficiency and mastery including reading/Lexile levels and work samples that indicate the student is working at least 2 years above grade level)

Grades 3-9

Reading and/or Math: must meet both criteria to identify

1. Minimum of 85% in any math and/or reading achievement test (EOG, EOC, Iowa, Kulman Anderson or similar achievement tests)
2. Average of 90% on achievement and aptitude test in the identifying academic area.

Achievement Tests such as EOG, EOC, Iowa, Kulman Anderson, or similar achievement test
Aptitude Tests such as CogAt - Verbal (Reading) Quantitative (Math) or similar aptitude test)

Examples:

Math Example:

EOG Math 93 + CogAt Quantitative 87 = Average 90

Reading Example:

EOG Reading 89 + CogAt Verbal 91 = Average 90

Grades 10-12

Reading and/or Math: Must meet both criteria to identify.

1. PreACT or ACT score of 22/PSAT or SAT Score of 1100
 - AR - PreACT/ACT score in Reading of 22 or PSAT/SAT score of 550 in reading
 - AM - PreACT/ACT score in Math of 22 or PSAT/SAT score of 550 in math
2. High School GPA for English and/or Math classes (weighted) 3.75 or higher or College GPA for English and/or Math classes 3.75 or higher (minimum 4 credits)

K-12 Intellectually Gifted – IG

98% or above in Nonverbal or Composite area of CogAt or similar aptitude test

K-12 Academically and Intellectually Gifted-AI

Students who meet both criteria for IG and AG will be identified as AI.

*Any potential AIG student who did not meet the above criteria may be referred for additional screening using locally approved alternative achievement and/or aptitude tests. Other approved evidence includes, but is not limited to being 2 years above grade level and psychologist recommendation.

*Transfer students not already identified whose records indicate AIG potential will be comprehensively evaluated.

*Transfer students who are already identified will remain identified, and the DEP will be reviewed to ensure their needs are being met.

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:

All students who score 85% or above on Achievement or Aptitude tests (such as EOG, EOC, Iowa, Kulman Anderson, or similar) may be considered for additional achievement and/or aptitude testing.

At the request of a teacher or parent, any student may be referred for additional screening using locally approved alternative achievement and/or aptitude tests.

Practice D

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

District Response:

All schools in PCS will follow the same screening, referral, and identification process.

Perquimans County Schools (PCS) will observe the following steps for screening and referral:

- Universal screening will be conducted in grade 2 using an aptitude test such as CoGAT or other nationally normed aptitude tests.
- Each year, the AIG Specialist will screen students using standardized achievement results to gather a pool of students to be referred for identification.
- At any time parents, teachers, and students can request a screening.

The district AIG team will ensure that all schools consistently follow the same screening, referral and identification process.

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 regarding Perquimans County Schools (PCS) AIG student identification, screening, and the referral process will be made available:

- On the district website
- In the AIG Specialists manual
- In the district AIG brochure
- Through annual school-based training conducted by AIG Specialists

The AIG plan is shared on the PCS website. Brochures are available at the district office and at each school.

The district will maintain an AIG Specialists Manual and provide each schools specialist with a copy of the manual that includes the AIG plan and supporting documents to ensure consistency in implementation across the district.

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:

Each school will house AIG screening documents in a central location within the school. PCS will

input identification evidence in PowerSchool.

For those who are identified, documents will be placed in a purple folder with the student's name and housed in the same location as those who have been screened but do not qualify for identification. AIG Specialists will meet with the parents (and students, where appropriate) to discuss evaluation of artifacts and acquire permission to identify and create the components of the DEP.

Ideas for Strengthen the Standard: -Develop procedures and forms to support effective implementation of revised AIG student identification

- Expand identification information disseminated to parents and community to increase understanding
- Increase the role of parents in the annual Differentiated Education Plan (DEP) process, especially at the high school level.
- Make resources and identification process available on the district website for easier public access

Sources of Evidence: -Expanded district website AIG page

- Updated district AIG brochure
- Training resources for staff and community stakeholders
- AIG referral, screening and identification forms

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:

Perquimans County Schools provides a variety of services to students based on student needs. AIG Specialists collaborate with curriculum specialists, teachers (regular and special ed), counselors, and support specialists to ensure student needs are being met as outlined in the student's DEP.

Students will be identified in the following categories:

AG: Academically Gifted, **AR:** Academically Gifted in Reading, **AM:** Academically Gifted in Math, **AI:** Academically and Intellectually Gifted and **IG:** Intellectually Gifted

Services may include:

- K-5 - Cluster grouping, Push in and/or Pull out enrichment, grade or subject acceleration
- 6-8 - Accelerated classes, High School courses, Push in and/or Pull out enrichment,
- 9-12 - Honors and AP courses, online college and CCP courses, Credit By Demonstrated Mastery (CDM), School of Math and Science, Advanced Studies

The Perquimans County School district consists of four schools. It is important to have a systemic K-12 AIG program. The district AIG plan was developed by the district AIG Leadership team, which included representatives from each school.

We have AIG certified teachers in every school. In addition to our identified AIG students, there are a number of students being served in our Talent Development groups. They receive services in a variety of ways, such as clubs, field trips, course offerings, competitions, counseling sessions, and other opportunities which provide activities that are interesting, challenging and rigorous.

Classroom teachers are provided a copy of the AIG student's Differentiated Education Plan (DEP) to follow as an academic guide, as well as a guide to better meet the social and emotional needs of gifted students. The DEP drives the services recommended for the AIG student. The AIG Site Coordinators oversee the development of an appropriate plan for the student. Input from the AIG student, along with guidance from parents/guardians, teachers, counselors, exceptional children's teachers, and other vested stakeholders is very important in the development of the students DEP. Information from these stakeholders and identification information from assessments help determine the differentiated services that are needed to ensure student success in both academics and the social/emotional realm.

PCS uses many methods to communicate and share information about the AIG plan, program, and services. Some of these tools include the district AIG webpage, AIG brochure, and family

engagement nights.

All schools will promote higher order thinking, as well as the implementation of critical thinking and problem-solving skills. Due to the increase in STEM careers and initiatives, service options will focus greater emphasis on these subjects/professions in grades K-12 when correlated to student interest. At the secondary level (grades 6-12) students are encouraged to take greater responsibility for their own learning. Service options may include research projects, product-based learning, community service, advanced placement, college dual enrollment, virtual classes, distant learning classes, extracurricular activities, job shadowing, and other recommended options. Other resources may include advanced classes, flexible grouping, clustering, curriculum compacting, and pull out sessions. In addition, middle school and high school students may require workshops on time management, decision-making skills, and organizational skills. Additionally, some AIG students may need a seminar or workshop on how to deal with being a perfectionist or other identified social/emotional challenges.

