

Mission/Vision Statement and Funding

Perquimans County Schools (720) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

Dr. Tanya Turner

* LEA AIG Contact Name:

Brickhouse, Trisha - trishabrickhouse@pqschools.org ▼

This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

Vision: Perquimans County, in partnership with family and community, will educate all students in a safe and nurturing environment to thrive in a global society.

Mission: Perquimans County Schools provide a 21st Century personalized education and ensure career readiness for every child, every day.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 100,291.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	Perquimans County Schools (720) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 1: Student Identification <i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>	* Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents. Perquimans County Schools has established clear and equitable screening and referral processes that are accessible to students across the K-12 continuum. These procedures are designed to recognize diverse expressions of giftedness and lead to appropriate AIG identification and services. Perquimans County Schools provides multiple opportunities for students to demonstrate strengths and talents through universal and ongoing screening methods: • Universal screening is conducted for all students during the 2nd quarter of 4th grade using a nationally normed aptitude test (e.g., CogAT). • In addition to this universal screener, school-level data are reviewed annually across all grade levels (K-12) to identify emerging student strengths. These data include: ◦ Standardized test scores (e.g., students scoring at or above the 90th percentile on BOG, EOG, or EOC assessments) ◦ ACT/PSAT scores (e.g., ACT benchmark score of 19 or higher) ◦ Diagnostic or benchmark assessments (e.g., iReady, IXL, HMH) indicating performance one or more grade levels above ◦ Students ranking in the top 10% of subgroup performance, to ensure equitable access to AIG consideration across all populations To support a broader recognition of giftedness, talent development groups in early grades help identify students who demonstrate potential but may not meet traditional testing thresholds initially. Work samples, teacher observation checklists, and student interest surveys contribute to building a body of evidence over time. K-12 Screening Process The screening process is designed to gather both qualitative and quantitative data that form a comprehensive learner profile. This includes: • Achievement and aptitude scores from standardized and local assessments • Observational data (e.g., teacher checklists, classroom performance) • Work samples and interest inventories • Portfolio collections for students engaged in enrichment or talent development activities This data is evaluated annually to determine if students should be referred for formal identification or additional support. K-12 Referral Process The referral process is open and ongoing across all grade levels. Referrals may be submitted by:

- Parents/guardians, classroom teachers, support staff, AIG Coordinators, and students themselves

Referral requests are initiated by contacting the school's AIG Coordinator. Once a referral is submitted, the AIG team reviews the student's available data (achievement, aptitude, classroom performance, and observational evidence). If additional information is needed, assessments will be administered to help determine eligibility for gifted services or placement in talent development.

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Perquimans County Schools has established equitable pathways for AIG identification that provide students in grades K-12 with various opportunities to demonstrate aptitude, achievement, or potential. These pathways are designed to reduce barriers to identification and reflect the district's commitment to inclusive gifted education practices.

Identification Process (K–12)

AIG identification is available across the K-12 continuum and may be initiated through annual screening or ongoing referral. Identification processes vary by grade level to account for student development and access to data:

- K-3: Students may be referred based on teacher observation checklists, early diagnostic data, talent development participation, or parent input. Evidence is reviewed using the Perquimans County Schools Gifted Rubric.
- Grades 4-8: Universal screening in Grade 4 identifies students for AIG services using aptitude and achievement assessments, supported by multiple data sources, including report cards, EOG tests, and classroom performance.
- Grades 9-12: Identification continues through annual data review (EOG, EOC, PSAT, ACT), teacher referrals, and new evidence from advanced coursework. Students can still be considered for AIG services based on updated learner profiles.

Pathways for Identification

Perquimans County Schools uses two main pathways for gifted identification:

- Pathway #1 (Quantitative Only):
 - Students scoring at the 98th percentile or higher on a nationally normed aptitude or achievement test qualify for gifted identification.
- Pathway #2 (Multiple Criteria):
 - Students scoring at the 93rd percentile or higher on aptitude or achievement tests may qualify if they also achieve a score of 9 or above on the Perquimans County Schools Gifted Rubric, which considers:
 - Classroom performance and report card grades
 - Above-grade-level diagnostic data
 - Performance in the top 10% of their grade level subgroup
 - Teacher inventory and observational checklist
 - Interest portfolios and evidence of talent in extracurricular areas

These pathways are designed so that no single criterion excludes a student, and any superior performance may trigger identification. Identification Categories and Criteria Students may be identified under the following areas: • AR (Academically Gifted in Reading): Meets criteria in Pathway 1 or 2 using reading-specific data. • AM (Academically Gifted in Math): Meets criteria in Pathway 1 or 2 using math-specific data. • AG (Academically Gifted in Both): Meets reading and math criteria in Pathway 1 and/or 2. • IG (Intellectually Gifted): Scores at or above 98th percentile on an aptitude test (nonverbal or composite). • AI (Academically & Intellectually Gifted): Meets criteria for both IG and either AR/AM/AG. Equitable and Collaborative Practices Perquimans County Schools is committed to equitable identification by: • Using local norms and subgroup performance comparisons to ensure inclusion of underrepresented populations. • Considering non-traditional measures such as portfolios and interest inventories. • Collaborating with Exceptional Children and ML/ELL staff to ensure fair evaluation of twice-exceptional students and multilingual learners. • Promoting communication between AIG and other staff within the MTSS framework, including counselors, EC teachers, social workers, and psychologists, to better understand each student's strengths and needs. Students who do not meet formal AIG criteria but demonstrate potential are placed in talent development groups, where they receive ongoing enrichment and data is collected to build a learner profile that may lead to future identification.	
Click here to remove the table and use only the narrative field.	
* Practice C Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional.	
District Demographics: Perquimans County Schools serves approximately 1,700 students. The student population includes: • 67% White • 21% Black • 0.5% Hispanic • 15% Students with Disabilities AIG Demographics: Approximately 8% of the student population is AIG-identified. The percent of student population identified includes: • 13% White • 1% Black	

- 8% Hispanic
- 7% Two or More races
- 3% Students with Disabilities

These numbers highlight a gap in representation, particularly among our Black students.

Intentional Processes to Address Underrepresentation:

Process #1 – Pathways to Identification

Perquimans County Schools uses both quantitative and qualitative data sources to identify AIG students, including aptitude and achievement tests, report card data, and a rubric that values classroom performance, teacher input, and student interests. This flexibility allows us to capture strengths that may be overlooked through standardized testing alone, increasing access for historically underrepresented students.

Process #2 – Talent Development for Early Learners and Subgroup Representation

All students in K–3 who score at least one grade level above on a universal screener (e.g., iReady) will be considered for talent development opportunities. In addition, the top 10% of each subgroup will be considered for participation in talent development programming. This approach provides early enrichment, builds student confidence, and helps identify potential over time.

Process #3 – Expanded Screening at All Grade Levels

Perquimans County Schools conducts universal aptitude screening in 4th grade (e.g., CogAT) and annual achievement data reviews (Grades 4–12) to evaluate all students for gifted potential. This ensures ongoing access to screening, regardless of when a student's strengths emerge.

Collaboration and Equity Efforts: Perquimans County Schools collaborates with EC and ML/ELL departments to review assessment practices and ensure tools used are accessible and appropriate. Additionally, AIG Coordinators participate in MTSS teaming structures to analyze data and provide professional learning on equitable identification strategies. This helps ensure that gifted identification is viewed through a holistic lens that recognizes students' diverse profiles.

