

Mission/Vision Statement and Funding

Person County Schools (730) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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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)

Gifted students in Person County Schools will be prepared to communicate clearly, function effectively, and contribute significantly within a complex society in relation to their individual abilities. We believe that students with special gifts, talents, abilities, and interests are found in all ethnic, geographic, and socioeconomic groups, and that gifted students are individuals with unique and diverse abilities. We are committed to meeting the educational needs of all students. Therefore, we have a responsibility to provide an appropriate, challenging, and comprehensive program that develops the potential of academically or intellectually gifted students. Our mission is to provide a rigorous, differentiated education that recognizes individual differences and needs, including intellectual, emotional, and social needs. Cooperation among students, parents, educators, and community members is vital for an AIG program that will achieve this mission.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 261,363.00	* \$ 0.00	* \$ 0.00	* \$ 87,088.68

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

Develops 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.

Person County Schools has developed clear, equitable, and comprehensive AIG screening and referral processes that span the entire K–12 continuum and provide multiple opportunities for students to demonstrate their strengths and talents. These processes ensure identification decisions are grounded in various data sources and responsive to student needs.

Opportunities for All Students to Demonstrate Strengths and Talents

All students are offered opportunities to engage in rigorous and creative learning experiences.

In grades K–2, teachers implement strategies and tasks as part of regular instruction and observe and nurture early signs of advanced learning potential. In second grade, AIG Specialists guide all students through open-ended, complex tasks to gather evidence of potential giftedness, forming part of the talent development process.

Universal screening occurs for all second-grade students in the spring through the administration of the CogAT 6. These results and a review of classroom performance and achievement data are considered in the third grade. AIG Specialists look for students who meet the local requirements for "strong" and "very strong" evidence-- generally, 90th percentile or higher for nationally normed tests; 90th percentile or better on district and state achievement tests and benchmarks. In addition to the universal screen in second grade, intentional consideration of all students takes place during key transition points (e.g., rising 6th and 9th grades) using multiple data points—EOG scores, EVAAS projections, Lexile and Quantile measures, and classroom grades—to determine advanced course placement and possible referral for AIG evaluation.

K–12 Screening Process

- Grades K–2: Teachers observe student behaviors and academic performance within the classroom environments. Teachers implement strategies and instructional tasks to observe and nurture early signs of giftedness. Beginning in kindergarten, AIG and regular education teachers collaborate to observe students across various learning contexts when unique learning needs are noted. In second grade, AIG Specialists lead all students through open-ended, complex tasks designed to uncover advanced thinking and problem-solving abilities.

During these experiences, teachers gather specific indicators of gifted potential, which may include:

-Rapid acquisition of new knowledge or skills

-Advanced vocabulary or language use

-Unusual problem-solving approaches

-Strong memory and retention

-Intense curiosity or questioning behavior

-Abstract thinking or early ability to generalize concepts

-Creativity or originality in thought and expression

-High levels of focus or task commitment beyond age expectations

-Advanced number sense or pattern recognition

-Leadership among peers or preference for older peer interactions

These observations, work samples, teacher input, and checklists, contribute to a body of evidence that can lead to early identification for AIG services in exceptional cases or guide future screening and referral decisions in grade 3 and beyond.

- Grade 2: In second grade, all students engage in advanced, open-ended tasks led by AIG Specialists to gather preliminary evidence of giftedness. All second-grade students are universally screened with the CogAT 6 in the Spring.
- Grade 3: AIG Specialists review CogAT 6 results, aptitude, achievement, and classroom data to identify those meeting local criteria (typically at or above the 90th percentile on nationally normed assessments and district benchmarks).
- Grades 4–12: Teachers, administrators, and AIG staff monitor students' performance on an ongoing basis, allowing for continued screening of students not previously identified. As with earlier grades, multiple data points are considered to evaluate potential giftedness.

Throughout the process, various quantitative and qualitative data are collected to build a comprehensive learner profile, including standardized test results, classroom observations, work samples, behavioral checklists, and teacher input.

K–12 Referral Process

Referrals for AIG evaluation are accepted throughout the school year and across all grade levels. The referral process is open and accessible to teachers, administrators, school counselors, parents, and students. The steps are as follows:

1. The individual making the referral contacts the school's AIG Specialists or lead AIG Specialists.
2. The AIG Program Student Nomination Form (AIG 1) is completed and submitted with supporting documentation.
3. The AIG Determination Team (ADT) reviews the nomination and sends home the AIG 2 form to request parental consent for evaluation.
4. If consent is granted, the team proceeds with data collection and decision-making as outlined in the identification procedures.

Commitment to Equity

Person County Schools is committed to identifying students from all backgrounds, including underrepresented populations. In collaboration with the EC and ML departments, the district ensures that screening tools and procedures are accessible and culturally responsive for multilingual learners (MLs) and twice-exceptional students. Staff receive training and guidance to help recognize gifted characteristics that may present differently in these populations.

* 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.

AIG Identification Criteria and Processes (Grades 3–12)

All AIG referrals/nominations in grades 3–12 lead to a review of six criteria for possible identification:

- **Student Achievement:** Benchmark tests, EOG/EOC, other state or nationally normed achievement tests
- **Student Performance:** Classroom performance and grades
- **Academic Aptitude:** CogAT 6 or other aptitude tests
- **Teacher Observation:** Gifted Evaluation Scale – Third Edition (GES-3), completed by the teacher
- **Student Interest:** Reading Survey by Gambrell, Palmer, Codling, & Mazzoni (1996); Math Survey by Snow (2011), completed by students
- **Student Motivation:** Motivation Profile from GES-3, completed by the teacher

No single criterion can disqualify a student from AIG identification and services.

As a general rule, students should show **"strong"** or **"very strong"** evidence on at least two of the first three criteria (achievement, performance, aptitude) to be considered for AIG identification. However, the AIG Determination Team must primarily consider the individual student's need for specialized AIG services.

The following table from the "AIG-7" form shows what qualifies as "moderate," "strong," and "very strong" evidence in grades 3–12:

Indicator	Moderate Evid.	Strong Evid.	Very Strong Evid.
Student Achievement	77–82%ile	83–89%ile	90–94%ile / 95%ile+
Student Performance	77–84%	85–89%	90–94% / 95%+
Student Aptitude	73–79%ile	80–89%ile	90–94%ile / 95%ile+
Observation of Student	70–79%ile	80–89%	90–94%ile / 95%ile+
Student Interest (Math)	50–62	63–75	76–88 / 89–100

Indicator	Moderate Evid.	Strong Evid.	Very Strong Evid.
Student Interest (Reading)	40–50	51–60	61–70 / 71–80
Motivation Profile	73–79%ile	80–89%ile	90–94%ile / 95%ile+
Qualification Guidelines			
▪ AIG (Academically and Intellectually Gifted): Students who demonstrate a majority of "strong" and/or "very strong" evidence of giftedness on achievement tests, classroom performance, and aptitude (CogAT subtests and/or composite), along with "strong" or "very strong" evidence from teacher observations, student interest surveys, and motivation profiles. Identified in reading, math, or both. ▪ AG (Academically Gifted): Students with "strong" and/or "very strong" evidence on achievement tests and classroom performance but less than "moderate" aptitude evidence, plus "strong" or "very strong" qualitative indicators. Identified in reading, math, or both. ▪ IG (Intellectually Gifted): Students with "strong" and/or "very strong" aptitude (CogAT) and "moderate" or less in achievement/performance, plus "strong" or "very strong" qualitative indicators.			
K–2 Identification			
While students in grades K–2 are typically not formally identified due to developmental variability, early identification may occur in rare cases with strong evidence across the following:			
Indicator	Moderate	Strong	Very Strong
Student Achievement	1 grade above	2 grade levels above	3+ grade levels above
Student Performance	3–4 advanced work samples	5–6 advanced work samples	5–6 samples + student presentation
Student Aptitude	90–93%ile	94–97%ile	98%ile+
Observation (GES-3)	90–93%ile	94–97%ile	98%ile+
Motivation (GES-3)	90–93%ile	94–97%ile	98%ile+
Qualifications (K–2)			

- **AG:** 2 “Very Strong” ratings in Achievement and Performance, plus 1 “Moderate,” “Strong,” or “Very Strong” in Aptitude, Observation, or Motivation.
- **IG:** 3 “Very Strong” ratings in Aptitude, Observation, and Motivation, plus 1 “Moderate,” “Strong,” or “Very Strong” in Achievement or Performance.
- **AIG:** 2 “Very Strong” ratings in Achievement and Performance, plus 2 “Very Strong” ratings in Aptitude, Observation, or Motivation.

Equity and Multiple Pathways

The district ensures multiple pathways for student identification through qualitative and quantitative criteria, including achievement, aptitude, observation, motivation, interest, and classroom performance. Identification practices are sensitive to economic, linguistic, cultural, and learning diversity. Local norms and individual student context are considered to promote equity.

To promote access and equity:

- Talent development work, portfolios, and other non-traditional measures help build a body of evidence.
- Student data are interpreted within local norms to ensure contextual fairness.
- Students awaiting evaluation or showing potential for advanced services may participate in “challenge” opportunities.

Collaboration and Communication

Identification decisions involve input from a multidisciplinary team. This collaboration supports a holistic view of each learner’s potential and promotes comprehensive learner profile development.

Regular communication with educators and families ensures that identification processes and gifted services align with each student’s strengths and needs.