All schools will maintain a DEP on all identified students. A list of Talent Development students will also be kept on file by the schools AIG Specialist.

Practice B

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

District Response:

Students are served through a variety of learning environments, content differentiation, and special programs. AIG specialists will collaborate with regular ed teachers to provide support for differentiating services based on student needs. Specialists and classroom teachers work closely with the Exceptional Children's department to support students who are identified as Twice Exceptional.

Learning Environments may include:

Push in, Pull out, Accelerated Classes, Online Classes, Independent Studies, Consultation

Content Differentiation may include:

Enrichment, Extension, Acceleration, Internships, Job Shadowing, Mentoring

All students will have a DEP that outlines their services based on student needs, strengths and grade span opportunities. DEPs will be reviewed and updated each year.

Perquimans County Schools is currently adding new and additional course offerings and opportunities to increase and improve curriculum for AIG students. AIG funds are used to provide enrichment opportunities for AIG students such as field trip experiences, resources for accelerated courses, STEM, and critical thinking activities.

Teachers will be encouraged to use the NCDPI AIG resources to obtain lesson plans and quality activities for service options. Based on research and best practices for all K-12 AIG students, the district recommends the following instructional practices:

- progress monitoring for academic growth
- placement in classes where the teachers are AIG certified or knowledgeable of the characteristics of gifted learners
- placement with a teacher who demonstrates usage of proven strategies in curriculum

- compacting, acceleration and grouping
- provide opportunities for high ability students to advance through the curriculum or a reading group at a higher and faster pace
- provide higher order thinking skills
- implement small group differentiated instruction and challenging activities

Clubs and extracurricular offerings to provide additional opportunities for exploration, academic achievement, and leadership need to be expanded to serve AIG students and potential Talent Development students. PCS will continue to offer classes, subject and/or grade acceleration where needed. Teachers will be encouraged to attend the NCAGT conference, pursue add-on AIG licensure and receive AIG professional development to learn innovative skills and best practices relating to gifted learners. AIG students will receive either direct or resource support services from the AIG Site Coordinator or other AIG support personnel.

District Administrative teams will review AIG data at least quarterly to ensure the needs of gifted learners are being met.

The AIG program and policies are a component of both regular administrative meetings and data conferences.

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:

Classroom curriculum and instruction will align with the NCSCOS and best practices to include the rigor and challenge needed to support student growth and needs.

Practices may include:

- Extended content, enrichment, project-based learning, compacting
- Collaboration with a wide range of specialists
- Vertical Collaboration for enrichment and/or content acceleration
- Multidisciplinary integration including the arts

The AIG Specialist is responsible for providing the Principal and School Counselor a list of identified AIG students prior to the placement of students in classes. This information is also available in PowerSchool. The purpose of the list is to intentionally serve as a tool to ensure students are placed with an AIG certified teacher or a teacher that has a good understanding and willingness to develop and implement service options for gifted learners. It is also recommended that the comprehensive needs of AIG students be considered when grouping for instruction. The review of testing and other data should be used to determine effective grouping practices. Student achievement data should be reviewed and considered for the placement of students in advanced courses.

AIG 101 professional development will address the importance of grouping practices for the growth of students. AIG Specialists review this information with all teachers each school year. Support and training in the area of instructional strategies that are effective with advanced learners will be provided using a variety of methods. Grouping may be implemented in a variety of manners. A few examples include:

- small group meetings with AIG Specialist
- a small group within a classroom setting

- a special program or project group to meet with AIG Specialist or teacher
- cooperative learning teams
- cross-grade classes
- flexible skills, ability, interest clustering
- academic/leadership performance skills

The AIG Specialist, School Counselor and Principal will monitor the grouping of AIG students in their schools and maintain data on how AIG students are performing. School administrators present nine-weeks student data to district level administrators and school personnel to review growth and to develop strategies to promote growth and improvement.

School schedules will allow a time for AIG students to meet with other AIG students based on a variety of factors, such as readiness, interest, and abilities.

The elementary and middle schools will use data to cluster groups and/or place students in content areas to support student achievement growth based on readiness, interest, abilities and learner profile. The high school will continue to provide an array of challenging courses to offer rigor, and customize pathways based on student interest and career/college aspirations.

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:

Perquimans County Schools will provide professional development and support for teachers, administrators and support staff to ensure clarity of program services and effective implementation. Efforts will include:

- Providing ongoing Professional Development on best practices for gifted learners
- Providing individualized support for teachers who have identified students enrolled in their class
- AIG Specialists are provided with the AIG Specialist's Handbook which includes information that can be shared with teachers, students, and their families
- AIG information will be disseminated to families and the public by sharing on the district web page, as well as providing handouts and brochures during parent nights

The District AIG Director and AIG Specialists are responsible for communicating and sharing information to inform others about AIG information, services and procedures. The AIG page of the district website and the individual schools weekly events calendar for families are a few tools used to share and inform others. All teachers receive a copy of Article 9B that defines AIG in North Carolina. AIG Specialists receive an AIG Specialist's manual and a copy of the Handbook on Parent's Rights.

Once the plan has been approved by the local Board of Education members it will be put on the district website for review. Professional development (AIG 101) will be required for all staff members to take place at the beginning of each school year. Ongoing AIG committee meetings and district AIG meetings will take place as needed. Beginning teachers will receive an AIG orientation during one of the initial Teacher Talk sessions. AIG brochures will be available to all staff members. AIG Specialists and/or the District AIG Director will set up booths with AIG information during events such

as family engagement nights. Published information about the AIG Program is presented at the Ministers' Council, with Civic Clubs, community events and the public library. The District AIG Director will develop and design a PowerPoint slide presentation to be used for professional development.

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:

Perquimans County Schools conducts regular AIG Specialists meetings to include:

- AIG Plan implementation
- Service delivery options
- Resources needed
- Vertical alignment
- Budget and AIG Headcount
- Professional Development needs
- NCDPI updates.

DEPs are entered into PowerSchool and printed. DEPs are housed in folders and transferred at the end of the school year to the receiving school in preparation for DEP updates as needed. The district goal is to have all DEPs updated prior to the Fall Headcount.