Perquimans County Schools remains committed to continuously reviewing identification data and adjusting procedures to reflect equity and opportunity for all students.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	17.35%
Male	---	---	---	---	---	---	15.22%
Total	---	<5%	10.99%	---	---	---	16.26%

Percent of Total AIG Students Identified as Dual Exceptionality

* Practice D

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

The District AIG Manual provides standardized guidance on screening, referral, and identification processes and is used across all schools to ensure consistency. The District AIG Coordinator meets quarterly with school-level AIG Coordinators to review student data, monitor implementation of AIG procedures, and address any discrepancies in practice. Perquimans County Schools maintains a monitoring timeline aligned to key assessment windows and deadlines: • September – Review BOG and BOY data to revise talent development groups; provide “AIG 101” professional development to staff; share screening and referral protocols. • October/November – Administer and analyze CogAT for 4th grade; identify students for additional screening or AIG identification. • November – Submit Fall AIG Headcount to NCDPI. • December – Ensure all DEPs are completed and on file. • January – Use EOC and MOY data to revise talent development groups and consider new referrals. • April – Submit Spring AIG Headcount; complete DEPs for newly identified students. • June – Review EOG, EOC, and EOY data to update talent development rosters and prepare for next year’s referrals. To ensure fidelity of implementation, the District AIG Coordinator conducts an annual audit of school AIG records, reviewing student documentation and identification files for completeness and alignment with district guidelines. Professional development is provided annually to AIG Coordinators and relevant staff to reinforce district procedures and support equity in the identification process.	* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. Perquimans County Schools shares information regarding AIG student screening, referral, and identification using multiple formats and modes to reach all stakeholders. These include: • Posting materials and the full AIG Plan on the district and school websites • Providing printed brochures available at each school and the district office • Conducting annual “AIG 101” training for teachers and school staff • Sharing AIG information at school board presentations Materials are translated based on community needs, and interpreters are available as needed for meetings with multilingual families. A standardized presentation is used each year to ensure consistent messaging across schools and audiences. This presentation is tailored for staff, families, and students and is shared both in-person and virtually when needed. In partnership with school-based MTSS teams, AIG Coordinators also provide professional development on equitable identification practices, with an emphasis on recognizing twice-exceptional and underrepresented students. The district maintains an AIG Coordinator Manual to support consistency across schools. All resources are reviewed annually for accuracy and accessibility and are available in print and digital formats.
---	---

* Practice F Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.	Evidence gathered for AIG identification is collected on the internal AIG Screening Data Collection Form, which outlines the district's identification criteria and guides the AIG team in data-based decision-making. Supporting artifacts, such as aptitude and achievement scores, teacher recommendations, and student work samples, are attached to this form. During the initial AIG meeting, this documentation is reviewed with the parent/guardian, who signs the Screening Data Collection Form to acknowledge the decision and receipt of materials. A copy of the signed form and all supporting documents is sent home with the parent/guardian. A summary of identification evidence is entered into the NC Student Information System. Documentation is retained in accordance with district records policies and reviewed during student transitions to ensure accuracy and continuity of services.
* Practice G 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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.	State and district policies mandate a Differentiated Education Plan (DEP) be maintained for every identified AIG student and reviewed annually. The AIG Coordinator is responsible for developing and updating each DEP with the support of stakeholders including the student, parents/guardians, teachers, and support staff. Each DEP reflects the services that best align with the student's current academic needs, interests, talents, and long-term goals. DEPs are updated to ensure a continuum of services is provided throughout the K–12 experience and during key school transitions. High school DEPs are aligned with students' course of study and career plans. Annual DEP review meetings are conducted with parents/guardians and relevant staff. Parents/guardians receive a copy of the updated DEP with their signature recorded as part of the documentation process. Classroom teachers are provided with the relevant components of the DEP to ensure that differentiation strategies and service options are implemented. In cases involving twice-exceptional or multilingual learners, AIG staff collaborate with EC and ML/ELL teams to align the DEP with the student's IEP or LIEP where appropriate.
* Ideas for Strengthening the Standard *Revise the Coordinators manual to reflect updated changes in the AIG plan. *Develop a Parent Handbook *Revise Professional development for teachers to strengthen understanding and support of gifted learners.	

*Create a standard AIG presentation for families and students

*Strengthen the selection of curriculum resources to align with the needs of our student population.

Planned Sources of Evidence

* Perquimans County Schools Gifted Rubric	
* AIG Referral, Screening, and Identification Forms	
* AIG Professional Development Presentations	

Documents

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

Standard 2: Comprehensive Programming within a Total School Community

Perquimans County Schools (720) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Perquimans County Schools provides a variety of services designed to meet the academic and intellectual needs of gifted learners, tailored to students' individual areas of identification in reading, math, and/or intellectual giftedness. AIG Coordinators collaborate with curriculum specialists, general and special education teachers, counselors, media coordinators, and other support staff to ensure services are implemented as outlined in each student's Differentiated Education Plan (DEP).

Services are intentionally aligned with students' specific areas of identification:

- Academically Gifted in Reading: Literacy enrichment, book clubs, advanced reading tasks.
- Academically Gifted in Math: Accelerated instruction, advanced problem-solving, participation in math competitions.
- Intellectually Gifted: Independent projects, interdisciplinary units, and creative problem-solving experiences.

K-12 Service Options Include:

- Grades K-5: Cluster grouping, flexible grouping, push-in and/or pull-out services, grade or subject acceleration.
- Grades 6-8: Push-in and/or pull-out services, grade or subject acceleration, high school credit courses (in alignment with DPI policies)
- Grades 9-12: Honors and Advanced Placement (AP) courses, NCVPS virtual courses, College and Career Promise (CCP) dual enrollment, Credit by Demonstrated Mastery (CDM), NC School of Science and Math opportunities, internships, job shadowing, and cluster grouping.

Throughout the district, certified AIG staff provide direct and indirect services to both AIG-identified students and talent development groups. Services are delivered through various formats, including differentiated coursework, enrichment opportunities, field trips, academic competitions, and counseling sessions, all designed to be engaging, rigorous, and aligned with student strengths.

In grades K-8, all schools have a dedicated block of time built into the master schedule called WIN (What I Need). During this time, AIG students and talent development groups receive targeted enrichment and extension activities.

At the high school level, students are encouraged to take greater ownership of their learning. Service options may include:

- Research and product-based learning projects

- Community service and leadership activities
- Advanced academic coursework and dual enrollment
- Virtual learning and extracurricular involvement
- Career exploration through job shadowing and internships

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

* Practice B

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

Perquimans County Schools collaborates with teachers, school counselors, administrators, the district social worker, and parents to support the social and emotional needs of AIG students across all grade levels.

Each school implements a core Social and Emotional Learning (SEL) program and follows a tiered system of support. Cluster grouping is used to foster collaboration and peer interaction among gifted learners, with trained teachers providing SEL instruction and targeted interventions.

Students in grades K-8 are screened three times annually using a universal screener to identify risk factors related to academic, social, and emotional well-being.

In grades 9–12, student needs are identified through online monitoring tools and counselor referrals from staff, parents, or students.

Identified students receive targeted support based on standardized intervention protocols. All students also have 24/7 access to crisis support through Integrated Family Services.

When developing Differentiated Education Plans (DEPs), the AIG support team incorporates SEL goals as needed. These are informed by data gathered through the district's Multi-Tiered System of Support (MTSS), which guides Tier I classroom strategies and Tier II/III interventions.

School-based MTSS teams, including AIG coordinators and counselors, regularly monitor students with SEL needs, using data from screeners and referrals to guide support.