 [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:

- Female: 48%
- Male: 52%
- Asian: 0.4%
- Black: 30.6%
- Hispanic: 12.4%
- Native American: 0.4%
- Multiracial: 6.9%
- Pacific Islander: 0.1%
- White: 49.2%

AIG Program Demographics:

- Black: 12%
- Hispanic: 10%
- Multiracial: 6%
- White: 71%
- Other (includes Asian and Pacific Islander): 1%

Identified Underrepresented Populations:

When comparing the district’s overall demographics to the demographics of identified AIG students, the data reveal that Black, Hispanic, and Multiracial students are underrepresented in the AIG program. Additionally, economically disadvantaged students and multilingual learners are underrepresented, particularly in schools with high percentages of Title I enrollment.

Procedures and Practices to Support Equitable Identification:

Review of CogAT 6 Nonverbal Subtest:

The CogAT 6 assessment includes a nonverbal section that helps identify students with advanced reasoning skills that may not be evident through verbal or quantitative measures. This is especially helpful for multilingual learners and students from culturally diverse backgrounds.

Screening for Outliers:

School personnel are instructed to look for outliers at each school and grade level—students who perform at significantly higher levels than their peers. These students are evaluated using all six criteria for possible AIG identification and services. This strategy supports the identification of high-potential students in Title I schools who may not meet traditional percentile thresholds but demonstrate gifted behaviors in context.

Data Review of Underrepresented Subgroups:

Beginning in the 2022–2023 school year, the AIG team began collaborating with the district’s Executive Director of Accountability to intentionally examine the top 10% of students within each underrepresented subgroup on district BOY and MOY diagnostic benchmarks. This is now a regular part of the annual identification cycle.

These students are considered for possible referral and screening, promoting equity in early identification efforts. This subgroup-focused approach is grounded in the use of **local norms**, which compare students to their school-level peer group rather than districtwide or national norms.

Attention to Poor Classroom Performance:

Teachers are trained to consider giftedness as a potential factor in underachievement or behavior concerns, such as boredom, refusal to complete work, or acting out. This lens helps surface twice-exceptional students or those whose gifts may be masked by nontraditional learner profiles.

Alternative Assessment Pathways:

The district has established procedures to identify students who may benefit from nontraditional standardized measures, such as the SAGES II or RAVEN, as well as assessments administered in the student’s primary language when appropriate. The AIG Determination Team (ADT) uses an Alternative Assessment Selection Form (AIG–16) and may consult the school psychologist as needed.

Follow-Up on Talent Development (K–3):

Students who participate in K–3 talent development activities are monitored annually by the AIG Specialist. Patterns in benchmark growth, classroom performance, and observational data inform future screening decisions, especially for students from underrepresented populations.

Cross-Department Collaboration and MTSS Alignment:

The AIG team collaborates with Title I, EC, and ML staff to review assessment data and ensure equitable access to identification.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	6.94%	---	---	---	13.97%
Male	---	<5%	6.03%	---	10.76%	---	16.71%
Total	---	<5%	6.48%	---	8.02%	---	15.41%

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 has established systems and structures to consistently implement AIG screening, referral, and identification procedures across all schools and grade levels. These practices are aligned with what is documented in the local AIG plan and are actively monitored to ensure fidelity.

Updated and Clear Procedures and Documents

All AIG screening, referral, and identification documents have been reviewed and updated to ensure clarity and ease of use by school personnel, students, and families. These standardized documents are accessible through the district's shared drive and are used uniformly across schools to ensure alignment with the AIG plan.

AIG Monitoring

Each school receives a comprehensive AIG toolkit that includes referral checklists, flowcharts, screening forms, scoring rubrics, and timelines. These materials are designed to guide school-based teams through the referral and identification process, ensuring it reflects the district's documented policies.

Internal Monitoring and Auditing

To verify that practices align with policy, the AIG Coordinator conducts an internal audit of each school's AIG files and procedures. This review includes a checklist aligned to the local AIG plan, allowing the district to confirm that what is documented is being enacted with fidelity. Audit results inform targeted support and follow-up actions.

Professional Learning and Support

At the start of each school year, AIG Specialists and school-based teams participate in professional development focused on screening, referral, and identification processes. Mid-year refreshers and just-in-time trainings are also available. These sessions emphasize both the "how" and the "why" of each process step, reinforcing expectations in the AIG plan and building shared understanding among stakeholders.

Collaboration Structures

- **Bi-Monthly AIG Team Meetings:** AIG Specialists and the district AIG Coordinator meet twice monthly to review data, clarify procedures, and share implementation challenges and successes. These meetings monitor alignment with district policy and support adjustments as needed.
- **Monthly Leadership Team Updates:** The AIG Coordinator regularly reports to school principals during monthly district Leadership Team meetings. These updates ensure that school leaders understand AIG procedures and their responsibility for upholding consistency with the local plan.
- **Shared PLC Planning Time:** Elementary AIG Specialists meet weekly as a professional learning community to ensure shared practices across the district's seven elementary schools. They also coordinate with middle and high school educators to support vertical alignment of practices and maintain coherence with AIG documentation.

Fidelity Checks and Ongoing Evaluation

The district employs fidelity checks at key stages of the identification process, including documentation reviews, referral data monitoring, and student portfolio audits. Feedback loops are built into the system, allowing school teams to reflect on and improve their implementation of AIG procedures. These practices ensure that all schools are not only using the right materials but also enacting them as described in the district's AIG plan.

Through these intentional systems and monitoring strategies, the district ensures that AIG screening, referral, and identification procedures are not only consistent across all sites but also faithfully reflect the policies outlined in the local AIG plan.

* Practice E

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

A comprehensive AIG Handbook is available online to school personnel, parents/families, students, and the community at large. These documents outline all aspects of the screening, referral, and identification processes and include necessary forms and timelines.

To support equitable access, materials are translated based on community needs. Additionally, interpreters are made available should a parent need assistance during a meeting.

To further engage school and district personnel, AIG staff conduct an annual training for all teachers, which includes an overview of screening, referral, and identification processes. This training is supported by visual presentations and is posted on the district site for ongoing reference.

Information is also shared with stakeholders throughout the year in a variety of formats and venues. AIG specialists are available during school open houses and parent nights.

Students are informed about AIG opportunities and referral processes through direct communication during classroom visits, guidance lessons, and individual meetings with AIG staff or counselors/advisors.

AIG information is posted on the district website to reach the broader community. The district also hosts face-to-face and virtual informational meetings.

District leadership meets with school principals to review the implementation and processes of the AIG program. In addition, stakeholder meetings are held biannually to share program updates, gather feedback, and discuss opportunities for improvement. A quarterly AIG newsletter includes a dedicated screening, referral, and identification practices section with links to online resources.

These ongoing, multi-format efforts ensure that all stakeholders—including school personnel, families, students, and the community at large—are well-informed about the district's AIG screening, referral, and identification procedures.

*** 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.

Initial Documentation:

The district uses a multi-criteria approach to gather and analyze evidence that supports AIG identification decisions. This includes achievement data (e.g., EOG scores), classroom grades, writing assessments, performance-based tasks, teacher observations, and student work portfolios. The AIG Decision Team (ADT) reviews all collected evidence using consistent rubrics and benchmark criteria to ensure equitable and data-based decisions.

After the ADT reviews a student's data and makes a recommendation, a conference is held with parents/guardians. During this initial meeting, the identification decision is discussed, and families are provided with copies of all relevant documentation, including the AIG-7 evaluation summary, the student's Differentiated Education Plan (DEP) (AIG-8 through AIG-10 forms), and meeting minutes. The student's recommended service options are explained in detail, and parents are encouraged to ask questions and provide input. Appropriate parties sign all documents, and copies are provided to families for their records.

Storage and Maintenance of AIG Documentation:

Each identified AIG student has an individual AIG folder that includes:

- All forms related to screening, referral, and identification
- DEPs or IDEPs
- Annual review forms (AIG-12/13)
- Conference notes
- Action Plans (if applicable)

Documentation is maintained in both paper and electronic formats, where feasible. Paper files are stored securely in locked, access-controlled locations at the school site, while digital records are stored centrally through secure systems. Student data is entered into Infinite Campus to ensure consistent and accessible documentation.

The district retains student AIG records for three school years following graduation or transfer, after which the contents are shredded according to district data retention policies.

Annual Review and Progress Monitoring – Elementary & Middle School:

Each year, AIG Specialists review student progress using multiple data points (e.g., grades, EOGs, writing samples, classroom performance, and student goals). Form AIG-12 summarizes this review, and at the elementary level, classroom teachers also complete a progress form (AIG-13). The student's DEP may remain unchanged or be revised based on the results. Parents review and sign the annual report form; a copy is kept in the student's AIG folder.

If a student is not making adequate progress, an ADT meeting is held with the parent/guardian and student to develop an Action Plan with targeted strategies. If concerns persist after the plan is implemented, a service revision may be discussed. Conversely, if a student demonstrates exceptional growth, the ADT may recommend expanded services or the development of an Individualized DEP (IDEP). Any changes are fully explained to families in a meeting and documented accordingly.

High School Transition – Rising 9th–12th Grade Students:

For rising 9th graders, AIG middle school teachers collaborate with high school counselors and families to develop a new DEP during registration. This plan is based on academic indicators, student interests, and available high school services. Informational meetings are held for students and families during 8th grade to explain high school options.

For students in grades 10–12, counselors review the DEP each spring during registration. Families are given copies for review and signature. If concerns arise regarding performance or participation, the ADT meets with the student and family to discuss next steps, including intervention, service modifications, or—if requested by the family—exiting the program.

Transfer Students:

Students identified as AIG in other districts are provided temporary placement in a cluster classroom until documentation is obtained or sufficient local evidence is gathered for ADT review. Parents are notified of this status through the Temporary Placement Notification Form (AIG-14). Once prior records are reviewed or new assessments are completed (with parent consent), the ADT completes the AIG-7 form to determine appropriate services. This process is completed in a timely manner, and all documentation is added to the student's AIG file.

