

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

Approved by local Board of Education on: 29-JUN-16

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Submitted to NC Department of Public Instruction on: JULY 15, 2016, 13:22:11

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

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

As LEAs continue to transform their AIG Programs 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 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, 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 nurtured 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 revised 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 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$89085.00	\$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

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

District Response: Perquimans County Schools (PCS) will develop and update tools and procedures to support effective implementation of AIG student identification, screening and the referral process. The first tool will be a new district website that will include a separate link for the PCS AIG program. This site will include a district AIG timeline, school site action plans, forms for referral, screening, AIG identification multi-criteria requirements K-12, and the five areas of identification as listed in PowerSchool and approved by NCDPI. Information about parent/family grievance procedures and the parent handbook will be available, as well as a FAQs section. These materials will also be available in a PCS AIG manual to be distributed to all AIG site coordinators, principals and staff members. The district AIG brochure will be updated to include new student identification requirements and other pertinent AIG information (Article 9B, service options, parent rights). Individual schools and teachers will share AIG information using their websites, newsletters, Connect-Ed calls, Open House events, CTE Night, AIG Night, and other community events.

The AIG Advisory Board also recommended that AIG professional development take place at the beginning of the school year and be required for all staff members. At this time, the 2016-2019 AIG plan will be shared to ensure all staff members know procedures and requirements for AIG student identification, including screening, referral and identification processes for all grade levels. Other suggestions include: Parent and Community AIG Training held bi-annually; Open AIG Forum to showcase and explain program and share 2016-2019 AIG plan; distribute and share AIG resources and articles to validate AIG best practices; and translate all AIG materials into student's native language, as needed.

Practice B

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

District Response: Based on current suggestions and recommendations, PCS will clearly define and implement criteria selection for student identification at all four schools using the five designations listed in PowerSchool. These areas are Academically Gifted in Reading (AR); Academically Gifted in Math (AM); Academically Gifted (AG); Intellectually Gifted (IG) and Academically and Intellectually Gifted (AI). A stronger emphasis will be enforced to gather qualitative and quantitative evidence that include a student's achievement, aptitude and potential to achieve using aptitude tests, achievement

tests, and traditional and non-traditional methods; which may include work samples, interviews, observation by teacher, peer, parent or self and strong student motivation and leadership skills. However, a composite score of 98% on the CogAT will automatically qualify a student as Intellectually Gifted (IG). The IG student will qualify for differentiated services based on individual needs.

To provide consistency in procedures throughout the LEA, PCS will continue to use the six Multiple Indicators of Giftedness based on the research of Coleman, Gallagher, Harrison and Robinson for standard district qualifying criteria. These include:

1. Student Aptitude - Standardized Aptitude Test score of 90% or higher (currently using CogAT at all grade levels). Universal access to screening (CogAT) for all 3rd grade students during Fall semester will be done using the online version. The Nagleri will be used to test students when requested by student, parent, or staff member. Parent, student, staff member or teacher may request a student take the CogAT at any grade level, a limit of three times per student is recommended.
2. Student Achievement - Standardized Achievement Test score of 90% or higher (IOWA, End of Grade, End of Course, Third Grade Beginning of the Year reading test, elementary Reading 3D (TRC) grades K-3, and K-2 PETS results and high school Work Keys assessment will serve as academic indicators). The new Kindergarten Screening process and assessment tool will also assist in identifying and determining the need of advanced differentiation or acceleration for students enrolling at Perquimans Central School (grades K-2).
3. Grades - Report card grades of an "A" average in reading or math for the semester or year.
4. Reading & Math Skills two years above grade level on assessment tools (STAR, EVAAS, Reading 3D).
5. Teacher & School Psychologist recommendation (documented by observation checklist) - this can be used for unique situations and to ensure that procedures are in place to identify all populations (diverse, 2E, highly gifted).
6. Work Samples of outstanding work, interest and student motivation based on rubric standards.

Each school in the district will maintain an AIG committee to assist the AIG site coordinator in screening, monitoring student identification, placement process and service options. It is the responsibility of the AIG site coordinator to oversee the identification process and completion of the Differentiated Education Plan (DEP). PCS will accept referrals all year long and maintain an accurate ongoing AIG headcount.

The AIG Student Search for PCS will also include the following:

1. Each school will develop a local pool of students who are possibly qualified for and in need of differentiated instruction based on grade span identification requirements and including non-teacher pleasing behaviors.
2. Each school will follow the PCS eligibility for differentiated services based on multiple criteria for placement in the AIG program as listed above using a variety of data for evidence. Students will be required to meet four out of the six criteria categories.
3. Each school will receive referrals from teachers, parents, peers, or others including self-nomination for gifted educational services.
4. All 3rd grade students will take aptitude test (CogAT) and use nationally norm results to best understand a student's profile. Parental permission to test will be required. The information will be shared with parents as instructed by the school administrator (principal).
5. Assessments for K-12 and other criteria will be used for screening and identifying at the local level. Nurturing activities will be available in grades K-12. A very strong emphasis on nurturing K-2 students based on reading and math skills shall be implemented and monitored by AIG Site Coordinator and classroom teacher.

6. Students transferring into the district already identified will receive services based on current DEP and adapted as needed by the school's AIG committee. Counselors and/or Data Managers must inform the site AIG Coordinator of identification as soon as the student enrolls.
7. No one criterion should exclude a child from AIG identification. It is required that a body of evidence (personalized education plan) be developed to best understand a child's abilities and potential. MTSS tiers may be of importance when screening students to find twice exceptional students or IG students.
8. The district will continue to study and review local norms to help determine level of needs based on Article 9B.
9. Seniors at PCHS will have the opportunity to take WorkKey assessment to obtain Silver WorkReady certification. AIG funds will be used for this expense.
10. Credit By Demonstrated Mastery will serve as a measurable options for high school students.

*See appendix for specific school level requirements

Practice C

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

District Response: New suggestions and ideas will be implemented for this practice to ensure that the district is meeting the needs of under-represented students. Based on numerous conversations, surveys and google.doc comments, PCS will be requiring AIG professional development for all staff members to help them better understand this specific practice, especially since all four schools in our district are eligible Title I schools. The overall economically disadvantaged percentage for PCS is 63%. Therefore, it is a strong need for the AIG staff to increase collaboration with the Title I schools, Exceptional Children and ELL programs. PCS has been selected for the third MTSS cohort training. This training will not only benefit exceptional children, but help with the screening of all students. Principals are currently required to present student achievement nine-weeks data based on demographics to faculty and district administrators. AIG data shall remain a part of these required presentations.

PCS currently offers both the CogAT aptitude and Naglieri nonverbal assessments to students. All third grade students take the online CogAT as a universal screening method. The CogAT can be given in native language, if needed or requested.

Another new tool that PCS will be using this year to help refer, screen and identify students in grades K- 2 is the PETS program. Teachers will be required to set aside a time to implement the newly purchased program. PETS stands for Primary Education Thinking Skills, which is a program designed to increase higher order thinking skills for all students in grades K-2. This will serve as a comprehensive school-wide program to nurture and develop the potential of K-2 students to respond to all students, including diverse and underrepresented populations.

Additional support from the school psychologist, school social worker, counselors, teachers, AIG committee members and other support staff will be used to reach out to populations that include culturally/ethnically diverse or under-served populations.

To help identify traditional underrepresented population a larger selection of students per grade level will be tested to increase their opportunities of being identified, especially at the middle school.

Practice D

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

District Response: Due to the turnover of AIG Site Coordinators at several schools, this practice will be a priority to ensure that all key stakeholders know and understand the AIG screening, referral and identifying process included in the 2016-2019 AIG Plan. The AIG Site Coordinators will be trained to meet and fulfill this responsibility. The district AIG Director will monitor the process for fidelity. The current multiple criteria requirements will be shared in a variety of methods with all stakeholders (website, brochure, PowerPoint training slides, AIG manual, flowchart, PowerSchool reports, and DEPs).

AIG Site Coordinators at each school will oversee the process with the assistance of school administrators and the AIG Committee. All AIG Site Coordinators will create and maintain a DEP and manual folder with work samples and test data, as well as documentation in PowerSchool on all identified students. A separate folder for nurturing students will also be maintained for potential identification purposes and student services opportunities.