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

* Practice C

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

Perquimans County Schools intentionally aligns its AIG program with district strategic priorities, including:

- Graduate every student to be a contributing citizen who is confident, competitive, and prepared to reach personal goals.
- Provide services that support the social, emotional, and physical needs of students in a safe, secure, and innovative learning environment.

• Ensure equitable access to a challenging curriculum and engaging instruction. To support these priorities, the AIG program is embedded within the district's Multi-Tiered System of Support (MTSS) framework. AIG Coordinators serve on the district MTSS Implementation Team to ensure the academic and social-emotional needs of gifted students are represented and advocated for consistently. Resource Allocation: The district allocates funding for: • Professional development and AIG certification • Enrichment opportunities and field experiences • Screening materials and curriculum resources for gifted learners • Advanced course offerings (e.g., AP, dual enrollment) • One-to-one technology for continuous access to digital learning • Safe and secure learning environments, supported by district social workers and psychologists Policy and Practice Integration: The AIG Committee meets regularly to review implementation strategies and ensure alignment with district goals. AIG Coordinators also collaborate with school staff to support differentiation and service delivery based on individual student needs. Additionally, the district reviews relevant board policies and school improvement plans to ensure that the needs of AIG learners are reflected in both policy and daily practice.	* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. Perquimans County Schools supports student growth through intentional and flexible grouping practices. At the beginning of the school year, the AIG Coordinator provides the Principal and School Counselor with a list of identified AIG students to ensure these students are placed in classrooms with teachers who are certified or have expertise in gifted education. This list serves as a tool to support thoughtful placement and the development of individualized service options for gifted learners. Throughout the year, flexible grouping practices are employed to address the diverse needs of AIG students. These practices may include small group meetings with AIG Coordinators, flexible skills/ability/interest-based clustering, project-based learning groups, and opportunities for students to collaborate on academic or leadership projects. Grouping is continuously assessed and adjusted based on formative assessments, student interests, readiness, and academic performance. AIG 101 professional development is provided annually to equip teachers with the necessary strategies for effective grouping and differentiation for gifted learners. This training, along with ongoing support in instructional strategies, ensures that teachers are prepared to implement flexible grouping practices. School data, including achievement and growth metrics, are regularly reviewed by AIG Coordinators, Principals, and teachers. This collaborative review helps adjust groupings and ensures that students are consistently placed in environments that promote academic growth. Schedules for elementary and middle school include WIN, time allowing AIG students to meet with their peers based on shared abilities, interests, and readiness. At the secondary level, the district offers advanced courses such as AP, CCP, and honors courses, with flexibility in course selection based on students' interests and future aspirations. These offerings align with the district's goals to provide challenging, customized pathways for AIG students.
* Practice E Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted	

education, and the local AIG program and plan.

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

- Provide ongoing Professional Development on best practices for gifted learners in PLCs
- Provide individualized support for teachers who have identified students enrolled in their class
- Disseminate AIG information to families and the public on the district web page, as well as providing handouts and brochures during parent nights
- Offer AIG Certification to interested teaching staff
- Conduct annual AIG 101 professional development for all instructional staff

The District AIG Director and AIG Coordinators are responsible for communicating and sharing information about services and procedures. Information is shared through the AIG district website, individual schools' weekly updates, and family events. The board-approved AIG plan is posted on the district website for review.

Ongoing AIG committee meetings and district AIG meetings will take place as needed. Beginning teachers receive an AIG orientation during Teacher Talk sessions. AIG brochures are available to all staff members. AIG information is shared during events, including family engagement nights.

*** Practice F**

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

Perquimans County Schools prioritizes communication across grade levels and schools to ensure a smooth and effective continuation of AIG services throughout K-12.

The district AIG team holds regular meetings to address:

- AIG Plan implementation and updates
- Service delivery options and vertical alignment
- Professional development needs and resources
- Budget and AIG Headcount
- Review of DPI updates and local practices

At the school level, AIG Coordinators lead collaborative meetings with teachers to:

- Review Differentiated Education Plans (DEPs) and instructional supports
- Provide instructional resources and enrichment strategies
- Monitor service implementation aligned with the AIG Plan

To support effective transitions:

- DEPs are entered into the Student Information System, and printed copies are maintained at the school. At the end of each year, records are transferred to receiving schools to support the continuity of services and DEP updates.
- AIG Coordinators provide teachers with a list of identified students at the start of each school year and review DEPs with them to ensure appropriate differentiation and implementation.

• AIG 101 professional development is required annually for all instructional staff to reinforce awareness of services, expectations, and strategies. • AIG Coordinators collaborate across school sites to ensure alignment and facilitate vertical transitions, especially between key grade spans (elementary to middle, middle to high). • Receiving teachers and counselors are included in transition conversations to ensure continuity in student services and goal-setting. When a student transfers into the district, school-based teams review existing AIG records, assessment data, and service documentation from the previous district. This information is used to continue services in alignment with Perquimans County's AIG Plan.	* Practice G Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration. Perquimans County Schools offers numerous service options in the area of acceleration when a body of evidence indicates the need. Examples may include: • Early entrance to Kindergarten ◦ As governed by North Carolina State Board of Education policy, the opportunity for acceleration may begin with early entrance to kindergarten. The Principal at Perquimans Central School, counselor, school psychologist and District AIG Director oversee this process. • Subject and/or Grade Acceleration ◦ Students in elementary and middle schools are currently offered subject and/or grade acceleration on a case-by-case basis through the action of the individual school's AIG team. Whole Grade Acceleration for elementary, middle, and high school levels is another acceleration option. To accelerate a grade level, students may be required to take additional achievement and/or aptitude tests to determine readiness. The scale totals will be used to determine placement along with the recommendation from the AIG Committee. Subject Acceleration for elementary, middle, and high school levels may use aptitude/achievement and all student profile data for consideration. • Credit by Demonstrated Mastery ◦ Additional acceleration options for older students may include Credit By Demonstrated Mastery (CDM). Perquimans County Schools follows the state guidelines, as outlined in state policy: State Board of Education Policy SBE GCS-M001, 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 in which they must demonstrate a deep understanding of the content using an artifact/product. • Dual Enrollment through CCP ◦ Students interested in the Career & College Promise program discuss these options with their school counselor. CCP is only available to 11th & 12th grade students with a 3.0 or higher GPA. 9th & 10th grade students may be eligible for the CCP program if they have a 3.0 or higher GPA and are classified as AIG in both reading and math. Students must pass the COA placement test(s) in order to participate in this program prior to 11th grade. • Compacted Content ◦ Compacted content is utilized at all levels of instruction on a case-by-case basis for students who have mastered the material, allowing for replacement with more challenging or enriching activities. Pre-assessments and formative data will be used to identify student needs for compacted content. • High School Courses in Middle School ◦ Students entering 8th grade can be placed in English I if they scored at a level 4 or higher (85% or higher) on the 7th grade Reading EOG, earned a final grade of an A in 7th grade ELA and have a recommendation from a 7th grade teacher. Parents/guardians may also request a waiver from the principal for a change in course placement.
--	---