Exit Procedures:

Students are not exited from the AIG program unless requested by a parent/guardian using Form AIG-17. If a student is not progressing satisfactorily, the ADT will first seek to modify services or provide additional support through an Action Plan. Only after all reasonable options have been explored, and with parental consent, can a student be withdrawn from AIG 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.

Every student identified as AIG in our district has a Differentiated Education Plan (DEP) that outlines the specific services and instructional strategies matched to the student's demonstrated needs. The DEP serves as a living document and is central to ensuring appropriate differentiation and support across all grade levels, K–12.

Development of the DEP:

The initial DEP is created as part of the AIG identification process, using multiple data sources collected and documented on the AIG-7 form. These data include standardized test scores, local assessments, classroom performance, teacher and parent observations, and student input. This comprehensive data review ensures that the services outlined in the DEP are individualized and strongly match the student's academic strengths and learning profile.

Personnel Involved:

DEP development is a collaborative effort. Stakeholders include the AIG specialist, general education teachers, administrators, and, when appropriate, the student. Parents/guardians are key contributors in the development and review of the DEP and are invited to meetings where data are reviewed, service options are discussed, and goals are collaboratively established.

Parent/Guardian Involvement:

Parents are invited to participate in the DEP development meeting and are encouraged to share insights about their child's learning needs and preferences. Once the plan is developed, parents receive a copy and are asked to sign the DEP to confirm their involvement and understanding. If changes are made during the year, parents are contacted and invited to a conference to review and approve the revised plan.

Annual Review Process:

Each DEP is reviewed at least annually, typically near the end of the school year, to evaluate the student's progress and determine appropriate services for the following year. AIG personnel work with classroom teachers and families to revise the DEP in preparation for the new school year, with particular attention given to school setting or instructional delivery changes. The DEP is also reviewed and updated at the beginning of each school year to ensure alignment with the students' current teachers and class schedules.

Continuum of Services and Transitions:

The DEP reflects a continuum of AIG services that evolve as students progress through grade levels. In elementary school, DEPs may focus on enrichment and cluster grouping, while middle and high school DEPs may include subject acceleration, honors, or AP coursework. Special attention is given to transition points, such as rising 6th and 9th grades, to ensure continuity of services and support smooth school transitions. The DEP integrates with the student's four-year academic plan at the high school level and is updated annually.

Individualized Plans and Special Populations:

The DEP may be supplemented by or aligned with other service plans, such as the IEP or LIEP for twice-exceptional learners or English Learners identified as AIG. In such cases, collaboration with EC or ESL personnel ensures that academic strengths and support needs are addressed appropriately. An Individualized DEP may be developed to align with multiple service areas.

*** Ideas for Strengthening the Standard**

Update information regularly on the website when information changes
Update the Parent Guide Annually
Improve the turnaround time for AIG identification

Planned Sources of Evidence

* PCS AIG Plan	
* AIG Website Information	
* AIG Parent Guide	
* AIG Handbook	

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 PCS AIG Handbook Updated 2025 Plan Year  AIG Parent Guide

Standard 2: Comprehensive Programming within a Total School Community	
Person County Schools (730) 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 <i>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.</i>	
* 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. The district provides AIG services across all grade spans (K–12) to meet the academic and intellectual needs of gifted learners. Services vary by identification area (reading, math, or both) and are aligned with students' demonstrated strengths. Collaboration among AIG personnel, classroom teachers, school counselors, and other support staff ensures students are served in the most appropriate learning environment with the most relevant academic challenge. K-5 AIG Service Options Cluster Grouping: Students are placed in heterogeneous classrooms but are clustered with peers of similar advanced ability. The regular education teacher differentiates instruction daily with guidance from AIG specialists. Pull-Out Instruction: Students receive instruction in a designated AIG classroom at least 45 minutes per subject weekly. Lessons are designed to extend and accelerate the core curriculum. Subject Acceleration: Students receive instruction in a higher-grade-level classroom in math or reading based on readiness and achievement data. Grades 6–8 AIG Service Options Cluster Grouping: AIG students are grouped within the regular classroom for English Language Arts and/or Math with differentiated instruction from their teacher, supported by the AIG specialist. Pull-Out Instruction: Students receive instruction in a designated AIG classroom at least 45 minutes per subject weekly. Lessons are designed to extend and accelerate the core curriculum. Advanced Content Courses: Students participate in rigorous, on-grade-level coursework taught at an accelerated pace or depth.	

Subject Acceleration: Students may enroll in math or ELA courses typically offered at a higher grade level. Placement decisions are made collaboratively and based on performance data.

Grades 9–12 AIG Service Options

Students in grades 9–10 are expected to complete a minimum of two Honors or AP courses per year; students in grades 11–12 complete a minimum of three. A wide range of AP, Honors, Career and College Promise (CCP), and online learning opportunities are available.

AIG services are coordinated by regular education teachers in collaboration with the AIG coordinator and school-based AIG representatives.

Expanded Curricular & Virtual Options

Across grade levels, AIG students may also participate in:

- Curriculum compacting
- Virtual courses
- Special programs & competitions
- Enrichment clubs & talent development electives

Matching Services to Student Identification

Students are identified for AIG services in Reading, Math, or both. Services are directly matched to their area(s) of identification and outlined in their Differentiated Education Plans (DEPs). Students identified as both Academically and Intellectually Gifted (AIG) receive services that address both their academic areas and broader cognitive strengths through enrichment, advanced coursework, and personalized learning plans.

For students identified as Intellectually Gifted (IG) only—those with demonstrated cognitive strength outside of reading or math achievement—the district provides alternative enrichment services. These may include talent development opportunities, creative thinking and problem-solving projects, and participation in advanced elective coursework. AIG specialists collaborate with classroom teachers and school counselors to tailor learning experiences that challenge students' intellectual abilities and promote growth in their demonstrated areas of strength.

Collaboration Across Personnel and Settings

AIG services are delivered through collaboration among AIG specialists, general education teachers, school counselors, and other instructional staff. AIG specialists provide consultation, coaching, resource development, and professional development to build capacity among classroom teachers. For twice-exceptional students, AIG staff coordinate with EC teachers to ensure services align with IEPs or 504 plans. For multilingual learners, collaboration includes ESL staff to ensure equitable access to advanced learning opportunities.

*** 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.

The district delivers a comprehensive AIG program that addresses gifted learners' social and emotional needs across all grade spans (K–12) and learning environments. Services are provided through intentional collaboration among AIG specialists, school counselors, general education teachers, and other support personnel. These collaborative efforts ensure that gifted students receive the appropriate affective support and guidance to academically and personally thrive.

Elementary School (Grades K–5) – SEL Service Options

- Clustering in Homeroom Assignments: Students identified as gifted are grouped with like-minded peers, promoting academic growth and social-emotional development.
- Quarterly Direct Instruction: School counselors, in collaboration with AIG specialists, deliver quarterly lessons in small group settings on topics such as:
- Co-Curricular Planning: AIG specialists and school counselors jointly plan affective lessons, ensuring alignment with student needs.
- DEP Documentation: DEPs include a section on social-emotional concerns, which prompts counselor follow-up and informs classroom teachers and other staff of the student's needs.

Middle School (Grades 6–8) – SEL Service Options

- Advanced Course Placement with Like Peers: Students are grouped in academically appropriate courses that promote intellectual stimulation and peer connection.
- Monthly AIG Small Groups with Counselors: School counselors provide regular small-group sessions addressing SEL topics aligned with the needs of gifted learners.

High School (Grades 9–12) – SEL Service Options

- Advanced Coursework Placement: Students are enrolled in honors, AP, and dual enrollment courses, often with other gifted peers.
- Biannual Individual Check-ins: School counselors meet with AIG students twice per year
- Google Classroom for AIG Students: AIG students access ongoing support and enrichment materials, will now include SEL topics and contact information for AIG personnel.

Collaboration and Roles of Personnel

- AIG Specialists: Identify student needs, contribute to DEP development, and collaborate with counselors to deliver SEL instruction.
- School Counselors: Provide targeted group and individual SEL instruction, respond to concerns documented in DEPs, serve on AIG Determination Teams, and support underachieving gifted students.
- General Education Teachers: Participate in DEP implementation and collaborate with AIG specialists to differentiate instruction and monitor student well-being.
- Administrative and Support Staff: Engage through MTSS and Student Support Teams when higher levels of intervention are needed.
- Community Partnerships: For students requiring more intensive support, school counselors may refer to or consult with community-based mental health professionals.

Systemic Supports

- Differentiated Education Plan (DEP): Includes academic and SEL services, accessible to all relevant personnel, with documented counselor follow-up.
- Gifted Evaluation Scale (GES-3): Used as part of AIG identification and support planning. Parent reports include recommendations for reducing stress and aligning activities with student strengths.

- Collaborative Meetings: AIG Specialists and counselors meet to monitor both academic and SEL development and problem-solve as needed.
- Multiple Learning Environments: SEL services are designed to be flexible and accessible to students in various settings, including virtual and hybrid learning models.

Grad Span	Academically Gifted	Intellectually Gifted	Academically & Intellectually Gifted	AR: Academically Gifted Reading Only	AM: Academically Gifted Math Only
K-2	0	0	0	0	0
3-5	25	1	32	28	47
6-8	36	1	33	25	44
9-12	72	1	34	26	31

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*** Practice C**

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

The Person County Schools (PCS) AIG Program is closely aligned with the district's strategic priorities, policies, and resource allocation to ensure gifted learners have equitable access to high-quality, rigorous, and individualized learning experiences.