The transitioning of AIG folders to the next school level will take place immediately at the end of the school year. AIG Site Coordinators are responsible for transferring AIG student folders and a list of nurturing students. All information shall be downloaded in PowerSchool prior to the beginning of the school year.

Practice E

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

District Response: Parents and families are a vital part of the AIG program. The AIG Site-Coordinators will maintain an open-door policy to entertain any concerns or issues dealing with the AIG program that need to be addressed. Students, parents and families are encouraged to contact the AIG Teacher or AIG school Site Coordinator to discuss the identification process and service options concerns. If needed, the Principal or District AIG Director will serve as a consultant to help resolve the issue or share additional information.

To avoid conflicts and issues, it is required that the 2016-2019 AIG Plan and Handbook on Parents' Rights be given to all qualifying students during the annual DEP conference. The Perquimans County Handbook on Parents' Rights fully explain parents' due process procedures regarding the PCS AIG identification and services decisions.

The Parents' rights for the PCS AIG program including the following four steps:

- I. Parent/guardian requests a conference with the teacher, and/or AIG committee.
- II. The parent/guardian appeals to the Principal/AIG school site coordinator and/or district AIG Director.
- III. The parent/guardian appeals to the Superintendent of Perquimans County Schools.
- IV. The parent/guardian follows the NC State level grievance procedures.

The Due Process Procedures include the following five steps:

Step 1: Teachers/AIG committee conference

A. Parent/guardian may make a request* for a conference with the teacher/AIG committee to discuss concerns about the placement decision.

B. AIG Committee reviews the student's records and previous nomination, identification, and service delivery options decision. The committee may gather additional information about the student from parents and/or teachers, if needed. Any decisions, whether it constitutes a change or not will be noted in the student's folder.

C. AIG Committee conducts a conference with ten school days of parent/guardian request and subsequently responds to the parent/guardian in writing with ten school days following the conference.

*A written request is preferred. Please keep written request for documentation of due process. If the request is oral, note the date or request and any decisions made. Put in student's folder.

Step 2: Appeal to Principal/AIG School Site-Coordinator or District AIG Director

A. Parent/guardian may appeal AIG Committee decision in writing to the Principal/AIG Site-Coordinator/ District AIG Director with ten school days or receiving the response.

B. Principal/ AIG Site-Coordinator/ District AIG Director review(s) the grievance and conduct(s) a meeting within ten school days of receipt of appeal.

C. Principal/AIG Site-Coordinator/District AIG Director respond(s) in writing to the parent/guardian concerning the outcome of the review with ten school days.

Step 3: Appeal to Superintendent

A. Parent/guardian may appeal decision of Principal/AIG Site-Coordinator/District AIG Director with ten school days of receiving the response.

B. Superintendent reviews the grievance and conducts a meeting with 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 Site-Coordinator/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 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, the decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of NC General Statutes.

As an alternative to Steps 3 or 4, a school system could elect to form wither a grievance committee to hear disagreements or employ an impartial mediator to hear disputes.

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-AI identified student.

Each school will design and develop an appropriate DEP form to document service options for the identified student.

The AIG Site Coordinators schedule DEP meetings with parents, students and teachers to develop service options and secondary course selections. The parents shall be given advanced notice in order to prepare to be present and share service options ideas with the AIG committee.

The AIG school Site Coordinator will monitor the progress of all identified AIG students to make decisions and changes in instruction or academic goals. Ongoing monitoring will include reviewing report card grades, benchmark testing data, BOY, MOY, and EOY testing data, pre and post assessments and social and emotional behaviors in and outside of the classroom.

Ideas for Strengthen the Standard: Develop tools and procedures to support effective implementation of revised AIG student identification, including screening, referral and identification processes for grades K-12.

Expand the gifted identification process by clarifying and elaborating on all five areas of giftedness, especially Intellectually Gifted students.

Clarify how K-2 students are identified, especially if they are in need of advanced differentiation or acceleration.

Further clarify the role of parents in the annual Differentiated Education Plan (DEP) process.

Require AIG professional development for all staff members, at the beginning of each school year, to ensure information in being shared and understood.

New district website will have a separate link for AIG to better communicate and disseminate materials and information.

5/25/2017

Sources of Evidence: New district Website with AIG link

Updated AIG Brochure

Quarterly AIG Newsletter

Sign-in sheets and agendas

Training PowerPoint slides and videos (TedX)

Frequently Asked Question page

Handbook on Parent's Rights

AIG Manual

Connect-Ed call documentation

District AIG timeline

AIG action plans

AIG referral, screening and identification forms

CogAT student aptitude data and parent information letters and forms

Differentiated Education Plans

PowerSchool data

Dr. Karen B. Rogers, "Rogers Interest Inventory" booklet

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: A Differentiated Education Plan (DEP) is required for all identified AIG students in the following areas: Academically Gifted in Math (AM); Academically Gifted in Reading (AR); Academically Gifted (AG); Intellectually Gifted (IG) and in the fall Academically and Intellectually Gifted (AI) will be added to the PowerSchool categories. The DEP is a tool for classroom teachers to use to ensure flexible instructional grouping of students, based on their ongoing identified needs and/or interests, are being met. Based on NC General Statutes Article 9B - differentiated instruction shall be provided to gifted learners to extend, enrich, and/or accelerate their content. The AIG Site Coordinator shall collaborate with the classroom teacher to assist, clarify and advise of differentiated instructional strategies, when needed. Differentiated services may be based on formative assessments, interests, social and emotional needs and learning style results. A stronger emphasis on proper differentiation and curriculum compacting within the classroom, based on current and ongoing data will be required to meet student needs. Classroom teachers are responsible for the ongoing differentiation of the curriculum to meet the needs of gifted students. AIG Site Coordinators and other stakeholders will continue to review and explore a variety of research-based supplementary resources to augment curriculum and instruction as it relates to fostering 21st century skills, rigor and content. Schools have designed a set schedule that will also allow time to address the needs of the gifted students. For example, Perquimans Central School will have a time for teachers to use the PETS program for all students. The PETS program is designed to help students develop critical thinking skills. Students demonstrating strengths in critical thinking will be targeted for further instruction and learning opportunities. Hertford Grammar School has WIN time, which means "What I Need" time. During this time identified and nurturing students meet with the AIG Site Coordinator to receive service options or advanced learning opportunities. Perquimans County Middle School will be implementing HYPE time to allow students to meet with other AIG students for advanced learning opportunities. Perquimans County High School continues to offer students to participate in the Credit by Demonstrated Mastery process. Both Perquimans County Middle School and Perquimans County High School offer a wide selection of online classes, NC School of Science and Math Classes, college courses, AP classes, Honors and Advanced courses. Perquimans County Middle School offers a STEM class and Hertford Grammar School uses STEAM as a connect class for all students. All schools include advanced instruction on global health and economic issues, critical thinking, communication, media literacy, digital learning, creativity and other 21st century skills and best practices to serve gifted students.

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: PCS is currently adding new and additional course offerings and opportunities to increase and improve curriculum for the AIG students. Perquimans Central School will be adding the Primary Education Thinking Skills program, higher level reading books, additional science curriculum and the Wonder Works - Dash and Dot Robotic unit for students to learn about coding. PCS and HGS will also continue to offer Science Night taught by AIG high school students. Hertford Grammar School will expand learning opportunities for AIG students in the STEAM class, WIN time and competitions. Perquimans County Middle School will be implementing the William and Mary AIG curriculum, as well as additional AIG curriculum and materials and competitions to challenge and motivate middle school AIG students. Middle School AIG students will have the opportunity to enroll in several challenging Career and Technical classes, STEM class and advanced courses. Perquimans County High School AIG students will meet with the school counselor and AIG Site Coordinator to select course selections to best meet their individual and academic goals. Students will have the opportunity to compete in numerous competitions and events, such as: Catapults Roller Coaster event at Kings Dominion, Math 24, Battle of the Books, Essay Contests, Science Night, Science Fair, etc.

AIG funds will be used to provide staff and classroom teachers with a resource library, differentiated lesson plans, software subscriptions, hands-on materials, SAT prep, CTE certification, etc. Also, teachers will be encouraged to use the NCDPI AIG Wiki site 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, teacher 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 higher order thinking skills, implement small differentiated group instruction and challenging activities, grouping students, and finally - teachers should assign different work - not more work.