- Students entering 8th grade can be placed in Earth and Environmental Science if they earned a final grade of at least an A in 7th grade Science, earned a final grade of an A in 7th grade Math or ELA, and have a recommendation from a 7th grade teacher. Parents/guardians may also request a waiver from the principal for a change in course placement. - Students entering 8th grade can be placed in Math I if they scored at a level 5 on the 7th grade Math EOG, earned a final grade of an A in 7th grade Math and have a recommendation from a 7th grade teacher. Parents/guardians may also request a waiver from the principal for a change in course placement. - Advanced Math Option - Advanced Math opportunities are offered in compliance with state policies. Middle school students are given the opportunity to take certain high school classes if they meet criteria specified by the school regarding EOG performance, EVAAS projections, and student performance. Dual enrollment opportunities in college-level courses are also available as a means of acceleration.	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. Perquimans County Schools is committed to nurturing the academic, intellectual, and social-emotional needs of young (K–3) students who demonstrate outstanding potential and/or advanced achievement. The district intentionally cultivates early talent through purposeful programming and collaboration across teams. To support young learners, the district allocates funding for initiatives that include: - Talent development enrichment groups - Flexible grouping within and across classrooms - Cluster grouping for advanced learners - Differentiation within the core classroom - Extension and exploration through STEM-based curriculum and problem-solving tasks Students demonstrating mastery of skills and content at an accelerated pace, as determined by multiple assessment measures (e.g., classroom performance, universal screeners, teacher observation), are provided access to enriched learning experiences. These include differentiated instruction in the core setting as well as opportunities during the district’s dedicated WIN (What I Need) time. Instructional strategies and resources used in enrichment settings foster critical thinking, creativity, and communication. These include the use of high-interest texts, STEM investigations, and project-based learning to deepen content understanding and spark curiosity. Collaboration among classroom teachers, AIG coordinators, and MTSS teams is an integral part of the process. These teams regularly meet to: - Analyze student data to identify emerging potential - Create intentional learning experiences that highlight student strengths - Develop and monitor plans for enrichment and talent development Through this collaborative and responsive approach, Perquimans County Schools ensures that all K–3 students—including those whose strengths may not be immediately apparent—are provided equitable opportunities to grow and thrive academically and intellectually.
---	---

* Practice I Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.	All students in Perquimans County Schools are eligible for nomination for gifted services. • All students in grades 4 -12 are screened yearly using EOG/EOC scores to implement talent development opportunities/programming. • Each school has an AIG team that determines student placement and enrichment based on student needs. • Flexible grouping within the classroom for differentiated instruction consists of students across all ethnic and socioeconomic groups. • Includes all AIG and Talent Development students in club and competition opportunities. • Students who do not meet identification criteria but display advanced skills and abilities have the opportunity to join Talent Development groups to receive extension and enrichment. • Rubrics and work samples, as well as anecdotal and empirical evidence which supports the evidence of gifted traits and characteristics, can be used as part of a complete student profile. To ensure traditionally under-represented populations have equitable opportunities and service options, extracurricular activities, competitions, clubs, field trips and after school programs are designed to include a diverse student group. Professional development is provided to teachers to assist with recognizing gifted traits for traditionally under-represented populations. Perquimans County Schools is committed to ensuring equitable access to advanced learning opportunities across grades 4–12. All students in grades 4–12 are screened annually using EOG/EOC scores, classroom performance, and teacher recommendations to identify students for talent development services. All students are eligible for nomination for gifted services. Rubrics, work samples, and anecdotal observations are used to build comprehensive student profiles, particularly for students from traditionally underrepresented groups. Each school has an AIG team that reviews data and determines placement into AIG services or Talent Development opportunities based on identified needs and potential. These teams may include classroom teachers, counselors, and AIG Coordinators, and they collaborate to ensure that students demonstrating advanced skills—regardless of formal identification—have access to differentiated instruction and enrichment. Talent Development groups are formed for students who demonstrate potential but do not yet meet identification criteria, and services are designed to strengthen academic, critical thinking, and leadership skills. Flexible grouping practices within classrooms support differentiated instruction and include students from diverse backgrounds. Additionally, club and competition opportunities intentionally include both AIG-identified and Talent Development students to provide access to advanced learning experiences and leadership development. Perquimans County Schools is also committed to shifting mindsets around giftedness. Professional development is provided to teachers and staff on recognizing gifted traits, especially in culturally and linguistically diverse learners, economically disadvantaged students, and students with exceptionalities. These trainings aim to broaden understanding and address opportunity gaps. The district is currently developing additional talent development and frontloading experiences, such as enrichment programming during WIN time and opportunities to support transitions between elementary, middle, and high school.
* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.	

Perquimans County Schools provides gifted learners with opportunities to extend their interests and strengths through extracurricular activities that promote critical thinking, creativity, and advanced problem-solving skills. These activities are designed to challenge students beyond the standard curriculum and allow for personalized learning experiences. • Internships/Job Shadowing/Mentoring ◦ Provide real-world applications of academic knowledge, leadership development, and career exploration. • Academic Competitions ◦ Encourage intellectual rigor, strategic thinking, and problem-solving through high-level challenges. • Field Trips & Cultural Arts Experiences ◦ Expose students to diverse perspectives, historical contexts, and creative expressions that enhance critical analysis and cultural awareness. • CTE/Exploratory Courses ◦ Allow students to develop technical skills, explore innovative problem-solving, and apply learning to practical scenarios. • Independent Studies ◦ Foster self-directed learning, research skills, and deep exploration of individual passions. • School and Community Athletics ◦ Encourages students to develop discipline, teamwork, and leadership skills through participation in school and community-based athletic programs. These experiences contribute to well-rounded development and complement academic growth. To ensure these opportunities align with students' strengths and needs, classroom teachers receive a copy of each student's DEP to guide implementation. AIG Coordinators and teachers use student interest surveys to develop activities that extend, enrich, and nurture the abilities of AIG and Talent Development students, ensuring meaningful engagement and growth.		
* Ideas for Strengthening the Standard		
*Allocate funds to employ a district-wide AIG Specialist to strengthen service delivery for gifted learners. *Revise the professional development plan to intentionally include components from the Gifted Education PLC for AIG certification to support a deeper understanding of gifted learners and their needs.		
Planned Sources of Evidence		
*	Student achievement and growth data	
*	Professional development presentations	
*	Differentiated Education Plans	
Type		Documents
		Document Template
		Document/Link

Standard 3: Differentiated Curriculum and Instruction	
Perquimans County Schools (720) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 3: Differentiated Curriculum and Instruction	<i>The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.</i>
* 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies. Perquimans County Schools adapts the NC Standard Course of Study (SCOS) K-12 to meet the needs of advanced learners by implementing a variety of differentiation strategies in language arts, mathematics, and other content areas. Instruction is tailored to challenge gifted students through: • Enrichment ◦ Expanding core content with deeper exploration of topics, project-based learning, and interdisciplinary connections to foster critical and creative thinking. • Extension ◦ Providing opportunities for students to apply learning in complex, real-world contexts, such as research projects, problem-based learning, and independent investigations. • Acceleration ◦ Adjusting the pace of instruction to match student readiness, including subject or grade-level acceleration, compacting curriculum, and early access to advanced coursework. Classroom teachers, AIG teachers, and AIG Coordinators collaborate to ensure curriculum modifications align with students' DEPs. Ongoing assessment and student interest surveys guide instructional adjustments to optimize engagement and academic growth. Schools have structured schedules to ensure gifted learners receive dedicated services. Each school provides a designated block of time: WIN (What I Need) for grades K-8 and SAIL (Succeed, Advance, Impact, Learn) for grades 9-12 to offer additional enrichment and targeted support for AIG students and Talent Development groups.	
* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. Perquimans County Schools prioritizes aligning instructional strategies with the unique needs and interests of gifted learners. Through the use of interest inventories and learning profiles, educators identify student strengths and preferences, ensuring that instruction is engaging and appropriately challenging. AIG Coordinators collaborate with classroom teachers to implement research-based strategies that support advanced learning. Differentiation occurs through small-group instruction and project-based learning, allowing students to explore concepts in greater depth. Independent study opportunities, internships, academic enrichment, and extracurricular offerings provide additional avenues for intellectual growth beyond the classroom. To foster continuous academic progress, progress monitoring is used to assess student development and adjust instruction accordingly. Students may be placed in accelerated coursework, advanced reading/math groups, or with teachers who have expertise in gifted education to ensure their instructional needs are met.	