AIG Specialists facilitate school level collaboration to include:

- Review of DEP and supports for implementation
- Curriculum and Instruction support
- Professional Development
- Enrichment opportunities

All teachers will be required to attend AIG 101 professional development to be held at the beginning of the year to gain understanding of the AIG plan and program. The AIG Specialist will provide teachers with a list of currently identified AIG students. DEPs will be shared with classroom teachers in order to ensure implementation of the service options cited in the plan. Teachers will work with the AIG Specialist, AIG Committee and District AIG Director to learn of resources and strategies that are available. The four AIG Specialists will meet prior to the starting of school to ensure all AIG file folders are shared and up to date. AIG Specialists will collaborate with each other to create a smooth transition from school to school and grade level to grade level. It is highly recommended to hold an AIG Night to inform all parents and students about the revised AIG plan for 2019-2022.

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:

Perquimans County Schools will have collaboration among a wide range of personnel including teachers, counselors, administrators, and parents to support the social and emotional needs of AIG

students. Cluster grouping will be utilized to support social interaction and collaboration and cluster groups assigned to teachers who are AIG certified if possible. Resources will be made available to address the social and emotional needs of AIG students and may include mentors, special speakers, and counseling sessions.

All school-based administrators and counselors work closely with the AIG Specialists and district AIG Director to facilitate the support of AIG students. The District AIG Coordinator includes school counselors and school-based administrators in AIG informational emails and encourages them to attend the state NCAGT Conference to gain additional skills and knowledge in working with today's AIG students. The District AIG Director and AIG Specialists serve on numerous committees that offer them the opportunity to advocate for the AIG student. These committees include Student Services, MultiTiered System Team (MTSS), Media and Technology Committee (MTAC), School Improvement Teams, and Principal's meetings. This is one advantage of being a small school district.

School Counselors are responsible for overseeing course selection, in conjunction with the AIG site director. Therefore, it is important that counselors know who is identified as an AIG student and the area of their identification. School Counselors are often asked to serve on DEP teams to help advise and share service options, especially in the area of social and emotional needs. Books and other resources are available for check out to any school employee. New books in the area of social and emotional needs have been purchased or donated for staff members to use. The list of materials will be cited on the AIG webpage link.

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:

As governed by North Carolina State Board of Education policy, the opportunity for acceleration may begin with early entrance to kindergarten. Students in elementary and middle schools are currently grade/course accelerated on a case-by-case basis through the action of the individual school's AIG team. Credit by Demonstrated Mastery(CDM) and dual enrollment opportunities in college-level courses are also available as a means of acceleration. Compacted content is utilized at all levels of instruction.

Perquimans County Schools offer numerous service options in the area of acceleration when a body of evidence indicates the need. At the elementary level, Perquimans Central School follows the state policy guidelines for early admission to Kindergarten. The Principal at Perquimans Central School, counselor, school psychologist and District AIG Director will help to oversee this process.

Additional acceleration options for older students may include Credit By Demonstrated Mastery (CDM). Perquimans County Schools follows the state guidelines, as outlined in state policy: State Board of Education Policy SBE GCS-M-001, Section 13. The process includes two parts. First, the student must complete an application and a state or LEA designed test. If the student meets the score determined by the state board policy to qualify, the student advances to the next level. For step two, the student must demonstrate a deep understanding of the content using an artifact/product.

Whole Grade Acceleration for elementary, middle, and high school levels is another acceleration option. To accelerate a grade level, students may be required to take additional achievement and/or aptitude tests to determine readiness. The scale totals will be used to determine the

recommendation. Also, recommendation from the AIG Committee is required. If acceleration is recommended, a review of placement will take place 4-5 weeks after implementation.

Subject Acceleration for elementary, middle, and high school levels may use aptitude/achievement and all student profile data for consideration.

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:

All students in Perquimans County Schools are eligible for nomination for gifted services regardless of their background.

- PCS screens all students at Perquimans Central in 2nd grade and can implement testing in other grade levels as needed.
- Grades 3-12 use EOG/EOC scores yearly to screen all students
- Each school has an AIG team that determines student placement and enrichment needs based on student needs.
- Flex grouping within the classroom for differentiated instruction consisting of students across all ethnic and socio-economic groups.
- PCS accepts nominations from all subgroups and grade spans, including parent and teacher referrals
- Includes all AIG and Talent Development students in club and competition opportunities.
- Students who do not test into identification but display advanced skills and abilities have the opportunity to join Talent Development groups which receive extension and enrichment.
- Rubrics and work samples, as well as anecdotal and empirical evidence which supports the evidence of gifted traits and characteristics, can be used as part of a complete student profile.

To ensure traditionally under-represented populations have equitable opportunities and service options, extracurricular activities, competitions, clubs, field trips and after school programs will be set up to include a diverse student group. Title I and AIG funds are used to sponsor such events. Professional development is provided to teachers to assist with recognizing gifted traits for traditionally under-represented populations. Information will be provided to families so that they can easily understand what opportunities are available to their student(s) regarding acceleration, including compacted content, Credit by Demonstrated Mastery and subject/grade acceleration.

Practice I

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

District Response:

PCS provides opportunities for students to extend their interests and strengths through extra-curricular activities. Such opportunities may include:

- Internships/Job Shadowing/Mentoring
- Academic Competitions

- Field Trips
- CTE/Exploratory Courses
- Independent Studies based on student interest

Classroom teachers will be provided a copy of the DEP to ensure service options are carried out. The AIG Site Specialists review DEPs for monitoring and fidelity purposes. Through interest surveys and identified areas of interest, teachers and AIG Site Specialists will develop activities for students that extend, enrich and grow the interests and abilities of AIG and Talent Development students.

Ideas for Strengthen the Standard: We aspire to employ 2 full time AIG Specialists to serve the schools in the district that would oversee the AIG Program delivery of services, and provide support to teachers to ensure identified students receive "AIG, All Day, Every Day". The District Advisory team will explore options for an AIG Curriculum that aligns to state standards and will continue to assess and improve services in an ongoing manner. We will strive to develop opportunities/services for students who are identified as gifted that go beyond what other students are receiving.