Connection to District Priorities:

The PCS Strategic Plan includes several key elements that directly support the development and implementation of AIG services:

- **Grades 9–12:** This initiative emphasizes individualized planning to increase graduation rates. AIG high school students benefit from four-year academic plans developed and monitored through bi-annual meetings with school counselors. These plans often include honors, AP, dual enrollment, and advanced electives tailored to students' strengths and goals.

- **Grades 6–8:** This middle school initiative aims to transform schools into College and Career Academies. For AIG students, it expands access to advanced coursework, subject acceleration, enrichment opportunities, academic supports, and student-led clubs that promote intellectual development.

- **Personalized Learning (K–12):** AIG services align with this element by offering curriculum compacting, enrichment units, and flexible pacing based on student readiness, interest, and ability.

- **Innovative Strategies (K–12):** PCS supports 21st-century learning through programs such as dual language immersion, Rocket Academy, Science Olympiad, robotics, and entrepreneurship. These initiatives offer enrichment and talent development opportunities often accessed by AIG students.

- **Community Engagement:** The AIG program is supported through strong partnerships with higher education institutions (IHEs), family engagement efforts like student-led conferences, and involvement in planning acceleration and enrichment pathways.

Resource Allocation to Support AIG:

PCS ensures the AIG program is represented in regular curriculum, finance, and human resources meetings, where funding and positional allotments are reviewed. These meetings are key in determining the allocation of AIG teaching positions, support staff, and access to professional development.

To promote equitable service delivery:

- AIG specialists and coordinators are funded to serve each grade span (K–12).
- Resources are shared across schools, including instructional materials, online learning platforms, and enrichment tools aligned with the needs of AIG learners.
- Professional development funding supports training for both AIG and general education teachers in differentiation and advanced instructional strategies.
- Cross-department collaboration—including Curriculum & Instruction, Exceptional Children, and ESL—ensures that resources support twice-exceptional and multilingual learners. Screening and services are designed to reflect the needs of all students, regardless of background.

Policy and Practice Integration:

AIG services in PCS are embedded in district policy and school-level practices:

- Local Board of Education policies outline procedures for identification, service delivery, and reassessment of AIG students. Policies are reviewed periodically to align with updated state guidance and best practices.
- AIG-specific practices, including Differentiated Education Plans (DEPs) and Individual Differentiated Education Plans (IDEPs), ensure services are tailored and documented across all grade levels.
- AIG is intentionally represented in school improvement plans, where academic performance data and instructional strategies are reviewed in relation to gifted learners.

Additionally, the district is committed to continuous improvement:

▪ AIG personnel participate in district leadership meetings and task forces related to curriculum development, equity, student support services, and policy review. ▪ Recommendations for new or revised policies—particularly to support underrepresented gifted populations—are made collaboratively with instructional leaders, school administrators, and student support teams. ▪ AIG budget needs are reviewed annually as part of the district’s strategic budget development process, with input from the AIG coordinator and leadership team. Through strategic planning, purposeful resourcing, and integration into district policy and practice, PCS ensures that the AIG program remains a vital component of its broader educational mission.	* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. Person County Schools promotes intentional and flexible grouping practices to ensure the academic growth and achievement of AIG and other advanced learners. These grouping practices occur both at the beginning and throughout the school year, aligned with instructional planning cycles. All grouping decisions prioritize equitable access to enrichment and advanced learning opportunities, with particular attention to identifying and supporting gifted potential in underrepresented student populations. Procedures for Grouping Assignments at the Beginning of the Year: At the start of each school year (or semester), schools implement district-supported grouping practices based on multiple academic data sources. In grades K–5, AIG students are placed in cluster groups within general education classrooms. These students are intentionally assigned to teachers who have successfully differentiated instruction and supported the growth of high-achieving learners. With input from AIG specialists, school administrators oversee this placement process following district guidance. For transitional years (grades 5 to 6 and 8 to 9), the district has established formal procedures for screening and placement into advanced English Language Arts (ELA) and Mathematics courses. Key indicators such as EOG scale scores, EVAAS projections, Lexile and Quantile measures, and classroom performance are collected, reviewed, and discussed by placement teams, which include AIG personnel, counselors, and administrators. These procedures ensure equitable access to advanced coursework and support readiness-based placement. Flexible Grouping Practices Throughout the School Year (Grades K–12): PCS emphasizes ongoing, flexible grouping practices within classrooms to adapt instruction to meet the needs, strengths, and growth of students. The district AIG team supports this work by partnering with Professional Learning Communities (PLCs) at the school level. PLCs engage in a five-step instructional cycle that integrates assessment and regrouping: ▪ Examine standards and data – identify learning goals and review student performance. ▪ Plan lessons and common assessments – design differentiated instruction to meet diverse learner needs. ▪ Deliver instruction – implement strategies aligned to learning goals.
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- Assess and analyze results – identify students who require intervention or extension.
- Regroup and reteach/extend – modify instruction and groupings based on data.

Through this model, teachers form and adjust flexible groups regularly by readiness level, interest, or skill proficiency, ensuring that AIG students continue to receive instruction that challenges and supports their individual growth.

Grouping Practices Within MTSS and Targeted Enrichment:

In middle schools (grades 6–8), flexible grouping for AIG learners is reinforced through scheduled daily intervention blocks embedded into the master schedule. These blocks provide time for targeted enrichment, extension, and acceleration. Certified AIG specialists work with identified students at least twice weekly during these sessions, offering services beyond the core curriculum. Grouping decisions during these times are informed by assessment data, teacher observations, and student interest.

Additionally, AIG specialists are integrated into school-based MTSS teams, where they contribute to data discussions and planning that include the academic and social-emotional needs of gifted learners. This ensures that grouping practices for AIG students are embedded within a broader system of supports and are responsive to the whole child.

Flexible Grouping Practices in Grades 9–12:

In high school, intentional grouping occurs through course selection, academic pathways, and enrichment opportunities. Beginning in 9th grade, AIG students are guided into advanced coursework through collaborative planning with counselors and AIG staff. Flexible grouping in grades 9–10 is embedded through enrollment in honors and AP courses, with student progress reviewed during biannual counselor meetings to adapt future course selections and academic goals.

In grades 11–12, flexible grouping is supported through a wider variety of coursework options that align with students' evolving interests and strengths, including:

- AP and honors courses
- Dual enrollment with local colleges
- Online learning platforms
- Internships and specialized electives

Additionally, students are grouped into interest-based cohorts such as Career & Technical Education (CTE) pathways, STEM electives, and academic clubs (e.g., Science Olympiad, National Honor Society). Counselors, AIG coordinators, and instructional teams use student performance data and interest inventories to help guide placements and ensure access to rigorous, relevant instruction.

Flexible grouping in grades 10–12 is also supported through differentiated instruction within courses and opportunities for enrichment or acceleration beyond the standard curriculum, particularly for students who have demonstrated mastery.

This comprehensive approach ensures that grouping strategies across K–12 are data-informed, student-centered, and aligned with the district's commitment to growing the potential of all gifted learners.

* 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.

The district implements a multi-tiered communication and training approach to ensure all teachers, administrators, and support staff are informed about the delivery of differentiated services and instruction for AIG students, the local AIG program and plan, and state and federal regulations related to gifted education.

Annual AIG Refresher Training

Each fall, all school personnel participate in an AIG refresher training session. These sessions include updates on AIG legislation and local policies, best practices for identifying and serving gifted learners, as well as strategies for delivering differentiated instruction. A standardized AIG training presentation is used across all schools to ensure consistent messaging.

Tailored Messaging by Stakeholder Group

- **Teachers** receive specific guidance on differentiating instruction, recognizing characteristics of giftedness, documenting evidence of advanced learning, and using AIG forms and processes.
- **Administrators** are updated on regulatory compliance, staffing for gifted services, student scheduling, and school-level implementation responsibilities.
- **Support staff** are introduced to characteristics of gifted students, the referral process, and ways to support gifted learners in non-instructional contexts.

Professional Resources and Tools

To support ongoing understanding of the AIG program:

- All staff receive an AIG Quick Reference Guide summarizing essential elements of the local AIG Plan.
- An AIG FAQ document, an overview brochure, and a slide deck are available on the district intranet.
- AIG information is embedded in new employee onboarding materials and the district employee handbook.

Integration with District Structures

Key AIG content is shared through:

- The *PCS Pulse Newsletter*, which highlights professional development, AIG news, and best practices on a biweekly basis.
- Principal meetings (monthly), where the AIG coordinator presents program updates, discusses compliance and school practices, and shares data trends.
- Bi-monthly AIG team meetings, where AIG representatives from each school meet to review AIG Plan progress and coordinate services.

AIG Website

The district AIG website serves as a centralized hub for AIG-related documents and information, including:

- The Local AIG Plan
- AIG handbook of forms
- Parent communication templates
- Survey results and growth data
- Training resources and sample lessons
- Calendar of AIG events and professional development opportunities

Support Within MTSS

AIG personnel collaborate within the district's MTSS framework to discuss differentiated services for advanced learners, review student data, and coordinate enrichment opportunities with other instructional and support staff.

*** Practice F**

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

The AIG team meets monthly to communicate and coordinate services across elementary, middle, and high school levels. Because of this regular collaboration, the AIG team has developed strong working relationships and functions as its own professional learning community.

Within schools, AIG specialists facilitate end-of-year meetings or data reviews to discuss student progress, strengths, and necessary adjustments to services. DEPs are reviewed to inform instructional planning for the upcoming year.

For students transferring from outside the district, AIG specialists review prior documentation and initiate contact with the sending district when needed. A review team evaluates eligibility alignment with local criteria, and services are provided as needed during the review process.