Opportunities for content acceleration, cluster grouping, and Credit by Demonstrated Mastery further support personalized pathways for learning. By leveraging a variety of instructional approaches, including higher-order thinking projects, field trips, and academic competitions, Perquimans County Schools ensures that AIG students receive a challenging, engaging, and responsive education. Educators are encouraged to utilize district-provided resources and NCDPI AIG online materials to support high-quality instruction tailored to gifted learners.	* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. To support the holistic growth and development of advanced learners, evidence-based core instructional resources are selected and utilized to provide intellectually challenging and personalized learning experiences. These tools promote critical thinking, problem-solving, and self-directed learning, ensuring that students are both engaged and appropriately challenged. To foster individualized growth, CogAT student profiles and career inventories help align learning with students' strengths, interests, and future aspirations. Additionally, NC DPI AIG and NCAGT resources offer frameworks that guide differentiated instruction, ensuring that academic pathways support both acceleration and enrichment. Recognizing the social-emotional needs of gifted learners, Perquimans County Schools integrates SEL screening tools, a core SEL curriculum, supplemental curriculum for tiered supports, and interest/learning style inventories to better understand the whole child. This helps educators to create targeted supports that enhance student confidence, resilience, and motivation and design instruction that nurtures emotional intelligence and promotes positive relationships with peers and teachers. By integrating academic, intellectual, and social-emotional supports, Perquimans County Schools ensures that gifted students receive a comprehensive, well-rounded educational experience that fosters both achievement and personal growth.	* Practice D Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility. Perquimans County Schools intentionally cultivates future-ready skills for AIG students by integrating real-world applications, critical thinking, collaboration, and digital literacy into their educational experiences. Through academic enrichment, project-based learning, and interest-based clubs or competitions, students develop problem-solving abilities, creativity, and leadership skills that prepare them for success beyond the classroom. STEM activities, mentoring programs, and internships provide hands-on, experiential learning opportunities where students engage in inquiry-based exploration, innovation, and career-connected experiences. Advanced courses and cluster grouping ensure that students receive rigorous instruction tailored to their abilities, fostering perseverance and intellectual curiosity. Field trips and community service learning projects allow students to apply their knowledge in authentic settings, strengthening their communication, teamwork, and civic engagement skills. As a 1:1 district, Perquimans County Schools equips all K-12 students with digital devices, enhancing technological fluency and digital collaboration. The district's Digital Coach provides professional development and coaching for teachers, ensuring that instructional practices effectively incorporate technology to support critical thinking, adaptability, and problem-solving.
--	--	---

To further prepare students for college and career pathways, online courses such as dual enrollment through CCP offer advanced learning opportunities that promote self-directed learning, time management, and academic independence. These courses allow students to engage with higher-level content and real-world applications, ensuring they graduate with the skills necessary for success in an evolving global workforce.
* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. Assessment data is collected, disaggregated, and analyzed regularly to inform instructional decisions. Teachers use this data to adjust pacing, modify content complexity, and implement targeted interventions or enrichment opportunities within the classroom. Small group instruction and individualized learning pathways are implemented to ensure all students receive appropriately challenging and engaging instruction. To differentiate classroom curriculum and instruction, Perquimans County Schools utilizes ongoing formative and summative assessments to identify student strengths, monitor progress, and tailor instruction to individual learning needs. Assessments include: • Achievement Tests (i.e., EOG/EOC) • EVAAS • DIBELS 8 • Diagnostic Assessments (i.e., iReady, IXL, HMH) • NC ELI • School-Level Assessments (i.e., teacher-made assessments, pre-tests) • Aptitude Tests (i.e., CogAT) • Pre-ACT/ACT
* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Perquimans County Schools fosters collaboration among instructional personnel to implement differentiated curriculum and instruction that meets the diverse needs of gifted learners. This is achieved through: • AIG Professional Development facilitated by AIG Coordinators to ensure teachers are equipped with strategies to support gifted students. • Guest speakers and external professional development opportunities to provide teachers with up-to-date practices and resources for personalized learning. • Seeking grant opportunities to further enhance professional development aimed at personalizing learning for all students. • Ongoing collaboration between AIG Coordinators, classroom teachers, and support staff, ensuring consistent communication and planning for differentiation. • Participation in PLCs where educators discuss best practices for differentiating instruction and share strategies for meeting the needs of gifted learners. • Support from media coordinators to integrate resources and technology that enrich instruction for advanced students. The district's strategic plan prioritizes personalized learning, and leadership ensures its implementation by closely monitoring the use of differentiated instructional practices within school frameworks. Teachers are expected to provide a differentiated core curriculum, utilizing learning management systems and one-to-one technology to tailor content to individual learning needs.

Instructional staff are provided with collaborative planning time to discuss and evaluate the effectiveness of differentiation strategies, plan new approaches, and problem-solve challenges in meeting the needs of gifted learners. AIG Coordinators advocate for differentiated instruction during PLC, MTSS, and content team meetings, ensuring that the needs of gifted students are addressed within the broader instructional framework. The MTSS framework provides additional support, particularly for gifted students who are identified as twice exceptional, ensuring that they receive appropriate services for both their academic and social-emotional needs.

*** Ideas for Strengthening the Standard**

Strengthen durable skill opportunities with student reflection and goal-setting.

Planned Sources of Evidence

* Class rosters showing an enrollment of AIG students in Accelerated, Honors, AP courses, and CCP courses	
* AIG student achievement per school data presentation, including CCR proficiency and EVAAS growth.	
* WIN Group schedule and lesson plans	
* Professional Development presentations/Meeting Agendas	

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

Standard 4: Personnel and Professional Development	
Perquimans County Schools (720) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	<i>The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.</i> * Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. Perquimans County Schools employs an AIG-licensed District AIG Coordinator who collaborates with AIG Coordinators to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. Essential Duties and Responsibilities of the District AIG Coordinator: • Functions as a liaison between the school system and the North Carolina Department of Public Instruction Department of Academically or Intellectually Gifted Instruction • Manages state funding allotted to the district and divides funds to each of the district's schools • Oversees the development of AIG protocols, guidelines, and procedures • Manages, directs, and administers the AIG program including the development of budgets and evaluation of the program. • Attends professional development to remain current on research-based practices to support school level implementation of state funded AIG programs • Is familiar with laws related to the state's legislation of gifted education • Provides leadership and guidance to district personnel working with gifted students • Oversees the administration of gifted testing and identification • Communicates with schools, outside agencies, and other stakeholders with regards to AIG program policies, procedures, and concerns • Conducts research, collects data, and rewrites the district AIG plan every three years as required by state law • Participates in district MTSS meetings to advocate for AIG students • Facilitates district AIG meetings • Performs other duties as assigned by the Superintendent
* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan. Perquimans County Schools employs AIG-licensed Coordinators/Specialists who collaborate with the District AIG Coordinator and teachers to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. Essential Duties and Responsibilities of K-12 AIG Coordinators/Specialists: • Collaborate with school-level staff to implement and monitor the local AIG program and plan • Provide professional development opportunities • Monitor AIG records at the school level • Report AIG headcount	