Sources of Evidence:

- Student Achievement Data Presentations (Including AIG Subgroup)
- Invoices and Purchase Orders to Support Supplies, Materials, Field Trips, Fees, CogAT, Tuition, etc.)
- District and School Websites
- District and School Newsletters
- Connect-Ed calls
- Professional Development Agendas, Minutes and Sign-in sheets
- PowerPoint slides used for training sessions
- Differentiated Education Plans
- AIG Brochures (English and Spanish)
- Credit By Demonstrated brochure and website documentation
- AIG articles printed in local newspapers
- Class rosters and teacher assignments (PowerSchool)

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:

Perquimans County Schools is a 1:1 district that uses technology to differentiate learning opportunities for all students. PCS is implementing the MTSS framework where each school defines an effective differentiated core that is aligned to the NCSCOS to support students who require

challenges beyond the core curriculum. Schools provide enrichment, extension, and/or acceleration opportunities that may include:

- Cluster grouping
- Advanced courses
- Accelerated courses
- Compacting
- Internships/Job Shadowing/Mentoring
- Credit by Demonstrated Mastery
- Dual Enrollment
- Career Technical Education
- Enrichment Groups and Independent Study

The AIG Specialists will collaborate with the classroom teachers and/or media coordinators to assist, clarify and advise regarding differentiated instructional strategies when needed. Differentiated services may be based on formative assessments, interest inventories, learning style inventories, and social/emotional needs. Classroom teachers are responsible for enrichment and extension to differentiate for the needs of gifted students. Where practicable, schools have built schedules that allow dedicated time for gifted learners to receive services, and in high school, gifted learners are also served with the option of dual enrollment and Credit by Demonstrated Mastery.

Perquimans County High School offers online classes, NC School of Science and Math Classes, college courses, AP classes, Honors and Advanced courses.

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:

Perquimans County Schools will use researched based practices to address student interests and learning needs through the use of:

- Interest Inventories
- Learning Profiles
- Project-based Learning
- Field Trips
- Contests and Competitions
- Academic Enrichment Opportunities
- Independent Study Opportunities

AIG Specialists provide support to regular classroom teachers in employing diverse and effective instructional practices.

AIG funds will be used to provide staff and classroom teachers with a resource library, software subscriptions, hands-on materials, SAT prep, etc. Also, teachers will be encouraged to use NCDPI AIG online resources to obtain lesson plans and quality activities for service options. Based on research and best practices for all K-12 AIG students, the following instructional practices are recommended:

- progress monitoring for academic growth
- placement in classes where the teachers are AIG certified or have knowledge of the

- characteristics of gifted learners
- placement with a teacher who demonstrates usage of proven strategies in curriculum compacting
- acceleration and grouping
- provide opportunities for high ability students to advance through the curriculum or reading group at a higher and faster pace
- provide projects which encourage higher order thinking skills
- implement small group differentiated instruction and challenging activities
- cluster grouping students

Clubs and extracurricular offerings to provide additional opportunities for exploration, academic achievement, and leadership need to be expanded to serve AIG students and potential Talent Development students. PCS will continue to offer advanced classes, subject and/or grade acceleration, and Credit by Demonstrated Mastery. AIG students will receive direct or resource support services from teachers, Media Coordinators or AIG Specialists.

Practice C

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

District Response:

In collaboration with instructional support staff, Perquimans County Schools uses evidence-based resources to support the needs of advanced learners.

These resources may include:

- iReady
- Edgenuity
- AIG Curriculum Units
- STEM Activities, including Rokenbok Engineering kits, and similar materials
- NC DPI AIG and NCAGT resources
- Primary Education Thinking Skills(PETS)

AIG Specialists provide support to regular classroom teachers in implementing evidence-based resources.

Perquimans County Schools will maintain a collection of resources that include a list of differentiated instructional materials and assessment tools. These resource materials will be available to teachers, AIG Specialists, and counselors. These may include:

- EVAAS data
- Benchmark testing data
- Interest and Learning Style Inventories
- Career Inventories
- Primary Education Thinking Skills (PETS)
- William and Mary Curriculum
- Dual Enrollment classes
- Credit by Demonstrated Mastery guidelines and assistance

Additionally, all staff interacting with AIG and Talent Development students are encouraged to be continually and actively engaged in seeking new strategies and activities to provide improved services to our Gifted Learners.

Practice D

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

District Response:

Perquimans County Schools fosters the development of future-ready skills for AIG students within a real-world context through a variety of opportunities such as:

- Academic Enrichment, clubs/competitions/projects
- Interest-based clubs/competitions/projects
- STEM activities/competitions/projects
- Service Learning/Mentoring Programs
- Internships
- Digital Portfolios
- Project Based Learning
- Job Shadowing

Perquimans County Schools is a 1:1 district that ensures all students in grades 3 - 12 have a digital device for day and/or day and night use. Students in grades K-2 have digital devices for daily use in their classroom settings.

Survey results reinforce that technology is available and contributes to the quality of learning in our LEA. The survey also validates that the numerous online classes offered and course selections play a vital role in implementing AIG standards and practices to ensure students are prepared for college or career ready.

PCS teachers also use many other 21st-century teaching methods and tools such as problem-solving and authentic experiences. Perquimans Central School extends and enriches for Gifted and Talent Development students using Sphero, Interactive Digital globes, Rokenbok STEM building kits and advanced literary content. Hertford Grammar also utilizes the Rokenbok kits, LED electronic microscopes, Sphero, and Lego kits. Perquimans Middle school provides advanced classes which focus on math, science and STEM activities. They utilize the more advanced versions of the Lego and Rokenbok kits, in addition to offering advanced STEM and CTE course work.

PCMS has Accelerated Math and Reading classes for 6th-8th grade students and clusters AIG students with AIG licensed teachers, as available. PCMS utilizes team flex grouping as needed for AIG students. High school courses are also offered to students.

Perquimans County High School offers advanced, AP, and Honors courses, in addition to Dual Enrollment classes. Perquimans County High School will use AIG funds to support the AIG LEAD Club. The club promotes real-world context field trips and activities to expose students to hands-on learning activities that will enhance their understanding of 21st century skills. PCHS will embed critical thinking skills within advanced programming options, including AP courses where possible. Students will develop community oriented skills through use of community service projects, mentoring, job shadowing and similar activities.

Practice E

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

District Response:

To differentiate classroom curriculum and instruction and inform flexible grouping practices, Perquimans County Schools uses formative and summative assessments such as:

- Pre-ACT/ACT
- EOG/EOC
- EVAAS
- mClass
- K-2 Assessment/KEA
- School level assessments
- Aptitude tests

In collaboration with school and district level administrators, AIG Specialists collect and analyze data at the school and district level regularly.