Annual transfer of AIG files is coordinated and documented in June of each school year. Elementary AIG specialists deliver files for rising 6th graders to the middle school AIG specialist. Similarly, AIG specialists transfer files for rising 9th graders to the high school's AIG representative. Teachers also use this opportunity to discuss the unique needs of particular students, ensuring a successful transition with full support from the AIG program staff at the next level.

At the start of each school year, AIG student information and DEP summaries are shared with classroom teachers to support early planning and instructional alignment.

* 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.

Accelerated learning options are provided when an appropriate body of evidence indicates that the practice is warranted for an individual gifted learner and when the school or district has the necessary resources to support it. These options are planned as part of a student's Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP). Highly gifted learners may also require unique programming, and IDEPs are used to design personalized pathways to meet their advanced learning needs. Decisions are made collaboratively with the AIG Determination Team (ADT), school leadership, and families.

To ensure consistent and equitable implementation across schools, the district offers professional development for administrators and school counselors on available acceleration pathways and state policies. Resources for families are provided through school meetings and the district website. The ADT may utilize research-based tools, such as the Iowa Acceleration Scale, when considering significant acceleration options like grade advancement.

Procedures for accessing these accelerated learning options at each grade level are outlined below:

Grades K–5

- **Acceleration Requests:** Any individual (teacher, administrator, parent, or student) may request or recommend that the ADT review a student's eligibility for accelerated learning options.
- **Math and/or Reading Acceleration:** Students may test out of and bypass specific units or curricula based on consistently high performance and assessment data. These students receive instruction at a higher level while remaining with their grade-level peers for most of the school day.
- **Curriculum Compacting:** Implemented when there is clear evidence of mastery. The regular curriculum is streamlined to eliminate repetition, provide more challenge, and allow time for enrichment or advanced content.
- **Virtual Learning Options:** The district's partnership with North Carolina Virtual Public School (NCVPS) and other platforms allows for advanced online coursework aligned with students' ability levels and interests.
- **Elementary Grade Advancement:** Grade skipping is considered through a structured process requiring ADT and principal approval. A comprehensive review considers academic, social-emotional, and developmental readiness. The school principal makes the final decision, with input from the ADT and parents/guardians.
- **Early Admission to Kindergarten:** The district follows NC policy (KNEC-001) for early entry. Parents may request an evaluation, and eligibility is determined based on required state criteria for aptitude, achievement, maturity, and physical well-being.

Grades 6–8

- **Middle School Course Advancement:** Students may take courses typically offered at a higher grade level, including high school credit courses in areas such as Math I, Earth Science, or Spanish I. Instructional grouping may include students from multiple grade levels.

- **Curriculum Compacting and Virtual Learning:** Continue to be available for qualified students based on assessment data and teacher recommendation.
- **Acceleration Plans:** IDEPs are used to ensure long-term planning for continued advancement, and guidance counselors and AIG specialists collaborate to support each student's academic and emotional transition.

Grades 9–12

- **Honors Courses:** Honors courses are offered in traditional and virtual formats and are available to all students who meet the prerequisite criteria. These courses emphasize advanced content and critical thinking.
- **Advanced Placement (AP) Courses:** The College Board's AP program offers college-level coursework. AP classes are taught by trained educators, available in multiple formats, and may qualify students for college credit based on exam performance.
- **Dual Enrollment / CCP:** Students may participate in Career & College Promise (CCP), simultaneously earning high school and college credit. State criteria and local agreements with partner colleges determine eligibility. School counselors support students in understanding available options and registering for appropriate coursework.
- **Credit by Demonstrated Mastery (CDM):** Students may earn high school credit without seat time by successfully completing a two-phase assessment. Phase 1 involves an exam demonstrating content mastery; Phase 2 requires a project or artifact demonstrating application of knowledge. Students earn a "pass" and credit (non-GPA) if both phases are passed. CDM is available to all students; applications are on the high school website.
- **Accelerated Pathway for Early Graduation (GRAD-006):** Students who demonstrate academic readiness and meet graduation requirements may apply to graduate early. School counselors work with families to develop a three-year course of study aligned with college and career goals.

Students who accelerate via subject or grade advancement are monitored by AIG specialists and school counselors to ensure ongoing academic success and social-emotional adjustment, with modifications to their plans made as needed.

This comprehensive system of policies and procedures ensures that all gifted and advanced learners access appropriate acceleration opportunities across K–12. The district supports academic challenge and personal growth for all AIG students through collaboration, ongoing communication, and evidence-based tools.

* Practice H

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

The AIG team will continue to shift mindsets in the district by promoting equity and excellence through more open and direct conversations with stakeholders about the gaps in gifted identification that exist for several minority populations. Efforts to shift mindsets regarding underrepresented populations will occur during each of the annual AIG refresher trainings, best practices in differentiation trainings, and data review sessions led by AIG specialists and/or the AIG coordinator, particularly throughout the intentional talent development efforts described below:

K–1 Nurturing:

Twice per year, AIG specialists will provide regular classroom teachers with research-based instructional activities intended to develop all students' giftedness potential. The classroom teacher will lead the instructional activity with support from the AIG specialist. While students are engaged in the activity, the AIG specialist will monitor and document their responses. The classroom teacher and AIG specialist will intentionally document students' responses from underrepresented populations, and follow-up discussions will continue throughout the year on those students' progress.

To support the social and emotional development of young students with outstanding potential, nurturing activities are embedded with opportunities for peer collaboration, reflective thinking, and problem-solving in emotionally safe environments. Teachers and AIG specialists are trained to recognize common social-emotional characteristics of gifted learners, such as heightened sensitivity or perfectionism, and respond with supportive strategies that foster resilience, confidence, and self-regulation.

2nd Grade Nurturing:

Elementary AIG specialists visit all 2nd-grade classrooms throughout the school year to deliver research-based instructional activities intended to develop the gifted potential of all students. These instructional activities are designed to prompt divergent thinking and creative, open-ended responses without limits on performance levels. These lessons employ a range of differentiated strategies, including open-ended questioning, Socratic dialogue, tiered challenges, and performance-based tasks, which enable students to showcase their strengths in reasoning, creativity, and problem-solving. Tasks are intentionally designed to remove ceiling effects and reveal potential across all subgroups. While students are engaged in the activity, the AIG specialist will monitor and document students' responses. Intentional efforts will be made by the AIG specialist to document the responses of students from underrepresented populations and to have continued follow-up discussions with the regular classroom teachers on those students' progress throughout the year.

Grades 3–5 Challenge Groups:

Students who have demonstrated gifted characteristics in grades K–2 are served through third-grade “Challenge” groups. These students work with AIG specialists in small groups on higher-level instructional activities. These “Challenge” groups continue in fourth and fifth grades for those students who have demonstrated gifted characteristics but have not been formally identified as AG, AIG, or IG. Students performing in the top 10% of each of their respective subgroups who have not been formally identified may be served in a “Challenge” group, depending on the individual student's needs.

Differentiation strategies—such as tiered questioning, flexible grouping, and open-ended problem-solving—are integrated into all talent development lessons to meet the varied readiness levels of young learners.

To develop talent and frontload opportunities, Person County Schools initiated the use of the Primary Education Thinking Skills (PETS) curriculum at the K–3 level. These whole-class and small-group lessons provide exposure to higher-level thinking strategies for all students, with additional enrichment for those who show early potential.

*** 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.

Person County Schools is committed to promoting equity and excellence by identifying and nurturing potential in all students, including those with limited learning opportunities due to cultural, socioeconomic, and language barriers. Our district takes intentional steps to broaden access to

advanced learning opportunities and to implement talent development practices that are inclusive and responsive to the needs of underrepresented populations.

To support early identification, a universal gifted screener is administered to all second-grade students annually, with continued screening in later grades through EOG data, benchmark assessments, and additional criteria. Students in K–2 may also be referred earlier based on need. Upon transfer into the district, a student’s educational history—including prior assessments, performance data, portfolios, and Gifted Rating Scale (GRS) scores—is reviewed collaboratively by classroom teachers, AIG specialists, and counselors to determine appropriate placement or referral. These practices are guided by district policy, ensuring that multiple data points and holistic student profiles inform gifted determination.

To promote broad access across the 4–12 continuum, Person County Schools supports advanced learning pathways in elementary, middle, and high schools. In grades 4–8, students demonstrating academic readiness may be placed in advanced math or language arts courses based on multiple criteria. Enrichment activities such as book clubs, interest-based groups, and problem-solving projects are integrated to support talent development both in and outside of formal services. Transition programming—such as curriculum counseling and student-led interest inventories—helps identify students for honors and advanced tracks in middle school. In high school, all students have the opportunity to self-select advanced courses, including honors, AP, and dual enrollment, with curriculum counselors providing guidance to ensure equitable access and support for underrepresented learners.

Due to our district’s consistent and streamlined procedures for student placement in advanced coursework, our advanced courses often serve as talent development opportunities for students who have demonstrated gifted characteristics but may not have been formally identified. These students can engage in rigorous coursework beginning in sixth grade alongside those identified as AIG, AG, or IG.

The district remains committed to cultivating potential across the early grades through intentional, inclusive programming and collaboration among teachers, specialists, and families. This ensures that all students, especially those from underrepresented groups, are given opportunities to thrive.

We are also working to cultivate equitable mindsets among educators and stakeholders. Professional learning opportunities and data-driven reflection practices are used to help staff recognize and address potential bias in referral and placement processes. For example, data related to identification and service participation is disaggregated by race, socioeconomic status, language background, and exceptionality to guide discussions on equity and inform adjustments in practice. These data conversations help reframe perceptions, challenge assumptions, and shift the narrative toward seeing potential in all students.

All of these efforts are supported by district-level policies and guidelines that prioritize inclusive identification, multi-criteria evaluation, and student-centered service delivery.

*** Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

The district is committed to supporting AIG students’ academic and personal growth through robust extracurricular programming that fosters talent development, interest exploration, and enrichment opportunities during and beyond the school day. These experiences are designed to extend

learning and promote equity by including students from underrepresented populations alongside formally identified AIG students.

Programming Highlights

School-Based Events:

Annual AIG-focused events, such as service-learning projects, academic competitions, and field trips, enhance learning through real-world engagement.

Interest-Based Clubs & Electives:

Offerings such as Art Club, Drama, Coding, Environmental Club, Battle of the Books, Yearbook, Journalism, Student Tech Teams, and Student Council support diverse interests and creative expression.

Advanced Competitions & National Programs:

Participation in programs like Science Olympiad, Math Expo, creative writing contests, Governor’s School, Summer Ventures, and leadership development provides authentic, high-level learning experiences.

Equity & Talent Development Focus:

Opportunities are extended to both identified and high-potential learners to develop strengths early and inclusively.

Disaggregated participation data helps ensure underrepresented students have equitable access.

Systemic Support:

AIG specialists guide schools in developing and expanding extracurricular offerings.

Partnerships with EC, ML, and Title I staff help meet intersectional needs.

Feedback from students and families informs program improvements annually.

*** Ideas for Strengthening the Standard**

Expand availability of extra-curricular activities at the elementary level

Increase district engagement in regional, state, and national competitions

Close gaps in the identification and service of underrepresented populations

Google Classroom for AIG Students addition: Supplemental SEL materials, academic enrichment resources, and access to key personnel

Planned Sources of Evidence

* PCS Strategic Plan			
* AIG Handbook			
* Parents' Guide to Gifted Education			
Type		Documents	Document/Link
AIG Standard 2 Additional Resources		Document Template	
		N/A	
			PCS 26 Strategic Plan
			PCS AIG Handbook
			AIG Parent Guide

Standard 3: Differentiated Curriculum and Instruction

Person County Schools (730) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

All PCS instruction is based on the North Carolina Standard Course of Study (NCSCOS). Teachers work collaboratively in Professional Learning Communities (PLCs) at every school to adapt the NCSCOS to meet the needs of students.

The Person County Schools Instructional Framework guides Professional Learning Community (PLC) work as instruction is planned and delivered. Every nine weeks, PLCs produce pre-assessment banks, tiered performance tasks, and a pacing guide that enable teachers to accelerate mastery of content or embed enrichment projects.

School staff collaboratively monitor student learning and adjust instruction to meet learner needs. Meetings with AIG specialists and administrators ensure vertical alignment of enrichment, extension, and acceleration options.

Differentiated learning experiences also extend to science and social studies through interdisciplinary units and inquiry-based projects.

Districtwide Structures

- **Pre-assessment and flexible grouping:** Unit pre-tests determine reading and math guided groups, challenge clusters, or subject-acceleration candidates.
- **Technology-driven personalization:** i-Ready, Imagine Math, Gizmos, and Study Island analytics feed dashboards reviewed in PLC meetings; mastery automatically unlocks extension modules.
- **Monitoring and accountability:** AIG student growth is examined with principals every quarter; walk-through look-fors require evidence of enrichment, extension, and acceleration.

Grades K-5

- Classroom differentiation – Guided Reading, Guided Math, and flexible groups based on pre-assessment data.
- Digital extension – Personalized, blended learning via i-Ready, Reading Eggs, Gizmos, etc.
- Pull-out enrichment

▪ PBL enrichment ▪ Acceleration – Single-subject acceleration or whole-grade advancement using a rubric (ability scores, portfolio, social-emotional checklist). Grades 6–8 ▪ In-class extension – Differentiated instruction in advanced coursework; interdisciplinary Paideia Seminars during the daily MTSS block. ▪ PBL enrichment ▪ Acceleration – Compacting mastered units to open time for Virtual NC Math I or Honors English I in grade 8; early world-language credit via NCVPS. The AIG specialists also adapt the SCOS through pull-out AIG services for AIG students during the daily MTSS intervention block. AIG pull-out learning experiences are designed to support, enrich, and extend the regular SCOS instruction occurring in the regular classroom. Grades 9–12 ▪ Extension & enrichment – Honors curricula written one cognitive level above NCSCOS; AP, CTE credentialing. ▪ Acceleration – Minimum two honors/AP courses yearly, Credit-by-Demonstrated-Mastery, flexible block scheduling that allows Geometry in fall and Pre-Calc in spring; early graduation option. District Supports That Sustain Differentiation ▪ Scheduling safeguards: Elementary master schedules protect a 45-minute Enrichment Block four days a week; middle schools house AIG pull-outs in the MTSS flex period; high schools run an advisory block for seminar and AP study hall. ▪ Common planning: Elementary and middle school master schedules incorporate weekly common planning time. Differentiated instructional pathways are also tailored to support gifted learners from underrepresented populations, including twice-exceptional students and multilingual learners, ensuring both access and challenge.	* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. AIG Specialists and classroom teachers collaborate to examine key data on identified AIG students to differentiate instruction effectively. These data points may include students' interests, as determined through surveys and/or the AIG identification process; students' academic strengths and weaknesses, as determined by formative and summative assessments; and student readiness, as determined by pre-assessments. The AIG specialist and classroom teachers work together to review the available key data and provide AIG students with various differentiated practices, possibly including, but not limited to: ▪ Learning contracts
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- Learning centers/folders

- Book studies

- Problem/project-based learning

- Tiered assignments

- Choice-based assignments

These differentiated learning strategies increase the rigor of the learning unit's content, process, or product. AIG specialists and classroom teachers consider each student's identification area to help select the most appropriate instructional strategy.

The chart can be used in PLCs:

1. Collect data (pre-assessments, interest surveys, strengths profiles).
2. Identify the primary need for each student (readiness, interest, ability profile).
3. Select the corresponding strategy set from the chart.
4. Plan logistics (group size, time block, materials, tech tools).
5. Monitor and adjust using quick checks; if the need shifts, choose a new strategy match.

This ensures every AIG student encounters work that is appropriately rigorous, engaging, and aligned to their unique learning profile.

Student Need (Based on Data)	What the Need Looks Like in Class	Best-Fit Instructional Strategies	Why This Match Works
Readiness far above current unit (= 85% on pre-test or demonstrated mastery)	Finishes practice quickly; can explain concepts to peers	Removes repetition and replaces it with new, appropriately challenging material; contracts provide pacing autonomy.	Removes repetition and replaces it with new, appropriately challenging material; contracts give pacing autonomy.
Gaps closed, but craves more depth/complexity	Asks “What if...?” questions; enjoys ambiguity	Tiered assignments at DOK 3–4; Socratic seminar / Paideia discussion	Encourages higher-order thinking and critical discussion.
High interest/passion in a topic (survey or observation)	Talks incessantly about robotics, mythology, etc.	Interest-based project- or problem-based learning (PBL); Choice boards/menus; Independent study with mentor	Motivation increases when learning is anchored in personal fascinations; choice fosters ownership.
Advanced verbal or logical ability but uneven writing/study skills	Excels in discussion, struggles to organize essays	Learning centers/ folders with scaffolded tasks; Graphic organizers & study-skills mini-lessons embedded in honors tasks	Maintains rigor while supporting weaker process skills.

Student Need (Based on Data)	What the Need Looks Like in Class	Best-Fit Instructional Strategies	Why This Match Works
Prefers fast pace & autonomy ("Producer" profile)	Becomes restless during step-by-step instruction	Self-paced online modules; Flipped classroom with extension playlists	Allows learner to move quickly, freeing class time for deeper explorations.
Needs peer intellectual companionship	Feels isolated; few classmates share the ability	Cluster grouping in core class; Pull-out seminar with cognitive peers; Debate or math-team electives	Provides social-emotional support and appropriate academic discourse level.
Strength in one domain, average in others	Off-chart math scores, on-level reading	Single-subject acceleration (e.g., Math I in grade 7); Tiered math centers, grade-level ELA with enrichment but no acceleration	Targets the strength without overwhelming other areas; keeps schedule balanced.
Creative producer of original ideas	Generates novel solutions, enjoys open-ended tasks	Design-thinking challenges / makerspace projects	Honors divergent thinking and allows risk-taking in a structured setting.
In the elementary grade span, portfolios of differentiated work are kept in each AIG student's homeroom class to document and monitor differentiated activities completed. Student progress is reviewed quarterly during AIG meetings, allowing for adjustment of differentiation plans based on new performance data and student reflections.			
* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.			
The PCS AIG team utilizes a variety of supplementary resources to enhance the learning of our gifted students and support our talent development efforts: - PETS (Primary Education Thinking Skills), which is grounded in Guilford's Structure of Intellect - Curriculum Project-Based Learning Units with Pull-Out AIG Students - Performance-Based Projects - iReady individualized instructional pathway - iReady instructional resources for teachers			
To better meet AIG students' social-emotional needs, PCS recognizes the importance of social-emotional learning and integrates it into the curriculum and school environment to support students' overall development and success. PCS is currently piloting Second Step at several of our elementary schools. Teachers can differentiate Second Step lessons by providing more challenging activities, allowing for in-depth exploration of			

concepts, and encouraging higher-order thinking skills. PCS also recognizes that some gifted students may struggle with emotional regulation or social dynamics. Second Step can help address these issues by providing tools and strategies for managing strong emotions and building healthy relationships.

The AIG team will continue to research and identify effective resources to be utilized with AIG students. This will occur at the monthly AIG team meetings, where evidence-based resources found and suggested by team members will be reviewed.