• Partner with students, families, community members, and other stakeholders to provide additional resources and opportunities to enhance learning for gifted students • Coordinate AIG screening and identification at the school level • Advocate for all gifted students • Serve on District MTSS Implementation Team
* Practice C Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators. Perquimans County Schools provides ongoing professional development based on student and staff needs. All instructional staff, administrators, and student services personnel participate in the following professional development sessions annually. • AIG 101 - This training includes an overview of the AIG program and plan for Perquimans County Schools. • Characteristics of Gifted Students - This session focuses on characteristics of giftedness. • Social-Emotional Needs of Gifted Students - This session focuses on supporting the social-emotional needs of gifted students. • Instruction of Gifted Students - This session focuses on best practices in instructional delivery for gifted learners. In addition, targeted professional development is provided in PLCs as determined by needs assessment surveys. The district encourages teachers to obtain add-on AIG licensure through coursework and Praxis.
* Practice D Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position. Principals and counselors are provided a list of current AIG-certified teachers by the district. They are encouraged to place AIG students with AIG-certified teachers or teachers that have a proven record of success with gifted learners (i.e., meeting or exceeding growth in EVAAS with AIG learners, high growth with gifted learners in core curriculum assessments, etc.). Students are also placed in cluster groups in classrooms when appropriate. AIG Coordinators ensure support is provided to classroom teachers as needed.
* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Perquimans County Schools encourages staff to obtain AIG licensure through coursework offerings. Funding in the AIG budget is prioritized to make this possible. Other funding sources are considered as appropriate to meet growing needs. The district provides professional development to support staff in earning AIG licensure through the Praxis. Our District Strategic Plan has a goal to “recruit, retain, and support effective and diverse teachers.” The HR department is intentionally incorporating strategies to recruit more diverse teachers, such as attending career fairs at HBCUs and involving teachers of color in recruitment opportunities. Candidates are screened, with preference given to those with additional licensure, including AIG certification. During the interview process, questions are included regarding meeting the needs of gifted and advanced learners.
* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

Perquimans County Schools offers annual professional development focused on gifted education, aligned with teacher and student needs. One key professional learning opportunity centers on the Characteristics of Gifted Students, specifically addressing the following mindsets and practices: • Recognizing gifted potential beyond traditional academic achievement. • Identifying gifted traits in underrepresented populations (multilingual learners, twice-exceptional, etc). • Using nontraditional identification measures (performance tasks, observational scales, teacher recommendations). • How implicit bias affects referrals and placement. Beyond identification, professional learning opportunities include strategies for differentiating instruction, creating culturally responsive learning environments, and supporting the social-emotional needs of gifted learners. We have revised our identification process to address underrepresented populations and the District AIG team analyzes student outcome data to identify areas for improvement in gifted services.	* Practice G Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning. The District and School-Level AIG Coordinators serve on the District MTSS Implementation Team. In addition, they lead professional development. This provides opportunities to align the goals of the AIG program with other district and school improvement initiatives. Perquimans County Schools implements professional development that addresses best practices in gifted education. AIG training is embedded in PLCs, professional development days, and/or staff meetings based on needs assessments. AIG-certified teachers are encouraged to share best practices through teacher-led PD sessions. Following professional development, walkthroughs document the implementation of AIG best practices and provide teachers with timely feedback.	* Ideas for Strengthening the Standard *Prioritize AIG funding to ensure adequate staffing to support the needs of AIG students. *Develop a comprehensive plan that includes schedules for professional development, program requirements, and communications.	Planned Sources of Evidence <table><tr><td>* District strategic plan</td><td></td></tr><tr><td>* Professional development agendas and presentations</td><td></td></tr></table>	* District strategic plan		* Professional development agendas and presentations	
* District strategic plan							
* Professional development agendas and presentations							

* AIG Certified staff list

Type	Documents	Document Template	Document/Link
------	-----------	-------------------	---------------

AIG Standard 4 Additional Resources		N/A	
-------------------------------------	--	-----	--

Standard 5: Partnerships	
Perquimans County Schools (720) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.	Perquimans County Schools communicates with parents, families, and the community through the district AIG webpage, newsletters, and School Messenger calls. Two-way communication is facilitated through family nights, advisory board meetings, DEP meetings, transition nights, surveys, and school-based events. Parents are encouraged to share feedback and concerns directly with the District and/or School-Level AIG Coordinators. Perquimans County Schools intentionally develops collaborative relationships between students, parents/guardians, teachers, and AIG Coordinators to ensure student service options are appropriate and responsive. DEP teams include parent input when determining differentiated services, and these conversations address both academic goals and social-emotional well-being. For example, plans may include independent study opportunities, peer mentorships, or SEL supports tailored to gifted learners. In addition to participating in district advisory board meetings, parents may volunteer to assist with clubs, competitions, and enrichment events that align with student interests and talents. Parents are also invited to share professional or personal expertise during school-based enrichment events. Perquimans County Schools actively works to include all families, including multilingual families, by providing translation services and accessible materials. Efforts are made to connect with diverse family networks to ensure broad representation in planning and support. These two-way partnerships help ensure that AIG services reflect the needs, voices, and strengths of the community.
* Practice B Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.	Perquimans County Schools partners with community organizations and institutions of higher education to enhance and support the AIG program and services. These partnerships provide a range of opportunities for enrichment, extension, and acceleration for students. Perquimans County Schools partners with College of the Albemarle and North Carolina School of Science and Mathematics to offer acceleration opportunities through dual enrollment, early college experiences, and online advanced coursework. Elizabeth City State University and East Carolina University provide opportunities through campus visits, academic programming, and summer institutes.

Participation in local, regional, and state academic competitions support enrichment by encouraging critical thinking, collaboration, and creative problem-solving. Partnerships with community organizations provide extension experiences that deepen content understanding and allow students to explore interest-based pathways. Perquimans County Schools partners with local businesses to provide students with job-shadowing and internship opportunities, helping them apply academic knowledge to real-world career pathways. These experiences also foster real-world learning aligned with student interests and talents. To support teacher growth and strengthen AIG services, staff are invited to attend professional development opportunities outside of the district's required AIG training. The District AIG Coordinator shares relevant resources and training materials with school-level teams to build capacity for differentiation and gifted instruction.	* Practice C Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff. Perquimans County Schools maintains a diverse AIG Advisory Board that actively assists with the development, implementation, monitoring, and revision of the AIG program and Local AIG Plan. The Advisory Board includes AIG-certified staff, classroom teachers, school support staff, parents/guardians, students, and community members. Perquimans County Schools makes efforts to include families from varied socioeconomic, racial/ethnic, and linguistic backgrounds. Stakeholders are recruited through school nominations, direct outreach, and district-wide invitations. The Advisory Board meets at least twice a year to review AIG student service data, program evaluations, and stakeholder feedback (gathered through surveys and community meetings). The Advisory Board helps shape revisions to the Local AIG Plan and makes ongoing recommendations to improve service delivery, identification practices, and professional development priorities.	* Practice D Informs all students, parents/guardians, and the community of the following: ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities Communication is ongoing and responds to the diverse language and other needs of the community. Perquimans County Schools will share the AIG plan, program services, policies, and opportunities available to AIG students to parents/guardians, and community stakeholders through a variety of ways: • Parent meetings and conferences • Presentations at family nights • AIG website • Newsletters • Brochures • School Messenger Calls
---	---	--