Based on survey results and AIG Specialists' meetings, PCS believes that pre-assessments are key to effective differentiation and should be used as an ongoing part of teaching. Data conferences presented by Principals also support the need to carefully plan rigorous instructional units and objectives. Professional development will provide staff with the needed skills to effectively access students' differentiated instructional needs. PCS staff will continue to review and share disaggregated data from Benchmark testing, EVAAS, EOGs, EOCs, CogAT, and other assessments. Assessment data will be utilized to drive instructional decisions like flexible grouping, cluster grouping, small group instruction in the regular classroom setting. Administrators, the AIG Director, and AIG Specialists will conduct walk-through observations to monitor this practice.

Practice F

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

District Response:

PCS addresses the social and emotional needs of AIG students through effective curricular and instructional practices that may include:

- Resources such as NCAGT Parent Information page are shared with parents.
- Individual and small group sessions with AIG specialist and/or counselor as needed.
- Cluster grouping
- Mentoring
- Gifted characteristics and awareness training

Professional development and training sessions in the area of social and emotional needs of AIG students will be conducted with all staff. Counseling personnel will attend training sessions to advance their understanding of the social/emotional needs of AIG students and learn coping strategies. The AIG Director will continue to meet regularly with the district Student Support Service Team to share updates and gain support. AIG students will be strongly encouraged to participate in specific clubs and activities designed to meet their social and emotional needs. The AIG district website link will provide Social and Emotional resources, articles, and suggestions to help educate all stakeholders. PCS will continue to encourage staff members to obtain AIG add-on licensure.

Practice G

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

District Response:

AIG Specialists cultivate and develop the potential of young (K-3) students through:

- Compacting
- Talent Development enrichment groups
- Cluster grouping within the classroom
- Differentiation within the regular classroom
- Extension and exploration into STEM curriculum

The AIG Specialists and AIG Committee will provide opportunities to go deeper for students who are mastering skills and content at an accelerated pace based on the KEA assessment. Teachers will flex groups when needed to ensure rigor and advanced learning takes place. Different curriculum and resources will be used to enrich learning and support critical thinking. Advanced level reading books will be provided to support strong readers. This will enable teachers to better support students.

Hertford Grammar School will continue to offer opportunities for students to build and create projects using their academic skills, as well as their creativity skills. The purchase of robotic kits will be used to help with coding and designing ideas. Purchases of STEM kits and materials will continue to expand so that the collection of materials available for student use grows each year, affording students to develop a broad range of skills with an expansive scope of equipment and materials. Advanced level reading books will be provided to support strong readers.

Practice H

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

District Response:

PCS develops and implements differentiated curriculum and instruction through:

- AIG Professional Development that is ongoing to all staff, including a review of the 2019-2022 plan
- Ongoing collaboration with instructional staff to support differentiated instruction, including teaching and review of best practices for AIG, strategies and lesson models to support implementation in the classroom.
- PLCs and guest speakers for professional development

PCS AIG Advisory Board Members, AIG Specialists, and District AIG Director will continue to advocate for the AIG Program to ensure AIG students receive appropriate AIG services. AIG Committees consisting of AIG certified teachers will meet to discuss programming needs and explore best practices at least quarterly. PLCs will be conducted at each school in the district to ensure that all staff members are well aware and knowledgeable of the AIG Plan and that the AIG Program is being fully implemented. Information will be shared on the school district's website AIG link. All staff members will be required to attend a mandatory AIG training (AIG 101) at the beginning of the year to review the revised 2019-2022 AIG Plan. The AIG Director will share AIG updates at Student Support Services, Directors' and Principals' meetings. AIG student achievement data will be reviewed and shared with staff members to help promote student growth. The District AIG Director will share state AIG updates and articles by emails to staff members. Staff members will be encouraged to attend the NCAIGT conference and enroll in a university AIG program to obtain AIG licensure. The AIG District

Director currently serves on the district MTSS team. The MTSS process will also assist in serving AIG students, especially if identified as twice exceptional. Collaboration among all personnel during staff meetings, EC meetings, and School Improvement meetings will be noted by an agenda, sign-in sheet, and minutes.

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:

State and district policies mandate a DEP be maintained for every identified AIG student and reviewed annually. It is the responsibility of the AIG Site Coordinator to develop this document along with the support of other involved stakeholders (parents, families, teachers, counselors, students, etc.).

DEPs should reflect the services that best align with the student's current needs and interests. It should be customized based on student interests, talents, and career goals. The DEP should be signed and shared with all parties involved. Classroom teachers should be provided a copy of the DEP to ensure service options are carried out. The District AIG Director reviews DEPs for monitoring and fidelity purposes.

Ideas for Strengthen the Standard:

- Increase collaboration between AIG staff and general education teachers
- Provide high quality, consistent professional development to all staff to ensure academic, enrichment and social/emotional needs are being met
- Use AIG funding to provide materials and experiences which enrich, extend and expand knowledge for AIG students
- Collect and disaggregate AIG student data to track growth and development and inform programmatic changes
- Ensure that AIG students and Talent Development students are being taught using best practices and 21st Century skills to develop a global mindset and skills

Sources of Evidence:

- DEPs for all identified students
- Class rosters showing an enrollment of AIG students in Advanced, Honors, and AP courses
- List of Talent Development students K-12
- AIG student achievement data per school presentation
- EVAAS data
- Teachers lesson plans
- Records of classroom observations
- Sign In sheets from AIG events
- Local newspaper articles regarding the achievements and experiences of AIG students
- Credit by Demonstrated Mastery documentation
- Professional development agendas and sign in sheets
- Invoices, purchase orders and field trip forms from supplies, materials, and travel for AIG students

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:

Perquimans County Schools employs an AIG certified Director who: collaborates with school-based AIG specialists to guide, plan, develop, implement, revise, and monitor the local AIG program and plan, serves as PQ Schools district representative and attends regional and state meetings. This director represents and advocates for the AIG program with the district AIG leadership team, school-based administrators, Central Office staff, Board of Education, and community stakeholders. Additionally, he/she also coordinates AIG screening and identification activities. He or she advocates for school-based AIG specialists K-12, oversees the state AIG allotment at the district level, monitors AIG records, and serves as Due Process Administrator.