The district has developed a resource library of evidence-based instructional strategies for differentiation. This resource provides all teachers in the district with a wealth of instructional strategies for differentiating instruction for the varied learners in their classrooms. The resource will be housed in the PCS Curriculum Library, accessible through the PCS webpage.

*** 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.

The AIG team strives to build future-ready skills in various ways for our AIG students.

AIG Problem- and Project-Based Learning Units: Problem- and project-based learning units, drawn from various sources, provide students with standards-based instruction that builds essential future-ready skills. Project-based learning requires critical thinking around real-world issues. Students often work in small groups or partnerships to complete these units, building collaboration and communication skills. Some project-based units require students to take on leadership roles in their classes and/or schools. The vast majority of these units require students to present their work, which prepares them for public speaking. The AIG team will continue to expand the use of these units.

Blended Learning: Our district continues to build upon its blended learning approach. The district's 1:1 laptop initiative and professional development efforts have helped develop teachers' abilities to address students' media literacy, critical thinking, and computer skills through blended learning. This initiative also included the implementation of Google Classroom. This blended learning model supports AIG programming that develops gifted students' 21st-century content knowledge and skills at an advanced level.

Book Clubs: Elementary AIG students participate in book clubs and/or novel studies with AIG specialists. Selected novels are high-interest and deal with complex issues. For example, fourth-grade students read *Wonder* by R.J. Palacio, which tells the story of a 10-year-old boy with a facial deformity entering a mainstream school for the first time. Students bring their novels and lunches for a special "Book Club" lunch seminar discussion about the book. These discussions encourage students to apply issues from the book to real-world problems. Students learn how to discuss difficult issues with sensitivity while developing their social skills.

Each AIG experience is connected to the NC Portrait of a Graduate skills matrix. These skills align with the competencies outlined in the North Carolina Portrait of a Graduate, emphasizing adaptability, communication, critical thinking, and personal responsibility as essential for 21st-century success. These structured opportunities simulate the collaborative problem-solving, self-direction, and cross-cultural communication demanded in college and modern workplaces.

At the high school level, students are encouraged to participate in community-based projects, such as job shadowing or CTE-aligned internships, to develop professional communication skills, personal responsibility, and post-secondary readiness.

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Person County Schools utilizes a variety of formative and summative assessments to inform instructional decisions and differentiate curriculum and instruction for gifted and advanced learners. Assessments are used to identify student readiness and guide enrichment, acceleration, or scaffolding based on individual needs.

Formative assessment tools commonly used across the district include exit tickets, checklists, student work products, teacher observations, distributed summarizing strategies, and iReady diagnostics. These tools provide timely insights that teachers use to adjust daily instruction and assign differentiated tasks. Pre-assessment data, in particular, is used to target AIG students with curriculum compacting, enrichment activities, or advanced tasks that align with their readiness levels.

Summative assessments, such as teacher-created unit tests, NC Check-ins, End-of-Grade (EOG) and End-of-Course (EOC) exams, final exams, Advanced Placement (AP) tests, and mClass assessments, provide broader data points to evaluate student mastery, monitor growth, and adjust instructional planning over time.

Data analysis is embedded in monthly PLC meetings. Additionally, student progress is monitored across instructional units to evaluate the effectiveness of differentiation for AIG students.

AIG specialists and classroom teachers collaborate to review and analyze assessment data. These data-informed discussions help refine instructional strategies, adjust AIG service delivery, and ensure students are appropriately grouped for extension or acceleration. PCS encourages the use of research-based tools and pre-assessments to match instruction with student needs across all subject areas. Based on assessment results, student assignments are differentiated into options such as novel studies, independent research, and math compaction.

All instructional staff receive ongoing professional development on assessment literacy, including how to interpret data and apply findings to support differentiated instruction. This districtwide initiative builds educator capacity and promotes a consistent, collaborative approach to ensuring all students, including AIG students, reach their academic potential.

*** Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

Person County Schools recognizes the importance of consistent collaboration among instructional personnel to implement differentiated curriculum and instruction that meet the diverse needs of advanced learners. While clearer procedures and annual training in best practices for gifted education have strengthened the contributions of professional staff, AIG stakeholders agree that opportunities for meaningful, ongoing collaboration should continue to expand to ensure that AIG students receive appropriately differentiated instruction throughout the school day.

Annual Training:

At the start of each school year, all instructional staff participate in professional development focused on best practices in gifted education. This training includes strategies for recognizing giftedness, including in underrepresented populations, addresses the social-emotional needs of gifted students, and covers foundational practices in differentiation. Classroom teachers receive support in planning for and implementing curriculum compacting, tiered assignments, and opportunities for acceleration and enrichment based on student readiness.

Ongoing Communication and Support:

The AIG Coordinator provides school administrators with ongoing learning and resources through face-to-face leadership meetings. These meetings focus on the importance of differentiation during PLCs, identifying potential giftedness in students who may be underachieving or demonstrating atypical behaviors, and clustering gifted students within classrooms to support peer collaboration and academic challenge.

Dedicated Structures for Collaboration:

Collaboration between AIG personnel and general education teachers is supported through PLCs and planning meetings. These structures allow for joint analysis of assessment data, development of advanced learning tasks, and refinement of instructional strategies. AIG Specialists use guiding questions during collaboration to help teachers reflect on the effectiveness of differentiation. Questions include:

- Are AIG students provided opportunities for acceleration when needed?
- Are students consistently challenged beyond grade-level expectations?
- Are enrichment tasks aligned with students' interests and strengths?
- Are AIG students encouraged to take intellectual risks?

Cross-Department Collaboration:

As a small district, PCS benefits from collaboration among AIG, EC, ML, and general education staff. This coordination supports twice-exceptional students and identifies giftedness in underrepresented populations. The development of Differentiated Education Plans (DEPs) involves input from EC teachers, specialists, and administrators as needed. This collaboration ensures that strengths and challenges are both addressed and that instructional plans reflect each student's academic and developmental needs.

Monitoring and Support:

PCS is working to strengthen its systems for supporting and monitoring the implementation of differentiated instruction. This includes curating resources for teachers and exploring ways to track the consistency and effectiveness of differentiated strategies through classroom walkthroughs and teacher reflection protocols.

*** Ideas for Strengthening the Standard**

- Increased collaboration time between classroom teachers and AIG Specialist-More Frequent attendance in PLC meetings (Remind Principals to schedule so that AIG Specialist can attend PLC Meetings at least twice a month.)
- More Staff Member will obtain AIG Certification
- Obtain additional resources

Planned Sources of Evidence

* AIG Monitoring Chart		
* AIG Handbook		
* AIG Portfolios		

Documents

Document Template

N/A

Document/Link

 [AIG Monitoring Chart](#)

AIG Standard 3 Additional Resources

Standard 4: Personnel and Professional Development	
Person County Schools (730) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development	<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. The district's AIG Coordinator holds a North Carolina AIG add-on license. This coordinator leads the AIG program in alignment with the district's Local AIG Plan and is supported by a core team of certified AIG specialists. Together, they guide, plan, develop, implement, revise, and monitor the program across K–12. To fulfill these responsibilities, the AIG Coordinator: ▪ Guides and revises the Local AIG Plan in collaboration with the AIG Advisory Council and through stakeholder input (e.g., surveys from parents, teachers, and district administrators). ▪ Develops and monitors AIG services through regular PLCs with specialists and reviews service delivery documentation. ▪ Leads the implementation of consistent AIG practices by facilitating district-wide planning sessions, maintaining a shared vision, and supporting implementation fidelity. ▪ Collaborates across departments (e.g., EC, ML, MTSS) to ensure that twice-exceptional and underrepresented AIG students are identified and supported effectively. ▪ Advocates for funding and personnel resources with district leadership to ensure program sustainability. ▪ Participates in state and regional gifted education professional development, staying current on best practices and policy updates. ▪ Communicates expectations and supports AIG staff through the AIG Handbook, role clarification documents, and structured work sessions. These responsibilities are aligned with the vision and goals of the Local AIG Plan and ensure consistent, high-quality programming for gifted students across the district.	
* 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.	

The district's AIG-licensed specialists are critical in delivering and supporting AIG services across all grade spans. These specialists provide both direct and indirect services to meet AIG students' academic, intellectual, and social-emotional needs. They are also key contributors to the successful implementation of the district's Local AIG Plan.

Personnel Structure:

AIG specialists are assigned based on school population and need. At the elementary level, specialists primarily provide pull-out enrichment, support for cluster teachers, and collaborate with classroom teachers on differentiated instruction. At the middle school level, they may co-teach or consult with core content teachers to support rigorous differentiation. At the high school level, support may include advanced course advising, coordination of enrichment opportunities, and collaboration on independent study or mentorship projects.

Alignment with the Local AIG Plan:

The roles of AIG specialists directly reflect the vision, mission, and goals of the Local AIG Plan, which emphasizes equitable access, academic challenge, and support for the whole learner. Their work ensures consistent program implementation and responsiveness to the needs of AIG students across the district. Specialists meet monthly to collaborate on service delivery, share effective differentiation practices, and engage in continued professional learning.

Roles and Responsibilities:

AIG specialists:

- Deliver direct instruction and adapt curriculum to meet the needs of AIG students
- Collaborate with general education teachers to support differentiated instruction
- Provide school-based professional development and instructional coaching
- Participate in student identification processes, including screening and data analysis
- Communicate with families to support student learning and growth
- Advocate for the academic and social-emotional needs of AIG students
- Monitor and document service plans and student progress
- Contribute to program evaluation and engage in ongoing professional growth through PLCs and regional/state-level professional development

*** 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.

Person County Schools requires teachers to attain an AIG add-on licensure to serve as AIG Specialists. Two of the four specialists also hold National Board Certification. The four specialists have an average of 15 years of teaching experience.