- Local news media - A printed copy of the plan can be requested at all schools and the Central Office District and School-Level AIG Coordinators meet with principals, directors and student services to disseminate information, share goals, plans and procedures. AIG Coordinators meet with staff members at their school site at the beginning of the school year and in PLCs to share AIG information, best practices, and to address concerns and issues. Virtual and/or face-to-face meetings serve as a valuable method to discuss the AIG program and services. AIG Information is available during school-based events such as Open House, Science Night, CTE Night, Family Night, Transition Night, etc. The District AIG Coordinator shares updates with school-level AIG Coordinators as needed through emails, phone calls, Google Docs, etc. Once approved by the Perquimans County Schools Board of Education, the AIG Plan is placed on the district's website. Such information is translated into the native language of families as needed.		
* Ideas for Strengthening the Standard		
*Recruit more diverse stakeholder groups into our AIG Advisory Council		
*Translating and adapting our publications to better serve our diverse community.		
Planned Sources of Evidence		
*	District and School webpages	
*	Meeting agendas/minutes	
*	Social Media posts	
Type	Documents	Document/Link
AIG Standard 5 Additional Resources	Document Template	N/A

Standard 6: Program Accountability	
Perquimans County Schools (720) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	
<i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>	
* 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}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment. Perquimans County Schools develops a comprehensive Local AIG Plan in accordance with NC legislation and policy. An AIG Plan Writing Committee—comprised of AIG certified teachers, general education staff, school support staff, administrators, parents/guardians, and community members—convenes every three years to review and revise the AIG Plan. This process is grounded in a comprehensive evaluation of the current program using multiple data points such as surveys, focus groups, and advisory board discussions. Additionally, data from student performance, service enrollment, staff certification records, and implementation reviews are analyzed to identify trends and opportunities for program growth. Team member(s) attend regional DPI sessions to align with updated guidance and statewide expectations. A formal evaluation process takes place in the final year of each plan cycle, with ongoing review in interim years. The committee drafts revisions during the winter months, seeks stakeholder feedback in the spring, and presents the updated plan to the Board of Education for approval. The final plan is submitted to DPI/SBE in accordance with state timelines and legislative requirements. Perquimans County Schools maintains a district-level record of AIG-certified personnel, which is monitored by the AIG Director and shared with school-based leadership to support professional development planning, service assignments, and strategic staffing for gifted learners.	
* 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. Perquimans County Schools monitors the implementation of the Local AIG Plan through a structured and ongoing process that includes multiple forms of feedback and documentation. The District AIG Coordinator leads quarterly meetings with the district AIG Leadership Team to review progress and address areas for improvement. Implementation fidelity is supported through annual stakeholder surveys, meetings with school staff and families, and classroom walkthroughs focused on differentiated instruction, student grouping, and evidence of gifted service delivery. AIG student records are audited for compliance with identification and service protocols. Roles are clearly defined to ensure effective program monitoring. The District AIG Coordinator manages district-wide implementation and oversees staff training. School principals support classroom observations and ensure service delivery. District leadership reviews student achievement data and program effectiveness to ensure high-level oversight through quarterly school-level data conferences.	

Annual updates are shared with the AIG Advisory Board and the Board of Education. Mid-cycle revisions to the AIG Plan are considered based on shifts in legislation, local needs, or stakeholder feedback. These updates are communicated through district meetings, public board sessions, and online platforms.	* Practice C Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy. The District AIG Coordinator, in collaboration with the district AIG Leadership Team and Finance Officer, reviews the AIG budget and ensures that state AIG funds are being used to support the AIG program. A yearly AIG Budget is planned and prepared by the District AIG Coordinator 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 are used to meet the needs of AIG expenditures aligned with the AIG Plan. Principals and the District AIG Coordinator are responsible for approving AIG expenses. Prior approval and purchase order forms are required to be submitted to the District AIG Coordinator. The Finance Officer presents a monthly AIG expenditure report to the District AIG Coordinator and Superintendent. This information is also shared with Board of Education members. The District AIG Coordinator provides continual advocacy for AIG students and teachers, and takes advantage of blended funding whenever possible, so that other funding sources can be used to strengthen the program.
* Practice D Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence. Perquimans County Schools has developed a system to monitor and analyze multiple sources of student data to evaluate the effectiveness of services provided to AIG learners. This system includes quarterly data reviews led by the District AIG Leadership Team, with participation from each school. Data sources include EVAAS growth reports, EOG/EOC scores, attendance, behavior, CDM outcomes, AP exam performance, dual enrollment data, and internships/mentorships. Perquimans County Schools monitors attendance and grades to support at-risk students and prevent dropouts. District staff reviews dropout data for AIG students and consult with families when students exit early to identify contributing factors. This information helps shape dropout prevention strategies within the MTSS framework. Data is disaggregated by race, gender, and program service area to identify patterns over time and inform district mindsets, policies, and practices. School administrators and school-level AIG Coordinators share student data with district leadership teams to address performance trends, equity gaps, and risk factors. Service delivery decisions are data-driven to ensure that AIG programming is dynamic, responsive, and equitable across the district. Data and program effectiveness updates are shared annually with the AIG Advisory Team and the local Board of Education.	* Practice E Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education. Perquimans County Schools has a district-wide system for tracking AIG data, which includes monitoring referrals, identification, services, and retention. AIG School Coordinators update this data quarterly in collaboration with the district AIG Coordinator to identify trends across schools.

Annual academic screenings for K-12 students and universal aptitude testing in 4th grade help identify the top 20% of students overall and the top 10% from each subgroup for further evaluation or Talent Development opportunities. This process ensures equitable access to AIG programming regardless of demographic factors. Disaggregated data is analyzed biannually to monitor trends in representation by race, socioeconomic status, language background, and disability status. The AIG Coordinators use this analysis to assess disproportionality in the referral, identification, and retention processes. Findings are shared with school and district MTSS teams to guide service adjustments. It is a policy that Perquimans County Schools does not exit students from the AIG program, however if a parent/student requests exit from the program, the request is honored. Retention of AIG students is reviewed annually. If students exit the program, school-based AIG teams evaluate the cause and adjust services as needed to support continued academic challenge. Participation data in Honors, AP, Dual Enrollment, and advanced coursework is also tracked to monitor equitable access to high-level learning opportunities. AIG Coordinators and MTSS teams collaborate regularly to review student performance and behavioral data, and ensure underrepresented students are considered for AIG services. Professional development for staff emphasizes equity and recognition of gifted potential in diverse learners.	* Practice F Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan. The Perquimans County Schools Human Resources Department maintains a record of all AIG certified personnel and their assigned site locations. This information is monitored by the District AIG Coordinator and shared with the AIG Leadership team and school-based administrators. Professional development and AIG Certification opportunities are planned using this data. This information is also used to determine appropriate placement for gifted and advanced learners.	* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement. Perquimans County Schools provides opportunities for students, parents/guardians, teachers, and stakeholders to provide feedback by means of surveys, DEP meetings, Advisory Board meetings, and other school-based family events to improve services and programs. Classroom teachers and school administrators solicit feedback to improve student service options and improvements for the AIG program and plan. Information is also gathered through PLCs, MTSS meetings, and other professional development events. Quantitative survey data is analyzed as well as informal qualitative data from walkthroughs, parent meetings, and other school meetings.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. Program evaluation and plan progress will be shared with the AIG Advisory group, district-wide leadership, school administrators, students, family and community groups through a variety of formats such as meetings, family nights, brochures, and websites. Information will be shared in the languages represented by stakeholder groups as appropriate. Successes of the AIG program will also be showcased in the local newspaper and through social media. District will adhere to FERPA rules and protect confidentiality when sharing data.	* Practice I Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements. To safeguard the rights of AIG students and parents/guardians, written policies, procedures, and practices have been developed. The 2025-2028 AIG Plan, policies and procedures are posted on the district and school website and shared with staff members during AIG 101 training. Informed consent for identification:
---	---	--	--	---

All fourth grade students are provided the opportunity to take the CogAT to identify potential students to be included in the AIG program. Parents are provided with notification of the screening process and purpose, and they are allowed to opt out of testing if so desired.