Essential Duties and Responsibilities:

- Functions as a liaison between the school system and the North Carolina Department of Public Instruction Department of Academically or Intellectually Gifted Instruction
- Manages state funding allotted to the district and divides funds to each of the district's schools
- Oversees the development of AIG protocols, guidelines and procedures
- Manages, directs, and administers the AIG program including the development of budgets and evaluation of the program. Previews and approves purchases of materials and equipment for the AIG program
- Attends professional development to remain current on research based practices to support school level implementation of state funded AIG programs

- Is familiar with all laws related to the state's legislation of gifted education
- Provides leadership and guidance to district personnel working with gifted students
- Oversees the administration of gifted testing and identification
- Communicates with schools, outside agencies and other stakeholders with regards to AIG program policies, procedures and concerns
- Conducts research, collects data and rewrites the district AIG plan every three years as required by state law
- Must be able to communicate effectively and present material to groups of individuals in both academic and public sectors
- Performs other duties as assigned by the Superintendent

Practice B

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

District Response: PCS employs AIG certified Specialists who:

- Collaborate with school-based staff to implement and monitor the local AIG program and plan
- Oversee the development and implementation of the DEP
- Provide professional development opportunities
- Monitor AIG records at the school level
- Report AIG headcount
- Partner with students, families, community members, and other stakeholders to provide additional resources and opportunities to enhance learning for gifted students
- Coordinate AIG screening and identification activities at the school level
- Advocate for all gifted students in the school

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:

PCS provides ongoing professional development for staff through school-based PLCs, e-meetings, and self-paced online modules. The expectation is that all teachers will participate in at least 2 professional development sessions each school year with the focus on AIG.

The district will continue to encourage teachers to obtain add-on AIG licensure.

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:

Principals and counselors are provided a list of current AIG certified teachers by the district. They are encouraged to place AIG students with AIG certified teachers or teachers that have a keen interest and good understanding of working with AIG students. School-based AIG specialists provide support to classroom teachers.

Practice E

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

District Response:

Professional development for the implementation of the AIG program is provided and supported by the district strategic plan and initiatives such as personalized learning and MTSS. Currently, our district has a focus on social emotional learning/resilience of all learners and in enhancing students' critical thinking skills through the use of Thinking Maps. The district is providing professional development in both of these areas. School level follow up will be tailored to identify implementation that meets the needs of AIG students.

Practice F

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

District Response:

PCS provides opportunities for teachers to receive professional development and growth through:

- collaborative planning
- school-based PLCs
- workshops/conferences

PCS also utilizes Title I funding to provide Professional Development opportunities for teachers to plan best practices for AIG learners.

Ideas for Strengthen the Standard: Maintain the goal of having additional human capital at each school so that specialists can be made available to provide direct services and support for teachers.

Plan professional development for counselors and teachers regarding social and emotional needs of AIG students (K-12). Ensure AIG professional development for all personnel K-12 during the first part of the school year.

Review the placement of AIG or potential AIG students with school principals.

Sources of Evidence:

- Student Achievement Data Presentations (Including AIG Subgroup)
- Invoices, field trips, CogAT, tuition, etc.
- District and school websites, district and school newsletters, community wide calls
- Professional development and meeting agendas, minutes and sign-in sheets
- Professional conference attendance
- AIG articles printed in local newspapers
- professional organization memberships
- District strategic plan and district MTSS plan

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:

PCS communicates with parents, families, and communities through district AIG webpage, newsletters, family nights, advisory board meetings, DEP meetings, Transition Nights, Connect Ed calls, and school-related functions. Parents will be provided an opportunity to learn more about the NCAIG PAGE organization, and we hope to establish a parent group that supports AIG students. At any time, students and parents/guardians are strongly recommended to share program suggestions and recommendations to the District AIG Director and/or AIG Specialist.

There should be a clear and collaborative relationship between the student, parents/guardians, teachers and AIG Site Specialist regarding student service options. Teachers will be informed of student status and provided a copy of the student's DEP at the beginning of the school year. Teachers must work with the AIG Specialist and Principal to determine the appropriate differentiated services that will impact the learning, social and emotional well-being of the student.

It is our goal to expand our district AIG webpage into a site that serves as a clearinghouse of information and resources for AIG students, families and teachers.

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:

Perquimans County Schools will present the AIG plan and information to parents and stakeholders through a variety of ways:

- Parent meetings and conferences
- Presentations at family nights
- AIG website (links to the plan and identification process and resources)
- Newsletters
- Brochures
- Connect Ed Calls
- AIG Manual for families
- Local news media
- A printed copy of the plan available at all schools and the Central Office

The District AIG Director and AIG Specialists will continue to meet with principals, directors and student services to disseminate information, share goals, plans and procedures. AIG Specialists will meet with staff members at their school site at the beginning of the school year and in PLCs to share AIG information, best practices, and to address concerns and issues. Face to face meetings continue

to serve as a valuable method to discuss the AIG program and services.

AIG Information will be available during school-based events such as Open House, Science Night, CTE Night, and Family Night, etc.

The District AIG Director will share updates with AIG Specialists. Information will be shared as needed by emails, phone calls, google docs, etc. The 2019-2022 AIG Plan will be placed on the district's website, once approved by the Board of Education.

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:

Perquimans County Schools strive to have a diversified district AIG Advisory Board that meets at least twice a year to monitor the AIG program and plan. The group may include certified AIG staff members K-12, regular classroom teachers, counselors, students, parents and/or grandparents, media coordinators, EC teachers, CTE teachers, directors, community members, civic group members, Board of Education members, university representatives, and other interested stakeholders.

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:

As a Title I District, Perquimans County Schools informs parents/families of AIG opportunities through the utilization of the district webpage, family nights, newsletters, letters of invitation, and oral communication. Communications take place regularly throughout the year and may disseminate from either the school or central office. Such information is translated into the native language of families as needed.

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:

Perquimans County Schools partners with community organizations and institutes of higher learning to enhance the AIG program and services. Such partnerships may include:

- Community Colleges and Universities
- Technical or trade schools
- Regional Competitions
- Neighboring school districts
- Arts Councils and Museums

Perquimans County Schools maintains relationships with multiple colleges and universities to provide AIG enrichment opportunities.

Due to the small, rural area, Perquimans County has a limited number of businesses and industries.

However, the small family oriented community offers a great deal of support. We collaborate with our CTE program to find opportunities for students to partner with our local businesses and gain valuable work experience and employment insight through job shadowing.