Clubs and extracurricular offerings to provide additional opportunities for exploration, academic achievement, and leadership need to be expanded to serve AIG students and potential nurturing students. PCS will continue to offer classes, subject and/or grade acceleration. Teachers will attend NCAGT conference, add-on AIG license and receive AIG professional development to learn innovative skills and practices relating to gifted learners.

AIG students receive either direct or resource support services from the AIG Site Coordinator.

Practice C

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

District Response: PCS recently updated the list of differentiated curricular, instructional materials,

5/25/2017

assessment tools, and resource materials available to AIG Site Coordinators, classroom teachers and counselors. Site based, research-based resources may include: EVAAS, benchmark tests, Interest Inventories, Primary Education Thinking Skills (PETS), Letter Land, STAR Reading, Kidspiration, iStation, Edgenuity, Education City K-5, Wonder Works, William and Mary curriculum, dual enrollment classes, Credit by Demonstrated Mastery, CTE Work Keys, Computer Apps, NC DPI AIG wiki and NCAGT resources.

Practice D

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

District Response: PCS currently has a 1:1 grant that allows all students in grades 3 - 12 to have an iPad for day and/or day and night use. 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 County Middle School is currently revising their entire AIG program to offer different and additional service options directly and indirectly. For example, PCMS will create Accelerated Math and Reading classes for 6th grade students or cluster AIG students with AIG licensed teachers. PCMS will continue with the Compacted Math class for 7th grade students. AIG students will be grouped together during HYPE time. PCMS will utilize team flex grouping as needed for AIG students. PCMS will offer additional clubs and exploration options. Jr. Beta Club will now include 6th graders. Additional acceleration will be available for grades 6 - 8. PCMS will incorporate the following competitions: Math 24, Quiz Bowl, Spelling Bee, Chess Club and Team Building Activities. Perquimans Central School will use AIG funds to develop curriculum maps that include differentiation service options.

Hertford Grammar School will use AIG funds to buy materials and supplies for the STEAM class to ensure students have the opportunity to incorporate projects and hands-on experiences.

Perquimans County High School will use AIG funds to support and expand the services provided by the LEAD Club members to promote real world context.

Practice E

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

District Response: Based on survey results and AIG Site Coordinators' meetings, PCS believes that pre-assessments are the key to effective differentiation and should be used as an ongoing part of teaching. Data conferences presented to Principals also support the need to carefully plan 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, Nagleri, IOWA and other assessments. Assessment data will be used to utilize

and drive instructional decisions like flexible groups, small group instruction in the regular classroom and placement. Administrators, AIG Director and Site Coordinators will conduct walk-through observations to monitor this practice.

Practice F

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

District Response: Based on the work sessions held and surveys conducted there appears to still be a need for training in the area of social and emotional needs of AIG students. Professional development and training sessions will be conducted using current Youtube videos to share real experiences and the need to address this area. Parents and staff will both be invited and encouraged to attend these special training sessions and PLCs. The AIG Director will continue to meet monthly 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 new AIG district website link will provide Social and Emotional resources, articles and suggestions to help educate all stakeholders. PCS will continue to strongly promote and provide for staff members to obtain AIG add-on licensure and complete the class on dealing with Social and Emotional Needs of Gifted Learners.

Practice G

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

District Response: Perquimans Central School is updating their AIG services to meet the needs of students entering Kindergarten extremely prepared. Based on the new Kindergarten screening device, it was noted that several students entering Kindergarten are able to master Kindergarten standards prior to day one. Therefore, the administrative team, AIG Site Coordinator and AIG Committee will provide opportunities to go deeper for students who are mastering skills and content at an accelerated pace. The new KEA assessment tool and process will also provide additional information as teachers assess their kindergarten students the first sixty days of school. Based on these results and other information, the placement of these advanced students is important. Teachers will be informed and provided resources and instructional ideas to promote higher growth. Teachers will flex group when needed to ensure rigor and advance learning take place. Teachers will also identify at least the top ten percent of the school's population who show the potential to perform at advanced levels when compared to grade and age level peers. Different curriculum and resources will be used to enrich learning. PETS will be used to seek out high critical thinkers in all K-2 grade levels. These students will then seek different activities for nurturing purposes.

Higher level reading books will be purchased and provided to support the strong reader. Lucy Caulkins writing program will also be used to promote strong writing skills. Students will be placed in appropriate reading groups based on Reading 3D and their reading TRC level. This will enable the teacher to better support the student.

Students that excel may have a different center time activity or report to the media center for different service options.

Hertford Grammar School will continue to offer the STEAM class to third grade students. This curriculum and class will afford students the opportunity 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.

Parents at this level will be better informed of the AIG program.

AIG summer and after school programs will be designed to motivate and support service options.

Practice H

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

District Response: PCS AIG Advisory Board Members, AIG Site Coordinators 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 monthly at each school to discuss happenings. 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's district website AIG link. All staff members will be required to attend a mandatory AIG training at the beginning of the year to review the revised 2016-2019 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 NCAGT conference and enroll in a university AIG program to gain AIG licensure. AIG funds will be used to support any and all staff members that are willing to pursue AIG add-on licensure.

The AIG District Director currently serves on the MTSS district team. The MTSS process will also assist in serving AIG students, especially if identified as twice exceptional. Collaboration among all staff members 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, student, etc.). The DEP should be signed and shared with all parties involved. DEPs should reflect the services that best align with the students' current needs. DEPs should be developed prior to the beginning of the new school year in order to fully implement services at the start of school. Classroom teachers should serve or 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. New AIG Coordinators will receive training in writing DEPs that are of high quality and meaningful. AIG Site Coordinators will be responsible for setting up DEP sessions.

Ideas for Strengthen the Standard: Ensure that the application of 21st century skills, such as problem solving and authentic experiences are implemented vs. just access to technology.

Purchase and provide recommended AIG curriculum for students in grades K- 8.

AIG student achievement data that reflects student growth and progress will be developed and shared when appropriate and with the correct stakeholders.

Update electronic Differentiated Education Plan template at all four schools.

Provide additional professional development to all staff members to ensure curriculum, instructional and social and emotional needs are being met.

Increase collaboration between AIG staff and general education teachers.

Sources of Evidence: DEPs for all identified students.

Enrollment of AIG students in Honors and AP Classes (class rosters).

List of nurturing students K - 12.

AIG Student Achievement Data Per School Presentation.

AIG Local Newspaper Articles (recognizing winners and participants in contests).

Class Schedules.

EVAAS Data.

Teacher's lesson plans.

Credit by Demonstrated Master documents.

Science Fair documentation and news articles.

Science Night sign-in sheet.

Professional Development agendas and sign-in sheets.

Invoices and Purchase Orders to show proof of payment for supplies/materials, field trips and tuition expenses.

Rubrics for Project Based Learning Activities.

Kindergarten Screening Device (developed by Kindergarten Teachers).

Standard 3: Personnel and Professional Development

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

Practice A

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

District Response: Perquimans County Schools currently employs a Central Office Director that has AIG add-on and administrative licenses to oversee the AIG program and plan. Another strength in this area is the longevity of the AIG District Director. However, the AIG District Director oversees numerous other programs and projects which require a great deal of time. Therefore, the duties and responsibilities for school AIG Site Coordinators are required. The AIG District Director and Site Coordinators manage, guide, plan, develop, implement, revise and monitor over the local AIG program and plan. Strong support from Principals, Superintendent and Assistant Superintendent are to be commended. The district also has a very supportive and qualified AIG Advisory Board that advocates for AIG students. AIG Site Coordinators are required to receive AIG training and certification. Due to the high turnover rate of AIG Site Coordinators, the district director and other coordinators assist and collaborate monthly. Job descriptions are currently being revised for the AIG personnel staff. Once developed a copy will be available on the AIG website and included in the AIG Plan appendix. Currently, the AIG District Director is responsible for the developing and implementation of the entire plan and program, including the AIG Budget. The AIG District Director serves as regional representative and attends regional meetings. The AIG District Director serves as the LEA's AIG state contact personnel.