Students in all grade levels are screened annually by the AIG School-Level Coordinator using academic measures including BOG, EOG, EOC, and other diagnostic tools to determine if they meet qualifications for the AIG program. Teachers, support staff, parents, and students can also nominate individuals for consideration in the AIG program. If additional assessments are needed to determine eligibility, parental informed consent is obtained through our nomination process.

Informed consent for placement:

If a student meets the criteria for identification in the AIG program, their parents/guardians are invited to a conference to discuss screening results, placement and service options. Parents are provided a Parents' Rights Handbook prior to their child being identified. Written consent for parent permission for identification and services is obtained. The AIG team consisting of parents, regular education teachers, AIG Coordinator, and student (when appropriate) shall contribute to the writing of a DEP (Differentiated Education Plan) for Academic Reading(AR); Academic Math (AM); Academic in Both Reading and Math (AG); Intellectually Gifted (IG); or Academically and Intellectually Gifted (AG) identified student. The AIG school-level Coordinators schedule DEP meetings annually (more if needed) with parents, students, and teachers to develop service options and secondary course selections that best fit the student's needs. The parents shall be given advanced notice in order to prepare to be present and share service options ideas with the AIG Leadership team. All AIG forms, materials relating to testing, and the Parents' Rights Handbook will be translated into the students' native language(s), as needed.

Transfer procedures:

Students who transfer from other districts and were previously identified as AIG/gifted will continue to be identified as gifted in Perquimans County and receive AIG services in their area of identification/strength. Parents/guardians must submit appropriate documentation to the school data manager. Additional screening may be required to obtain adequate evidence and to determine service options. The School-level AIG Coordinator will invite parents/guardians to a conference to discuss placement and service options based on student needs following the procedures for informed consent. Students who transfer from other states or North Carolina school districts with no prior gifted (AIG) identification must be enrolled and attending Perquimans County Schools before a nomination may be submitted. The AIG nomination/referral procedures will then be followed.

Reassessment procedures:

Although all 4th Grade students are screened using the CogAT to determine potential placement in the AIG program, reassessment for students who would benefit from additional opportunities to demonstrate a need for gifted services will be offered to students pending a review of academic measures or nomination by teachers, support staff, parents, and/or students.

Procedures to resolve disagreement:

The Superintendent, District AIG Coordinator, School Principals, and School-level AIG Coordinators are responsible for ensuring plan procedures and policies are followed. Hard copies of the 2025-2028 AIG Plan can be requested at each school site to be shared with all stakeholders.

The Perquimans County Handbook on Parents' Rights explains parents' due process procedures regarding the Perquimans County Schools AIG identification and services decisions. The due process procedures include the following five steps:

Step 1. Teachers/AIG committee conference:

- A. Parent/guardian may make a request (written or oral) for a conference with the teacher/school-level AIG Coordinator to discuss concerns about the placement decision. The date the request is made should be entered into the student's folder to ensure documentation of due process.
- B. The AIG committee reviews the student's record and nomination, identification, and service delivery decisions. The committee may gather additional information about the student from parents and/or teachers. Any decisions will be noted in the student's folder.

C. AIG Committee conducts a conference within ten school days of parent/guardian request and subsequently responds to the parent/guardian in writing within ten school days following the conference. A running record of events will be kept as documentation of due process.

Step 2: Appeal to Principal /School-level AIG Coordinators or District AIG Coordinator:

A. Parent/guardian may appeal the AIG Committee decision in writing to the Principal/ School-level AIG Coordinators/District AIG Coordinator within ten school days of receiving the response.

B. Principal/School-level AIG Coordinators/District AIG Coordinator reviews the grievance and conducts a meeting with the parent/guardian within ten school days of receipt of appeal.

C. Principal/ School-level AIG Coordinators/District AIG Coordinator responds in writing to the parent/guardian concerning the outcome of the review within ten school days following the meeting.

Step 3: Appeal to Superintendent

A. Parent/guardian may appeal decision of Principal/ AIG School-level Coordinators/District AIG Coordinator within ten school days of receiving the response.

B. Superintendent reviews the grievance and conducts a meeting within ten school days of receipt of the appeal.

C. Superintendent responds in writing concerning the outcome within ten school days following the meeting to the parent/guardian, School-level AIG Coordinators/District AIG Coordinator and school principal.

Step 4: Appeal to Local School Board of Education

A. Parents may appeal to the Board of Education in writing within ten days following the written response from the Superintendent.

B. The Board shall offer a final written decision within thirty days. In the event that the local grievance procedure fails to resolve the disagreement, then the state-level grievance procedure would be implemented.

Step 5: North Carolina State Level Grievance Procedure

A. Parent/family may file a petition for a contested case hearing under Article 3 of Chapter 150B of the NC General Statutes. The scope of the review shall be limited to: i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan for gifted education has been implemented appropriately in regard to the student's needs.

B. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of NC General Statutes. As an alternative to Steps 3 or 4, a school system could elect to form either a grievance committee to hear disagreements or employ an impartial mediator to hear disputes.

Additional guidelines to assist with maintaining quality documentation and stakeholder involvement include:

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

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

Perquimans County Schools will provide and require permission slips and consent forms be signed by parents before attending field trips and other AIG events. Parents also have the right to refuse that their child's picture be taken and published. Forms are available at each school. The procedures for district appeals are

listed in the Handbook on Parent's Rights. The Handbook on Parent's Rights is available online on the district AIG page, embedded into the AIG plan and at all school sites. Stakeholders can contact the AIG Coordinator for assistance, if needed. All students are provided a Student Handbook to ensure general school rules and policies are communicated. Teachers will use the Student Information System to obtain student information. School-level AIG Coordinators will maintain a student record for each identified AIG student. Electronic information is protected by FERPA measures and any documents transmitted via electronic means are password protected to prevent inadvertent interception of confidential information. AIG Coordinators ensure the scheduling of DEP meetings annually (more if needed) with parents, students, and teachers to develop service options and secondary course selections that best fit the student's needs. The parents shall be given advanced notice in order to prepare to be present and share service options ideas with the AIG committee. AIG 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. District policy on privacy protocol will be followed when dealing with confidential student information.		
		Click here to remove the table and use only the narrative field.
* Ideas for Strengthening the Standard		
*Consistency with AIG Advisory Council meeting schedule		
*More community stakeholder representation in AIG Advisory Council		
*Redesign the AIG Student/Parent handbook		
Planned Sources of Evidence		
* Meeting agendas/minutes		
* Stakeholder surveys		
* Grievance documentation		
Type		Documents
		Document Template
		Document/Link

Perquimans County Schools (720) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/30/2025 

AIG Related Documents

Perquimans County Schools (720) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Local AIG Plan Board Approval 2025-2028

Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Phrase		Definition	