Ideas for Strengthen the Standard:

- Expand our Advisory Council to include more community members, parents, and families.
- Develop user-friendly documents that are easily accessed by all stakeholders, including online resources for families
- Involve families and community stakeholders in AIG student events

Sources of Evidence:

- Newsletters
- District webpage
- Meeting agendas with minutes and sign in sheets
- Registration fees for competitions
- Newspaper articles
- Social media posts

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:

Perquimans County Schools developed an AIG Plan Writing Committee that reviewed, revised, and updated standards for the new AIG plan that are in accordance with NC legislation and policy, NC Department of Public Instruction, and NC AIG State Standards. Team members attended regional training sessions and posted a survey on the district website to gain feedback from community stakeholders on ways to strengthen the plan. The new plan was reviewed by both district personnel, community stakeholders, and parents. The plan will be presented to the local board of education for approval. The AIG plan is reviewed and revised every three years.

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 PCS AIG Plan is monitored continually through:

- Regular meetings with the district AIG leadership team
- Stakeholder surveys
- Formal and informal meetings with school staff, administrators, and parents/families
- AIG Director stays abreast of changes to legislation and best practices and shares information with the AIG Leadership team.

The District AIG Director will conduct a monitoring visit of all records of AIG students to ensure DEPs and other relevant materials are completed. The Director will also follow up to ensure professional development and training sessions are offered. Principals will continue to share AIG student achievement data with the Superintendent, Assistant Superintendent, and AIG Director.

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 District AIG Coordinator, in collaboration with the district AIG leadership team, and Finance Officer, reviews the AIG budget and ensures that state AIG funds are being used to support the AIG program.

A yearly AIG Budget is planned and prepared by the AIG Director with the assistance of the Finance Officer and approved by the Superintendent. A needs assessment is completed at each school to determine budget needs. Funds will be used to meet the needs of AIG expenditures aligned with the

AIG Plan. Principals and the AIG Director are responsible for approving AIG expenses. Prior approval and purchase order forms are required to be submitted to the AIG Director. The Finance Officer presents a monthly AIG expenditure report to the AIG Director and Superintendent. This information is also shared with Board of Education members.

Title I funding may assist with professional development and student services. Title II funds, if appropriate, may also be used to assist with professional development to improve teacher quality and skills.

The District AIG Director also provides continual advocacy for AIG students and teachers, and also takes advantage of 'braided funding' whenever possible, so that other funding sources can be used to strengthen the program. AIG funds are monitored monthly, with the assistance of the Finance Director and Superintendent.

Practice D

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

District Response:

District AIG Leadership team members from each school:

- Collect and analyze data every 9 weeks through the year and share it with district leaders
- Review drop out data on a semester basis

Principals are mainly responsible for collecting and disseminating student data. Data presentations are prepared and shared with administrators to seek improvement strategies. AIG Site Specialists and teachers assist with gathering and sharing student data. Staff members will review student data to determine the effectiveness of service options provided to students. Credit By Demonstrated Mastery results will also be shared with administrators and the school board. AIG student drop out data is reviewed on a semester basis and efforts are made to proactively address students who are at risk of drop out.

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:

Perquimans County Schools annually allows every 2nd-grade student to participate in a universal screener to ensure all demographics have an equal opportunity to qualify for AIG services. School-based AIG specialists regularly examine student records to determine possible eligibility for AIG services. AIG Specialists also monitor high performing students academic performance and collect pieces of evidence such as work samples, rubrics, U-Stars analysis packets, or alternative assessments that can compile a more complete student profile to identify students.

AIG Specialists and others such as school administrators, Exceptional Children, Career and Technical Education, data managers, district curriculum specialists consistently review data to seek to identify under-represented populations in the AIG program. Through a Talent Development program, many under-represented population students are included in AIG activities. By using the AIG student data that is generated in PowerSchool, the AIG Specialists can access data which includes information about the representation of students who are culturally/ethnically diverse and twice-

exceptional. During AIG professional development, a strong emphasis will be placed on serving and meeting the needs of all students, particularly those in underrepresented populations.

Practice F

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

District Response:

The Perquimans County Schools Human Resources Department maintains a record of all AIG certified personnel and their assigned site locations. This information is monitored by the District AIG Director and shared with the AIG Leadership team and school-based administrators.

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:

Perquimans County Schools maintains an open-door policy when it comes to seeking feedback from all stakeholders to improve services and programs. PCS provides opportunities for students, parents/families, teachers, and stakeholders to provide feedback by means of surveys on the district AIG website, DEP meetings, Advisory Board meetings, and other school-based family events. This information is stated on the district's AIG webpage and in numerous school/parent communications throughout the year. Classroom teachers will help solicit feedback to improve student service options and improvements for the AIG program and plan. Information is also gathered at PLC's and other PD events.

Practice H

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

District Response:

Perquimans County Schools utilizes data from surveys, student academic reports, and formal/informal feedback. PCS will use a variety of paper and electronic methods to gather feedback to revise the AIG plan. Meetings will be held at least twice a year allowing all stakeholders the opportunity to contribute to the revised AIG Plan. Stakeholders will also have time to reflect on the AIG plan and make recommendations. It is the responsibility of the AIG Specialists and AIG Director to monitor the implementation of the AIG plan. If problems occur, a called meeting of the AIG Advisory Board may take place. The Superintendent will direct and guide the district to ensure AIG services and programs are in the best interest of the student. Programs and services will be evaluated to determine student progress and impact on learning for AIG students being served.

Practice I

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

District Response:

Program evaluation and plan progress will be shared with administrators and school staff during staff meetings, principal's meetings, and family nights. AIG data will also be shared with the AIG Advisory Board members to keep them informed of the AIG plan and program progress. AIG data will be shared during family nights for those in attendance. Appropriate AIG information will also be shared on the website. Pictures and articles will be shared in the local newspaper and on social media to highlight AIG events.

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:

To safeguard the rights of AIG students and their families, written policies, procedures, and practices have been developed; as well as the 2019-2022 AIG Plan which is approved by the local Board of Education. The 2019-2022 AIG Plan, policies and procedures are posted on the district's website and shared with staff members during AIG 101 training and with parents during Family Nights. It is important that identification criteria and service options be communicated, implemented, and monitored with fidelity for all stakeholders. The nomination forms ensure that parents/guardians are aware of the referral and identification process. Any potential AIG student who did not meet the identification criteria may be referred for reassessment through additional screening using locally approved alternative achievement and/or aptitude tests as well as other approved evidences (data/work samples showing 2 years above grade level). The Superintendent, AIG Director, School Principals, and AIG Specialists are responsible for ensuring plan procedures and policies are followed. Hard copies of the 2019-2022 AIG Plan are also located at each school site to be shared with all stakeholders. Parents are provided a Parents' Right Handbook prior to their child being identified and again at the annual DEP conference. The Parent Handbook is provided electronically as well. All AIG forms, materials relating to testing, and the Parents' Rights Handbook will be translated into the students' native language(s), as needed.