Recommended Roles and Responsibilities for the Principal include:

- Careful selection and placement of AIG students based on student's needs and teacher credentials.
- Provide a time for staff to meet to collaborate and plan for service options and student's needs.
- Create a schedule that will provide time for AIG students to receive services.
- Collect testing data on AIG students to ensure academic growth is occurring.
- Share AIG testing data with staff and district administrators.
- Use EVAAS data to study predictions and probability needs of the AIG student.
- Support an enriched and meaningful curriculum that will serve the needs of the AIG student.
- Recommend and promote teachers for AIG add-on licensure.
- Monitor and promote gifted services at your site.
- Assist teachers, students, and parents with questions and concerns.
- Align AIG professional development to meet the needs of staff, students and parents.
- Serve on the district AIG Advisory Board committee.
- Others duties in this area may be requested by Superintendent.

Recommended Roles and Responsibilities for the AIG Site Coordinator include:

- Facilitate the services for all identified AIG students. These services include developing and delivering of an effective Differentiated Education Plan for each and every AIG student, regardless of identified area. If an AIG student has been identified as twice-exceptional, the AIG Site Coordinator,

EC Teacher and Classroom teacher will meet to develop an Individualized Education Plan to meet both areas.
Plan and lead monthly AIG training sessions and professional development.
Assist with service options within and outside of the classroom, to ensure services are being met.
Collect and share school data using a variety of monitoring tools to assist with academic growth.
Partner with parents, students, community members and others to provide additional resources and opportunities that will enhance learning for the gifted student.
Organize and facilitating AIG screening, referral, and identification at their school site.
Demonstrate alignment and implementation of all six standards of the AIG Plan at their school site.
Other duties in this area may be requested by Superintendent, Principal, and/or District AIG Director.

Practice B

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

District Response: PCS employs a District AIG Director, as well as an AIG Site Coordinator for each school to implement and monitor the AIG program. Each AIG Site Coordinator is required to obtain AIG add-on license. These staff members, along with a very active district AIG Advisory Board strongly advocate for identifying and serving gifted students. Roles and responsibilities are listed in Standard 3: Practice A.

AIG Site Coordinators along with the AIG District Director meet monthly to discuss issues and concerns. Surveys and Google docs are completed on an ongoing basis to gather what is working and what is not working at the schools. Schools are required to establish an AIG committee to assist with active engagement and service options opportunities. Naturally, the classroom teacher will address the academic, intellectual, social, and emotional needs of gifted students placed in their classrooms. A system-wide timeline will be followed to monitor that students are receiving services. As well as, weekly walk-in observations by AIG Site Coordinators, Principals and District AIG Director.

AIG Site Coordinators are responsible for providing adequate professional development for the entire instructional staff at the beginning of the school year and as needed. It is also their responsibility to ensure staff members are following the local AIG plan. This includes all six standards and practices included in the plan.

AIG Site Coordinators organize and facilitate AIG screening, referral, and identification at their site. The District AIG Director orders CogAT tests and scoring materials.

The District AIG Director will provide additional training to beginning teachers during New Teacher Orientation.

AIG Site Coordinators distributes AIG materials and supplies as needed. They are also required to work closely with classroom teachers to develop and provide differentiation for gifted students and a variety of service options as identified in the student's DEP.

AIG Site Coordinators are responsible for ensuring the AIG roster in Powerschool is accurate and assisting the school's data manager in reporting headcount information to the District AIG Director.

Lastly, the AIG Site Coordinator shall advocate for all gifted students in the school; including academically or intellectually gifted students.

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: AIG Site Coordinators, teachers and staff members must be given time to plan and implement various strategies. Professional development requirements are aligned with AIG local program goals and national standards.

In order to promote the state motto and local belief: "AIG All Day, Everyday!" PCS will continue to strongly encourage teachers to add-on AIG licensure to their professional teaching license. However, this plan requires a greater need for AIG training due the urgency for the success of all identified AIG students. PLCs will include AIG training for those staff members unable to obtain AIG licensure. Also, PLCs will be used to share current and best practices to address the needs of all AIG students. Professional development will be required and offered at the beginning of the school year, in order to have a greater impact on teachers so they may better serve AIG students and meet their unique needs. Professional development information will be shared by training slides, face-to face meetings, NC DPI wiki, article reviews, book studies, and webinars. Networking opportunities will be provided during district AIG Advisory Board Meetings and with other LEAs.

Practice D

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

District Response: Principals and counselors are provided a list of current AIG certified teachers and teachers with AP certification annually, in order to place students accordingly. Principals are responsible for the placement of all students. 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. AIG Site Coordinators are required to work closely with the classroom teacher to provide support and guidance as needed in this area. PCS will offer AIG 101 at the beginning of the school year to ensure all teachers are made aware of the AIG Plan and Program. Additional professional development will be decided by school administrators based on needs.

PCS will continue to provide funds and support to increase the number of AIG certified teachers to promote the state motto - AIG All Day, Everyday! The district will sponsor district AIG training on differentiation and critical thinking skills. Also, training will be provided for parents and staff members that serve AIG students. This training will address a variety of topics to better understand gifted

characteristics and needs.

Practice E

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

District Response: Perquimans County Schools has recently approved a five-year strategic plan that is based on state goals. Goal two addresses the need to provide all students a personalized education plan. It is the desire of the school system to promote and require meaningful and effective professional development opportunities aligned to the strategic plan, Goal three. Professional Development will be provided to continue to assist with MTSS procedures, Credit By Demonstrated Mastery and honor classes portfolios.

Practice F

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

District Response: Schools are required to have an AIG Site Coordinator and an AIG Committee that consists of certified AIG teachers or potential AIG certified teachers. It is the responsibility of the Principal to develop an AIG committee to work along with the AIG Site Coordinator to plan, implement and refine applications of the professional development learning opportunities. These committees will meet monthly to review professional development needs, to collaborate on behalf of the student's needs, and to assist with curriculum and program design. AIG Site Coordinators will meet with the District AIG Director monthly to ensure the plan is being implemented with fidelity. The agenda will include state updates and training sessions. This will be a time for AIG Site Coordinators to share happenings at their schools. District and school meetings will be discussed and planned, including AIG Night, Science Night, Field Trips, Competitions, Curriculum materials, etc. The district will purchase NCAGT membership for all four schools. Teachers will be encouraged to join NCAGT and to continue to attend state, regional, local and national training sessions to learn instructional strategies to better serve students. It is also highly recommended that principals add-on AIG license and attend AIG Conferences in order to better understand the needs of gifted students. AIG training will be provided to beginning teachers during a monthly Teacher Talk session. Teachers will continue to increase skills and knowledge with technology, 21st century learning, STEM awareness, Career and Technical classes and cultural diversity.

Ideas for Strengthen the Standard: Ensure that professional development opportunities are translated to classroom practice with teachers who serve AIG students.

Review the placement of AIG or potential AIG students with School Principals.

Revise job descriptions for District AIG Director, AIG Site Coordinator and Principal. Include the roles

and responsibilities in the plan, as well as a job description for each in the appendix area.

Require AIG professional development for all personnel K-12 and at the beginning of the school year.

Set aside additional funding to support professional development and AIG programs for all stakeholders (Administrators, Teachers, AIG Teachers, Counselors, Media Coordinators, Parents, Directors, etc.).

Sources of Evidence: NCDPI AIG wiki site and registration for webinars shared frequently with all staff members

University Partnerships (documentation includes emails, tuition statements and flyers)

Professional Learning Community (PLCs) training (agendas and sign-in sheets)

AIG district meetings with AIG Site Coordinators (agendas and sign-in sheets)

AIG site committee meeting and professional development (agendas and sign-in sheets)

District Website - new AIG link full of resources and materials for all stakeholders

Teacher & School AIG websites

Staff professional development presentations, sign-in sheets and agendas

AIG Advisory Board agendas, minutes and sign-in sheets

AIG School Placement Data (class roster)

AIG List of Certified Teachers and Staff Members

AIG Student Achievement Data, EVAAS Data and other benchmark results

Conference registration

NCAGT membership

Job Descriptions for the District AIG Director and AIG Site Coordinator

District Strategic Plan

MTSS District Plan

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response: Since Perquimans County School district only consists of four schools, it is important to have a K-12 systemic AIG program. However, it should be noted that service options and identification criteria may look differently at each school and/or grade level. All four schools are eligible for Title I funds by serving over 40% of free or reduced student populations, which also has an impact of our school district and program. It is with great pride that PCS currently has identified 9.4% of their student population to receive AIG services. There is also a large number of students that are being nurtured in a variety of ways, such as clubs, field trips, Gear-Up Program, PRIDE, course offerings, competitions, counseling sessions and other rigorous opportunities.

PCS uses many methods to communicate and share information about the AIG plan, program and services. Some of these tools include new district website with AIG link, AIG updated brochure, AIG Monthly Newsletter, Connect-Ed call, AIG Night, Open House, Science Night, and CTE night, just to mention a few ways of showcasing the AIG program and services. Certain classroom teachers are provided a copy of the AIG student's Differentiated Education Plan to follow as an academic guide, as well as a guide to better meet the social and emotional needs of the gifted students. The DEP drives the services recommended for the AIG student. It is required that the AIG Site Coordinators sets up a team to help develop an appropriate plan. Input from the AIG student, parents/guardians, peers, teachers, counselors, exceptional children's teachers and other vested stakeholders is very important in the development of this plan. Information from these stakeholders and identification information and results help determine the differentiated services that are needed to ensure student success in academic and social and emotional needs. Again, services may vary from school to school based on recommended service options.

At the secondary level, the AIG Site Coordinator is required to have all identified AIG students complete an Interest Inventory and Personality Assessment, to be shared with his or her current classroom teacher. It is highly recommended that the AIG Site Coordinator and teacher invite guest speakers into their classrooms to address high interest areas. The AIG Site Coordinator may also set up mentors for secondary AIG students, if desired and written into DEP. All schools will be required to inspire and promote higher order thinking, implementation of critical thinking and problem solving skills. Due to the increase in STEM careers and initiatives, a greater emphasis of service options may fall in this area in grades K-12.

Also, at the secondary level (grades 6 - 12) students are encouraged to take a greater responsibility of 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, serving as a reading buddy, and other inspired or

recommended options. Other resources may include advanced classes, flexible grouping, clustering, curriculum compacting, and pullout sessions. In addition, middle school and high school students may require workshops on time-management, decision making skills and organizational skills. However, some AIG students may need a seminar or workshop on how to deal with being a perfectionist.

Elementary students will have the opportunity to receive a variety of flexible grouping options, especially in the core academic subjects. Teachers will set up flex groups for reading and math. Clustering groups based on ability, interest and subject matter is also a service option. Acceleration for a subject or grade may also be a service option. All students at Perquimans Central School will complete the Primary Education Thinking Skills program. This program will assist all students with developing higher order thinking skills. Hertford Grammar School will continue to use direct and indirect service options to meet AIG identified students. A greater push for differentiated classroom services will be implemented and monitored by observations and teacher lesson plans. Students will meet during WIN time (What I Need) with the AIG Site Coordinator to provide different services that meet the interest and needs of the gifted student.

All schools will maintain a DEP on all identified students. A list of nurturing students will also be kept on file by the AIG Site Coordinator. It is important that all students have services to become college or career ready.

Practice B

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

District Response: Perquimans County Schools is proud to be a 1:1 school district for grades 3-12. This technology increases the many ways that learning can take place. Students are provided the opportunity to have an iPad during the entire school day. If parents approve, students may use their iPads at home. The 1:1 initiative has proven to be a great tool for teachers and students to learn innovative methods and information to succeed in the 21st century. Most students have a keen interest in technology and prefer this style of learning. However, it is important to note, that PCS provides an array of teaching tools and methods to meet the needs of all learners. AIG students are often provided a unique opportunity to use apps to enrich or enhance their learning needs. All four schools in Perquimans County offer many other technological devices to help motivate and promote learning. Technology allows for individualized learning opportunities for gifted students. In our school district, technology is being used to meet the needs of the Intellectually Gifted student identified in a variety of ways (directions, software, assignments). Many students actually prefer being alone and spending time on their iPad vs. group learning. Perquimans County Schools is currently using their strong Career and Technical Program, Advanced Class Offerings, Dual Enrollment Program and STEM/STEAM classes to help deliver service options. Special software programs have been purchased and are being used to help students with their reading and math skills. These software programs include: iStation, Education City, Edgenuity, Primary Education Thinking Skills (PETS), Star, Junior Great Books, Wonder Works, etc.

Social Studies and Science teachers are using many YouTube and internet sites to help promote learning and interest. Teachers are required to use essential questions to help students think and be

inquiry learners. Perquimans County Middle School is planning to purchase the William and Mary curriculum to be used during their HYPE time. HYPE time will be a set time for AIG students to meet together to work on projects or different assignments.

The middle school also plans to continue with the Compacted Math class for 7th grade students. An Accelerated Math and Reading class for 6th grade AIG students is being planned. As well, as the assurance that AIG students will be placed in AIG licensed teachers classroom - to ensure AIG, ALL DAY, EVERYDAY!

The middle school plans to invite a presenter from the North Carolina School of Science and Math to speak with AIG students and share course offerings as a service option. The middle school plans to incorporate the following competitions: Math 24, Quiz Bowl, Spelling Bee, Chess Club, and Team Building Activities.

Hertford Grammar School will also continue competitions and programs that will build on academic and leadership skills.

Perquimans Central School and Hertford Grammar recently purchased Dash and Dot (a robotic coding program).

Perquimans County High School will continue to implement the LEAD club, which is designed especially for all gifted learners. Students in this club continue to volunteer and excel in their social and leadership skills.

All schools will continue to update program services and opportunities to best fit the needs of their current identified students. There is a stronger need to meet the needs of the twice exceptional needs student. Therefore, the EC teacher and AIG Site Coordinator are working together to develop a comprehensive plan to work with additional support personnel (such as Occupational Therapist, Speech Therapist, Behavior Specialist and Physical Therapist).

A list of resources for service options are listed in the new AIG brochure. The new district website will also include helpful resources for all stakeholders. AIG Site Coordinators will provide all staff members a list of AIG resources and materials available at their school site. This list will be updated as new supplies and materials are purchased.

Practice C

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

District Response: The District AIG Director serves in many job roles that helps to create a sense of togetherness. AIG reports are provided at Principal's and Director's meetings to ensure everyone is aware of the approved plan and program. The District AIG Director is responsible for sharing the plan with the Superintendent and Board of Education members to seek approval. The District AIG Advisory Board is very active in sharing information within and outside of the school district. This is a very large group with stakeholders represented from every learning area. The District AIG Director also serves as Federal Program Director and meets with the Student Services Committee monthly, which often addresses the needs of identified AIG students. AIG policy and procedures are shared with AIG Site Coordinators and other stakeholders to ensure everyone is following the state law and local approved plan. A new Handbook on Parent's Rights has been updated and shared with parents during DEPs meeting. Each school is required to have an active AIG school committee. Committee members report to the School Improvement Team to share ideas, updates, and resources. The District AIG Director also serves on the Technology Team and MTSS district team. PCS is currently in the process of working with other northeastern LEA programs to share ideas and experiences. The

District AIG Director is an active regional member and NCAGT lifelong member. The connections with these groups often contribute to the success of using best practices for the identified gifted student, regardless of the identified area. The AIG Site Coordinators also represent and serve in many roles, including testing, curriculum and discipline duties. The Superintendent, Assistant Superintendent, Directors, Principals and Assistant Principals contribute their skills and knowledge at the district and school level. Many administrators are AIG certified or planning to seek this add-on license. The AIG program promotes and offers funding support for the new state digital learning program.

Practice D

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

District Response: The District AIG Director and AIG Site Coordinators are responsible for communicating and sharing information to inform others about AIG information, services and procedures. The AIG Newsletter, NCDPI wiki site and the district website are a few tools used to share and inform others. All teachers receive a copy of the Article 9B that defines AIG in North Carolina. AIG Site Coordinators receive an AIG manual and a copy of the Handbook on Parent's Rights. Once the plan has been approved by the local Board of Education members and the technical assistance team at NCDPI, it will be put on the district website for review and use. Intensive 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 presented on the 2016 AIG Timeline (found in the appendix area and district website). Beginning teachers will receive an orientation about AIG during a Teacher Talk session. AIG brochures will be available to all staff members. AIG Site Coordinators and District AIG Director will set up booths with AIG information during AIG Night, Open House, CTE Night, Science Night and Dr. Seuss Family Fun Night (and other events as posted). Published information about the AIG Program will be presented at the Ministers' Council, with Civic Clubs, community events and the public library. AIG students will be asked to develop and design a YouTube video on AIG in Perquimans County. 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: All teachers will be required to attend the AIG 101 professional development to be held at the beginning of the year to gain a sense of urgency and importance of the AIG plan and program. The AIG Site Coordinator will provide teachers with a list of current identified AIG students. DEPs will be shared with their classroom teachers in order to help implement the service options cited in the plan. Teachers will work with the AIG Site Coordinator, AIG Committee and District AIG Director to learn of resources and strategies that are available. The four AIG Site Coordinators will meet prior to the starting of school to ensure all AIG file folders are shared and up-to date. Changes

will also be shared with school site Data Manager. AIG Site Coordinators will collaborate with each other to create a smooth transition from school to school and grade level to grade level information and documentation. AIG Site Coordinators will meet with students and parents prior to the beginning of school to introduce themselves. This will be done by a letter, post card or phone call. Documentation is required that this task has been completed. It is recommended for DEPs be completed before the end of the first nine-weeks grading period. It is important that appropriate stakeholders are involved in this meeting. It is highly recommended to hold an AIG Night to inform all parents and students about the revised AIG plan for 2016-2019. Parents will be asking questions at Open House - so AIG Site Coordinators, Teachers and building administrators - BE PREPARED.