The Perquimans County Handbook on Parents' Rights explains parents' due process procedures regarding the PCS AIG identification, transfer from other LEAs, reassessment, and services decisions. The due process procedures include the following five steps:

Step 1. Teachers/AIG committee conference:

- A. Parent/guardian may make a request (written or oral) for a conference with the teacher/AIG Specialists to discuss concerns about the placement decision. The date the request is made should be entered into the student's folder to ensure documentation of due process.
- B. AIG Committee reviews the student's record and nomination, identification, and service delivery decisions. The committee may gather additional information about the student from parents and/or teachers. Any decisions will be noted in the student's folder.
- C. AIG Committee conducts a conference within ten school days of parent/guardian request and subsequently responds to the parent/guardian in writing within ten school days following the conference. A running record of events will be kept as documentation of due process.

Step 2: Appeal to Principal /AIG School Specialists or District AIG Director:

- A. Parent/guardian may appeal AIG Committee decision in writing to the Principal/AIG Specialists/District AIG Director within ten school days of receiving the response.
- B. Principal/AIG Specialists/District AIG Director reviews the grievance and conducts a meeting within ten school days of receipt of appeal.
- C. Principal/AIG Specialists/District AIG Director responds in writing to the parent/guardian concerning the outcome of the review within ten school days.

Step 3: Appeal to Superintendent

- A. Parent/guardian may appeal decision of Principal/AIG Specialists/District AIG Director within ten school days of receiving the response.
- B. Superintendent reviews the grievance and conducts a meeting within ten school days of receipt of the appeal.
- C. Superintendent responds in writing concerning the outcome within ten school days to the parent/guardian, AIG Specialists/District AIG Director and school principal.

Step 4. Appeal to Local School Board of Education

- A. Parent may appeal to the Board of Education in writing within ten days following the written response from Superintendent.
- B. The Board shall offer a final written decision within thirty days.

In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance procedure would be implemented.

Step 5: North Carolina State Level Grievance Procedure

- A. Parent/family may file a petition for a contested case hearing under Article 3 of Chapter 150B of the 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 or intellectually gifted student, or (ii)whether the local plan for gifted education has been implemented appropriately in regard to the student's needs.
- B. 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 NC General Statutes. As an alternative to Steps 3 or 4, a school system could elect to form either a grievance committee to hear disagreements or employ an impartial mediator to hear disputes.

It is recommended that phone calls be documented and that only appropriate information be sent through email. At every step of the process, documentation should be kept to ensure and confirm that due process was followed with fidelity.

The following additional guidelines to assist with maintaining quality documentation and stakeholder involvement include:

Parents, regular education teachers, AIG teacher, and student (when appropriate) shall contribute to the writing of the Differentiated Education Plan for the Academic Reading(AR); Academic Math (AM); Academic in Both Reading and Math (AG); Intellectually Gifted (IG); or Academically and Intellectually Gifted (AG) identified student.

Perquimans County Schools will provide and require permission slips and consent forms be signed

by parents before attending field trips and other AIG events. Parents also have the right to refuse that their child's picture be taken and published. Forms are available at each school. The procedures for district appeals are listed in the Handbook on Parent's Rights. The Handbook on Parent's Rights is available online on the district AIG page, embedded into the AIG plan and at all school sites. Stakeholders can contact the AIG Director for assistance, if needed. All students are provided a Student Handbook to ensure general school rules and policies are communicated.

Teachers will use PowerSchool to obtain student information. AIG Specialists will maintain a student record for each identified AIG student.

Electronic information is protected by FERPA measures and any documents transmitted via electronic means are password protected to prevent inadvertent interception of confidential information.

The AIG Specialists schedule DEP meetings annually (more if needed) with parents, students, and teachers to develop service options and secondary course selections that best fit the student's needs. The parents shall be given advanced notice in order to prepare to be present and share service options ideas with the AIG committee.

Transfer students who were identified as gifted in their previous district will continue to be identified as gifted in Perquimans County. Parents/guardians must submit AIG documentation to the school data manager. The AIG Specialists will set up a conference to create a DEP to match student needs based on service options available.

AIG Specialists are provided sample letters for consent to test or for identification purposes. It is recommended that phone calls be documented and that only appropriate information be placed on social media and sent through email. District policy on privacy protocol will be followed when dealing with confidential student information.

Perquimans County Schools
AIG Grievance Form

Step 1: If a parent/guardian disagrees with AIG identification/services a grievance form may be submitted to the school principal.

Step 2: A school meeting will be scheduled to review the identification/services recommendation within 10 working days from receipt of the written request from the parent/guardian. Members of the school level AIG team will include the school principal, parent/guardian, and AIG Specialist and/or teacher. A counselor may also be included, if appropriate. Written documentation of the team's decision will be maintained with a copy provided to the parent/guardian at the conclusion of the meeting.

*MEDIATION MAY OCCUR AT ANY POINT DURING THIS PROCESS.

Parent Section:
Student Name: _____ School: _____

Grade: _____
Parent/Guardian Name: _____ Phone: (H) _____ (W) _____

Address: _____

Statement of Grievance:

Parent/Guardian's Signature: _____ Date: ____/____/____

School Level AIG Team Review Section:

Grievance Form Received: ____/____/____
____/____/____

School Level AIG Team Review Date:

Present at Meeting:

Name:

Position:

Findings:

*Please see appendix for actual copy of form in correct format.

Ideas for Strengthen the Standard:

- Provide ongoing program evaluation by the District AIG Advisory Committee
- Retain records regarding any family or stakeholder grievances to use for program evaluation

Sources of Evidence:

- Meeting agendas
- Evaluation documentation, notes, etc.
- Stakeholder surveys
- Grievance documentation

Glossary (optional):

Appendix (optional):

AIG Abbreviations and Glossary (1).docx (*Appendix*)
Procedures for Identifying 2019-22.pdf (*Appendix - Standard 1*)
aig site coordinator job description .pdf (*Appendix - Standard 4*)
AIG Parents Rights Handbook 2019-22.pdf (*Appendix - Standard 6*)
PCS AIG Grievance Form 2019-2022.pdf (*Appendix - Standard 6*)
AIG Signed Board Approval Document 2019.pdf (*Local Board Approval Document*)