Practice F

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

District Response: All school counselors serve on the district AIG Advisory Board. They are also required to attend AIG professional development. They have been invited to seek AIG add-on license using AIG funds. The District AIG Director includes school counselors in AIG list serve emails and encourages them to attend the state NCAGT Conference to gain additional skills and knowledge in working with today's AIG student.

The District AIG Director and AIG Site Coordinators serve on numerous committees that offer them the opportunity to advocate for the AIG student. These committees include Student Services, Multi-Tiered System Team (MTSS), Media and Technology Committee (MTAC), School Improvement Teams, Strategy Leadership Team, and Principal's meetings. This is one advantage of being a small school district.

School Counselors are responsible for overseeing course selection. Therefore, it is important that counselors know who is identified as an AIG student and the area of their identification. A printed documented, as well as PowerSchool documentation is provided to all counselors. 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 new AIG webpage link.

An AIG Night at each school will be planned yearly for parents/guardians, teachers, other staff members and interested stakeholders. It is recommended to invite a guest speaker to address the needs of AIG students with social and emotional needs at this event. A school counselor or behavior specialists will be required to serve on the DEP team for an Intellectually gifted student. Counselors or AIG Site Coordinator will complete an Interest Inventory and interview with the IG student to determine areas of interests.

Practice G

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

District Response: 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 Early Admission to Kindergarten state guidelines, as outlined in state policy. Policy ID Number: General Statue -J-001 Policy Title: 16 ncac 6e.0105 Policy delineating the standards for early admission to kindergarten. The Principal at Perquimans Central School, counselor, school psychologist and District AIG Director will help to oversee this process. Parents/guardians are required to seek and pay for testing to be used as evidence. The following guidelines are then used: (a) To determine the eligibility of a four-year old to enter kindergarten pursuant to the provisions of General Statue 115C-364 (b), the principal shall confer with a committee of professional educators to consider each child the following factors:

1. Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, the Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.
2. Student Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.
3. Student Performance. The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete an informal reading assessment of the child.
4. Observable Student Behavior/Student Interest. The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teacher, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.
5. Motivation/Student Interest. (a) The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations. (b) The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information.

The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted

to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days notice before exiting the child from school so the parent may arrange childcare, if needed.

(c) LEAs may require parents to supply information in addition to that required by this Rule. LEAs may also require specific tests or other measures to provide information relating to the factors listed in (a) of this Rule.

(d) Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically and/or intellectually gifted students. By the time the child has been enrolled for 90 calendar days or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated education plan for the child.

Note: In 1997 the General Assembly passed legislation allowing a child who has reached his/her fourth birthday by April 16 to enter kindergarten if he or she demonstrates an extraordinary level of academic ability and maturity.

Additional acceleration options may include:

Credit By Demonstrated Mastery (CDM) is the process in which the LEA uses a body of evidence to award student credit in a particular high school level course without requiring the student to complete classroom instruction for a certain amount of seat time. 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. More information about CDM can be found on the PCS district website.

Whole Grade Acceleration for elementary, middle, and high school levels is another acceleration option. To skip a grade, students will be required to take the CogAT Aptitude and Iowa Achievement test. The scale totals will be used to determine 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 will use the CogAT Aptitude and Iowa Achievement for consideration. The AIG Committee will also assist with the process and recommendation. If acceleration is recommended, a review of placement will take place 4-5 weeks after implementation.

Practice H

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

District Response: To ensure traditionally under-represented populations have equitable opportunities and service options, several extracurricular activities, competitions, clubs, field trips and after school programs have been set up to include diversity. Gear-Up, Title I and AIG funds are used to sponsor such events. Professional development is provided to assist with recognizing services and opportunities for traditionally under-represented populations. Perquimans County High School combines the LEAD Club and Breakfast Club (Pride) to assist with Science Night at the elementary schools. A strong relationship has been formed with these two very different groups of students. Under-represented populations are invited to participate in numerous leadership activities and performance opportunities within the school and community environment. A strong focus to cultivate the potential of and address the needs of underrepresented populations begins in Kindergarten. All students participate and have a speaking part in their grade level performance show. All schools provide nurturing programs to better serve a larger group of potential AIG students. PCS continues to provide a universal screening for all third grade students. The AIG Advisory Board includes directors, principals, counselors, regular classroom teachers, Exceptional Children's teachers and AIG Site Coordinators. The diverse group of leaders collaborate and work together to meet the needs of all students.

Practice I

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

District Response: The LEAD club at Perquimans County High School continues to grow in membership. This club provides many unique opportunities for AIG students, nurturing students and others interested in taking part. The high school has also started a Breakfast Club that supports under-represented students. This group often partners with the LEAD group in community and school projects. Both groups assist with Science and STEM Night at the elementary schools. A certified AIG Teacher sponsors both groups.

The middle school and high school have active Beta Clubs. The middle school has open membership to six grade students. All schools continue to offer a variety of competitive service options, such as Battle of the Books, Spelling Bee, Math 24, Roller Coaster Competition, Science Fair, Essay Contests, and more. Schools also offer a variety of community service opportunities, such as food drives, coat drives, reading buddies, tutoring, etc. Each school will be required to have an AIG Night allowing students to showcase their work, talents and areas of interest.

Summer AIG Camps and field trips are being recommended to provide additional enrichment programs.

Teachers at all schools incorporate cultural and ethnically diverse learning units for all students. Students are given the opportunity to participate in events that are specifically designed to promote cultural awareness.

Perquimans County Schools currently has less than 4% of English language learners enrolled in the school district. However, AIG literature and information will be translated into the primary language. The CogAT aptitude screening test will be given in the primary language, as needed.

Practice J

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

District Response: The AIG Site Coordinator is responsible for providing their 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. 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.

Professional development will be provided for administrators, counselors and teachers to better understand data analysis, including EVAAS (K-12) and TRC (K-3). AIG 101 professional development will address the importance of grouping practices for growth of students. Support and training in the area of instructional strategies that are effective with groups of 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 meeting with AIG Site Coordinator, small group within classroom setting, special program or project group to meet with AIG Site Coordinator or teacher, cooperative learning teams, cross-grade classes, flexible skills, ability, interest, clustering and academic/leadership performance skills. The AIG Site Coordinator, Principal, and District AIG Director 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 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.

Ideas for Strengthen the Standard: Further clarify description of programming for K-12, so that it is clear and well communicated (particularly at Perquimans County Middle School). Use a variety of methods and tools to share information. The new district website with an AIG link should help in this area.

Through professional development, Principal's meetings and AIG site meetings, clarify and explain acceleration procedures, such as Credit By Demonstrated Mastery, Early Admission to Kindergarten, Whole Grade Acceleration, Subject Acceleration, etc. Also, include this information into the new 2016-2019 AIG Plan.

Training will be provided to staff members to help them better understand nurturing programs, flexible grouping, cluster grouping, and course selections. Allow administrators and teachers to observe classes and/or schools that are implementing these best practices.

Expand services and opportunities for under-represented populations K-12 during class time and after school.

Offer after-school programs and/or summer camps for nurturing and identified AIG students.

Provide teachers with training relating to all five areas of AIG identification and services as defined by NCDPI.

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 5: Partnerships

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

Practice A

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

- academic and intellectual
- social and emotional.

District Response: The most important partnerships starts with the development of the Differentiated Education Plan (DEP). It is vital that a team of interested and qualified stakeholders participate in the development of the DEP. There should be a clear and concise relationship between the student, parents/guardians, teacher and AIG Site Coordinator 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 Site Coordinator and Principal to make the proper choices that will impact the learning, social and emotional well-being of the student.

To offer a wider array of services, it is important to expand partnerships to include members from the Institutes of Higher Learning, community/civic leaders and businesses. Many service options may be provided through the STEM/STEAM classes, CTE classes, honor classes, Advanced Placement classes, distant learning classes, School of Math and Science classes, Science Fair, HGS WIN time, PCMS HYPE time, PCS Connect time, and with our collaboration community college, College of the Albemarle. There is a strong need to expand the mentoring and job shadowing program for AIG students. AIG Site Coordinators, Gear-Up Coordinators, Teachers and Counselors will arrange for service options based on the student's DEP.

Parents are asking for additional informational and training sessions. AIG Site Coordinators are responsible for setting up training sessions, DEP meetings, and providing AIG resources. An AIG Night will be held to assist parents of AIG students. A focus on academic, social and emotional topics will be shared. Highly trained and experienced personnel in these areas will be called in to assist with training sessions for parents and families, as needed. The District AIG Director will assist in contacting NCDPI staff, NCAGT leaders, ECU AIG Staff, Ann Harrison Award Winners, LEA AIG Directors across the state, and other personnel members that are willing to support this initiative. Twenty-first century tools will also be used to assist with intentional and meaningful support, such as research-based articles, webinars, AIG wiki site, webpages, YouTube videos, skyping, emails and global guest speakers. The new district website will provide a separate AIG link to house a glossary, list of resources and a Frequently Asked Questions section.

The district AIG Advisory Board members will continue to advocate for the program and services at school and non-school functions. The District AIG Director presents the 2016 -2019 AIG Plan to the Perquimans County Board of Education for approval. All AIG Advisory Board members are invited to attend this meeting and be recognized. Board Members also receive a list of the AIG Advisory Board membership.

Parents will be provided an opportunity to learn more about the NCAGT PAGE organization and other parent groups that support AIG students. This information will be provided at AIG Night and AIG parent training sessions.

At any time, students and parents/guardians are strongly recommended to share and present program suggestions and recommendations to the District AIG Director and/or AIG Site Coordinator. Surveys are conducted throughout the year to determine program effectiveness and approval. The survey results are shared with the district AIG team and then presented at principal's meetings.

Practice B

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

District Response: The District AIG Director and AIG Site Coordinators will continue to meet monthly with principals, directors and student services meetings to disseminate information, share goals, plans and procedures. AIG Site Coordinators will meet with their staff members at the beginning of the school year and monthly 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. However, numerous other tools will be used to connect to stakeholders, especially to involve parents/families. These will include: Connect-Ed calls, District Website, School Website, Teacher's AIG Websites, District Brochure, AIG Manual, local newspaper, letters, DEPs, Handbook on Parent's Rights, NC DPI website and wiki.

AIG Information Booths will be set up during Open House Night, AIG Night, Science Night, CTE Night, and Family Fun Night, etc. Handouts, flyers and a list of resources will be shared at this time. Parents and families will also have an opportunity to sign up for more information or a conference, if desired.

District AIG Director will share updates with AIG Site Coordinators. Information will be shared as needed by emails, phone calls, google.doc, etc. The 2016-2019 AIG Plan will be placed on the district's website, once approved.

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 continues to have a large district AIG Advisory Board, which is very diversified. The board members include all certified AIG staff members K-12, regular classroom teachers, counselors, students, parents, grandparents, media coordinators, EC

teachers, CTE teachers, directors, community members, civic group representation, Board Member representative, university representative and other interested stakeholders. The AIG Advisory Board meets twice a year. The district AIG leadership team meets monthly. Schools also have AIG committees that work closely with the AIG Site Coordinator. Each year stakeholders have the opportunity to assist with an AIG self-assessment, google.doc link, surveys and team meetings to evaluate the program and services being offered. The Principal and AIG Site Coordinator are responsible for assigning parents to serve on the AIG Advisory Board. However, parents may also volunteer to serve on the board. The district AIG Advisory Board meetings are well announced and the public is invited to attend. The agenda includes the opportunity for additional concerns and issues.

District AIG Advisory Board Meetings are placed on the school calendar and website.

AIG teachers, leaders and students will continue to speak to civic and community groups to showcase their work.

Parents will be encouraged to review information about starting a PAGE group and become members of NCAGT, if interested.

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 Title I schools, Perquimans County Schools knows the importance of two-way communication and being transparent. Therefore, PCS uses numerous ways and methods to communicate with parents/families, community members and staff. If needed, translators and the translating of documentation will be provided. Information is provided on the school district website with a special AIG link. Schools also provide websites, newsletters, phone calls, fliers, programs and other methods to assist with sharing of information. Additional information is included in the district AIG newsletter. Information about student scholarships, Duke Tip Program, Summer Programs, Leadership Programs, Governor's School, etc. can be found on the Guidance Counselor's website or provided by the AIG Site Coordinator.

Perquimans County Schools promote English Learners and their families by sponsoring a special EL night and training session. An ESL Coordinator is available to assist with AIG services, upon request.

CogAT screening tool is available in different languages, if needed.

Practice E

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

District Response: Perquimans County Schools works closely with Barton College, East Carolina

University and Wingate College to provide AIG classes for AIG add-on licensure. These universities provide a great deal of support in a variety of ways. Barton College representatives make special phone calls and emails to ensure staff members and potential students are being enrolled. Barton College continues to invite school district leaders to attend special classes and/or celebrations. A great rapport exists between Barton College representatives and the PCS school district. East Carolina University has been an outstanding partner and is a true leader in AIG certification for the northeast district. ECU continues to offer a fabulous AIG Fall Conference yearly. PCS is very active in this conference and usually have presenters. ECU has been great for providing AIG add-on licensure by offering a 21st century program and summer camp. Many PCS teachers have participated in their program. The faculty at ECU have also been great partners and provide great resources. Wingate College offers a full online AIG add-on program, which has been great for many of our staff members. Wingate has been very good to work with indirectly and offer a lot of support for staff members. PCS will continue to seek help and advice from university representatives.

Perquimans County Middle School participates in the Elizabeth City State University Math Contest yearly.

Currituck County Schools hosts Math 24 competition yearly. Hertford Grammar School is always a strong competitor in this competition.

The Northeast Media Coordinator's Organization is a strong sponsor of Battle of the Books. PCMS and HGS both are involved in this worth-while event.

Perquimans County High School is a strong partner with NC Virtual Public Schools and the School of Math and Science.

The Perquimans County Extension Office is very supportive of Perquimans County Schools and offer numerous services for AIG students.

Due to the small, rural area, Perquimans County is limited with businesses and industries. However, the family oriented and small community offer a great deal of support. Businesses often allow students to job shadow or gain employment.

Ideas for Strengthen the Standard: Seek more input from parents and other stakeholders on how they would like to be involved themselves.

Provide quality and improved AIG training and resources to parents, students, community members and all interested parties.

Expand representation from Institutes of Higher Education, businesses, civic groups and industry leaders throughout the northeast area to gain additional support and opportunities for AIG programs and services.

Seek funding and support from the Perquimans County Schools Foundations, businesses and community groups to offer additional service options, summer camps and AIG programs.

5/25/2017

Host two AIG Family Nights (Fall & Spring)

Seek additional community partners to provide services.

Collaborate with HGS and PCHS AIG Site Coordinators to create a seamless transition between schools.

Meet with AIG parents about the middle school plan before school starts. Middle School Recommendation.

Sources of Evidence: Emails from ECU, Barton and Wingate

Registration fees for competitions

Newspaper articles

School Newsletters

ECU Fall Conference Participation/Agenda

ECU Summer AIG Camp Participation/Camp Schedule

Surveys

Google.docs information

Differentiated Education Plans (DEP)

District AIG Advisory Board Agenda, Minutes and Sign-in Sheets

AIG Family Night Agenda & Schedule

Meet with community and civic groups (agendas)

Standard 6: Program Accountability

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

Practice A

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

District Response: Per appointment of the Superintendent, the District AIG Director is responsible for coordinating the writing and implementation of the AIG Plan. For the 2016-2019 AIG Plan, numerous stakeholders were involved and contributed to the revised AIG Plan and process. Surveys, self-assessment tool, technical advice and input from stakeholders were used to develop a 2016-2019 AIG Plan that is meaningful and relevant for our school district. The local AIG Plan based on the NC Academically or Intellectually Gifted Program Standards and accompanying practices have been updated to convey a comprehensive and quality AIG Program. On June 29, 2016, the 2016 -2019 AIG Plan for Perquimans County Schools was approved by the Perquimans County Board of Education. The 2016-2019 will be submitted to NCDPI prior to July 15, 2016.

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: Per assignment by the Superintendent, the District AIG Director and AIG Site Coordinators have developed forms, and timelines to assist with monitoring the implementation of the local AIG program and plan. The District AIG Director and AIG Site Coordinators will meet monthly to ensure that the 2016-2019 AIG Plan is being implemented with fidelity and consistency. AIG Site Coordinators will be required to present an AIG update happening at each monthly meeting. Questions, concerns and issues will also be addressed as presented on an on-going basis.

The District AIG Director will conduct a monitoring visit of all files to ensure DEPs and other relevant materials are completed.

Follow up to ensure professional development and training sessions are implemented at monthly principal's meetings.

Principals will continue to share AIG student achievement data with the Superintendent, Assistant Superintendent and AIG Director.

AIG Nights will provide an opportunity for students and staff to showcase work samples and projects.

Practice C

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

District Response: 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. A copy of the AIG Proposed Budget is shared with the AIG Advisory Board and school administrators. Principals and AIG Director are responsible for approving AIG expenses. Prior approval and purchase order approval 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.

Since three of the four schools are Title I, 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.

Practice D

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

District Response: Principals are mainly responsible for collecting and disseminating student data. Data presentations are prepared and shared with administrators to seek improvement strategies. AIG Site Coordinators and teachers assist with gathering and sharing student data. Staff members will review student data to determine service options. Data studies will be conducted to analyze all identified AIG students, AIG nurturing students and under-represented populations. Classroom teachers and AIG school committee members will assist with this process. The Testing and Accountability Director will assist with testing and AIG headcount data. Elementary, Middle and High School staff will maintain grades and work samples for all AIG students and shared with AIG Site Coordinator as deemed necessary. Credit By Demonstrated Mastery results will also be shared with administrators and staff.

Practice E

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

District Response: Data presentations are required every nine weeks and shared with administration. AIG student data is included in these required presentations. Demographic data and student attendance is also closely reviewed. The DEP committee will revisit DEPs if needed, based on student performance. AIG Director meets with regional LEA Directors to share ideas, data, percentage requirements and other topics that may be helpful in dealing with students in the northeast.

During AIG professional development, a strong emphasis will be placed on serving and meeting the needs of all students. The district recently reconfigured identification procedures and requirements to be better aligned with the state grading scale.

Practice F

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

District Response: An updated list of AIG certified teachers is presented to principals, directors, staff, AIG Advisory Board and Board Members to demonstrate the strong committee for serving AIG students. This list is compiled and distributed by the District AIG Director, as approved by the Human Resource Director. Parents may view this list.

The Human Resource Department oversees AIG licensure requirements and CEUs.

Certified AIG teachers are asked to serve on the district AIG Advisory Board and AIG school committees. They are also encouraged to present at PLCs and advocate for AIG students when appropriate.

Principals will promote AIG add-on licensure for all qualified staff members. AIG funds are used to pay tuition expense for the four classes required.

The AIG Director will provide credit documentation for local AIG professional development.

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 maintain an open-door policy when it comes to seeking feedback from all stakeholders to improve services and programs. Numerous opportunities throughout the year are provided offering various stakeholders to provide feedback (be it negative or positive). Surveys and GoogleDoc are set up electronically and by paper to ensure all stakeholders have an equal opportunity to share suggestions, comments and issues. Meetings are set up as needed to address individual or group concerns.

Feedback and solutions are shared with administrators.

There will be an AIG Booth (table) set up at all schools during Open House to provide information about the AIG program and services, as a proactive method to eliminate negative situations. However, parents/families will have the opportunity to sign-up if more information, if desired. The AIG Director and AIG Site Coordinators will be responsible for overseeing multiple ways to seek feedback. Classroom teachers will also help solicit feedback to improve student service options and improvements for the AIG program and plan.

Practice H

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

District Response: PCS will use and provide a variety of paper and electronic methods to gather feedback to revise the AIG plan. Meetings and open forums will be held allowing the public to contribute to the revised AIG Plan. Stakeholders will also have a time to reflect on the the previous AIG plan and make recommendations.

The plan will not be put in a filing cabinet. It is the responsibility of the AIG Site Coordinator and AIG Director to constantly monitor that the AIG plan is being implemented. If problems occur a called meeting of the AIG Advisory Board may take place. However, 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 the AIG student being served. A plus/delta or "ticket out the door" survey will be conducted for all professional development opportunities and AIG events. The results will be reviewed and shared to make suggestions for improvement.

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 AIG Night. AIG data will also be shared with the AIG Advisory Board members to keep them informed of the AIG plan and program progress. Overall AIG data will be shared during AIG Night for those in attendance. Appropriate AIG data will also be reported out on the website and shared in the AIG newsletter. Pictures and articles will be shared in the local newspaper to highlight AIG events and happenings (with parental approval).

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: Perquimans County Schools 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. Information of the rights of parents and families are posted on the AIG website, district policy site and embedded into the AIG Plan (Standard 1: Practice E). Procedures for district appeals is listed in the the Handbook on Parent's Rights. Handbook on Parent's Rights are available online and at school sites. Contact AIG Director for assistance, if needed.

All students are provided a Student Handbook to ensure general school rules and policies are communicated.

AIG Site Coordinators 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. Contact the district Technology Director or Human Resource Director for proper protocol in this area.

Ideas for Strengthen the Standard: Continue to formalize internal and external communication efforts so that the AIG program is consistent, understood, valued, and accountable. A timeline and checklist will be developed to use for this recommendation.

Broaden how the program is being monitored to ensure effectiveness and program improvement. The Superintendent has recommended that an AIG update be provided at monthly principal's meetings.

Describe the due process rights and make it more accessible to stakeholders. The Handbook on Parent's Rights has been updated. The information has been typed into the 2016-2019 Plan in Standard 1, Practice E. This handbook will be provided for each identified AIG student during the DEP meeting. The handbook will also be available for review on the website and at special meetings and events.

Review a variety of student data reports to monitor for student growth (EVAAS, report cards, benchmark tests and Beginning of Year, Middle of the Year and End of Year tests).

Sources of Evidence: AIG Timeline

AIG Checklist for Monitoring

AIG Student Data Information (EVAAS, report cards, benchmark tests, state test results)

PowerSchool

District AIG Website

State Report Card

Principal Meetings Agendas

AIG Self-Assessment Tool

Comments from NCDPI Technical Assistance Team Members

AIG Interim Report

Surveys

Google.doc documentation
AIG Manual and AIG forms provided
Handbook on Parent's Rights
Sign-in sheets
Signatures on Differentiated Education Plan
Job Descriptions for District AIG Director & AIG Site Coordinators

Glossary (optional):

Appendix (optional):

Notice of Nomination.docx (*Appendix*)
Eligibility for DEP School Level (5).docx (*Appendix - Standard 1*)
Eligibility for DEP.docx (*Appendix - Standard 1*)
Invitation to Conference.docx (*Appendix - Standard 1*)
Nomination Form.docx (*Appendix - Standard 1*)
Parent Inventory.docx (*Appendix - Standard 1*)
Parent Permission for Identification.docx (*Appendix - Standard 1*)
Procedures for Identifying.docx (*Appendix - Standard 1*)
Student Inventory.docx (*Appendix - Standard 1*)
Student Profile 2 pages.docx (*Appendix - Standard 1*)
parents rights handbook.pub (*Appendix - Standard 1:6*)
DEP.docx (*Appendix - Standard 2*)
AIG Certified Teachers 16-17.docx (*Appendix - Standard 3*)
aig site coordinator job description.docx (*Appendix - Standard 3*)
AIG Leadership Team.docx (*Appendix - Standard 5*)
AIG Plan Summary June 29, 2016 signed.pdf (*Local Board Approval Document*)
Abbreviations and Glossary.docx (*Other Forms*)