The district provides targeted professional development opportunities for all personnel involved in the AIG program. These trainings support the implementation of the Local AIG Plan by enhancing staff understanding of AIG students’ academic, intellectual, and social-emotional needs. Classroom teachers and instructional specialists are required to participate in an annual “AIG Refresher” training. This training is delivered at the beginning of the school year by the AIG Specialists and/or the AIG Coordinator. The session focuses on AIG policies, procedures, and service expectations. Student services personnel receive AIG training tailored to their roles: ▪ EC and EL staff attend the annual “AIG Refresher,” with additional emphasis on the identification and support of twice-exceptional learners. ▪ School counselors receive training on the social-emotional needs of gifted students, DEP documentation, and secondary academic planning. Participation is verified through attendance rosters. School administrators engage in: ▪ Summer leadership training on appropriate placement of AIG students and strategies for supporting high-achieving learners. Professional development efforts are aligned with the Local AIG Plan and informed by staff feedback and survey data. The district is expanding its offerings to include AIG-related training that increases staff awareness of gifted multilingual learners.	* 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. AIG students are assigned to teachers who have earned an AIG add-on license when possible. However, this is not always feasible at every school or during every school year. In such cases, students are assigned to regular classroom teachers who have met the PCS requirements for their position, which may include professional development in gifted education strategies. Each principal is responsible for class assignments and works to maximize student growth by aligning student needs with teacher strengths. The AIG Coordinator partners with school administrators to encourage the placement of AIG students with teachers who have demonstrated success with high-achieving learners. This practice is emphasized annually at the district’s summer leadership event. Additionally, the district encourages cluster grouping when feasible, placing AIG students together with appropriately licensed or qualified teachers. The AIG Coordinator works collaboratively with principals on AIG student placement. This monitoring ensures consistent alignment with district guidelines. Data on teacher qualifications and AIG student placements are reviewed annually and shared with district leadership as needed to inform staffing decisions and professional development planning.
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*** Practice E**

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

PCS's AIG Coordinator is also the district's **Director of Recruitment and Retention**. The coordinator encourages principals to incorporate interview questions focused on gifted education to assess applicants' readiness to support advanced learners. This best practice is reviewed annually during the district's summer leadership event.

Recruiting Internal Candidates for AIG Licensure

To increase the number of AIG-certified teachers, PCS promotes licensure opportunities to current staff through internal communication channels such as the **PCS Pulse**. The district also partners with higher education institutions to host virtual information sessions about AIG licensure. PCS provides tuition assistance to teachers pursuing AIG add-on licensure, with funding levels determined annually based on available resources and interest.

Retention and Support of AIG-Licensed Teachers

PCS is exploring strategies to retain AIG-licensed teachers, including public recognition at board meetings, access to gifted-specific professional development, and opportunities for leadership roles in gifted programming. Teachers who receive district-funded tuition support may be asked to commit to continued service in the district.

Commitment to Diversity in Recruitment

As part of its broader equity and inclusion goals, PCS is committed to recruiting AIG-licensed professionals from diverse backgrounds and ensuring equitable access to licensure opportunities—especially in schools with historically low numbers of certified gifted education staff.

*** Practice F**

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

A significant component of all AIG refresher trainings and other professional development offerings described in Practice C is the district's commitment to advancing equity and excellence in gifted education. To inform this work, PCS annually reviews disaggregated student data—including AIG identification trends across demographic groups—and gathers input from school leaders and staff to assess professional development needs related to equity.

Focused professional learning opportunities are designed and implemented to address these identified needs. These sessions include:

- A review of talent development efforts at all grade levels, including how data informs equitable talent identification and service.
- Training on traditional vs. non-traditional gifted characteristics to expand understanding of giftedness beyond typical stereotypes.

▪ Emphasizing identifying and supporting underrepresented student populations to ensure all personnel understand their role in increasing equity in AIG services. ▪ Guided reflection on how educators' beliefs, expectations, and biases may impact referral and service practices. In addition, professional development includes reviewing and discussing AIG-related policies and practices, ensuring alignment with equitable identification, referral, and service delivery models. These equity-focused trainings are embedded in annual district-wide AIG meetings, school-based PLCs, and summer leadership sessions to ensure ongoing improvement and systemic support. PCS also integrates resources such as NCDPI's Guidebook, Call to Action, and other tools into its professional learning plans and collaborates with the district's broader initiatives to ensure alignment and coherence.	
* 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. Person County Schools aligns professional development (PD) opportunities with local AIG program goals, broader district initiatives, and best practices in gifted education. A comparison of AIG goals with district focus areas—such as Future-Focused Learning, Strategic Planning with Data, Equity & Excellence, and Fostering School Communities—demonstrates strong alignment and integration. AIG PD is embedded in initiatives such as instructional leadership development and equity training. The AIG coordinator collaborates with the district PD team and serves on various committees to ensure the gifted perspective is represented across district efforts. Monthly meetings among AIG specialists and the coordinator provide time for reflection, strategy sharing, and collaboration. These meetings, along with work with classroom teachers, help transfer PD learning into practice. These structures ensure that professional learning is ongoing, collaborative, and impactful in improving AIG service delivery.	
* Ideas for Strengthening the Standard Continue these practices to strengthen the standard: Continue to provide Annual AIG Refresher Training for All Staff. Encourage AIG license attainment and publicize opportunities for obtaining licensure Encourage regular education teachers to take advantage of support from AIG Specialists Continue to build an online library of differentiation strategies for teachers to utilize, with sections for AIG, ESL, EC, etc. An online module through Public School Works focused on differentiation for AIG students is being developed.	
Planned Sources of Evidence	

* PD Records of Attendance/Sign In		
* AIG Refresher		
* Survey Results		
Type	Documents Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	 <u>AIG Refresher</u>  <u>AIG Refresher Training Roster</u>

Standard 5: Partnerships	Person County Schools (730) 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. Person County Schools (PCS) actively develops two-way partnerships with parents and guardians to support the academic, intellectual, and social-emotional needs of AIG students. PCS gathers parent input as part of the AIG identification process, including collecting student background information and strengths. During annual DEP and IDEP reviews, parents are asked to provide insights into their child’s academic and social-emotional development. This information informs instructional planning and the customization of student services. Parents acknowledge their agreement and partnership in this process through formal signatures. Survey feedback from parents, students, and staff is collected annually using digital tools such as Google Forms. The AIG Coordinator and team compile and review quantitative data (e.g., Likert-scale items) to identify trends in satisfaction, awareness, and areas for growth. Open-ended responses are coded for common themes and shared with the AIG Advisory Group for discussion. This input is reviewed by the AIG team and used to refine services, enrichment opportunities, and communication practices. PCS publishes an AIG newsletter for all stakeholders, including updates on AIG policies, access to services, and opportunities for enrichment and engagement. Parents and guardians are invited into classrooms and school events to support learning experiences through career presentations, cultural enrichment, and special project reviews. These partnerships not only enrich academic learning but also promote a sense of community and belonging for AIG students. Elementary and middle school AIG specialists participate in family events such as parent nights, open houses, and middle school orientations, providing critical academic and SEL transition support. At the high school level, events like college planning nights offer continued engagement opportunities. PCS ensures equitable access and participation by translating key AIG documents into Spanish and other languages as needed. Interpreters are available for conferences upon request. Parents are regularly involved in creating Differentiated Education Plans (DEPs) and receive quarterly progress reports on their child’s academic and social growth.

* 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. PCS values strong partnerships with community stakeholders to enhance opportunities for AIG students and staff. Current partnerships with institutions of higher education (IHEs) include field trips to universities such as UNC-Chapel Hill and guest lectures from faculty for parents and teachers on gifted characteristics and instructional practices (staff development). The district also collaborates with local colleges to support AIG licensure pathways for staff, enhancing teacher preparation and program quality. For students, enrichment is provided through business professionals engaging in classroom career exploration and real-world problem-based learning activities. The district is actively developing internship opportunities with local businesses. Looking ahead, PCS aims to deepen these partnerships by increasing structured college visits (extension), expanding classroom mentorship opportunities (enrichment), and pursuing business support for AIG competitions and enrichment clubs. Planned professional development with university faculty and industry leaders will further enhance the instructional practices of AIG educators.	* 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. The PCS AIG Advisory Group plays an essential role in developing, implementing, monitoring, and revising the local AIG program and plan. The group comprises AIG parent representatives from each school, AIG specialists, regular education teachers, instructional assistants, and district instructional coaches. Community members are also invited to participate to ensure broader community input. The advisory group is intentionally assembled to reflect the diversity of our district. School administrators and AIG staff collaborate to recruit members from different backgrounds and school zones to ensure varied perspectives, including representation from multilingual families and underrepresented groups. During the most recent plan revision, the advisory group reviewed each standard in depth, offering specific feedback on current strengths, areas for improvement, and questions needing clarification. The group will continue to meet regularly to monitor plan implementation by reviewing student demographic and achievement data, secondary course enrollment, and results from annual parent, student, and staff surveys. Recommendations from the advisory group directly inform program improvement and future revisions of the local AIG plan. * Practice D Informs all students, parents/guardians, and the community of the following: ▪ Local AIG Plan ▪ Local AIG program services
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- 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.

The district ensures that all students, parents/guardians, and community members are informed about the Local AIG Plan, available services, relevant policies, and access to advanced learning opportunities through intentional and ongoing communication efforts.

The Local AIG Plan is made accessible through multiple platforms, including the district website, printed materials available in school front offices, and direct communication at school and district events. Digital versions of the AIG Handbook and a plan summary are also distributed via district and school email lists and newsletters.

To meet the needs of our linguistically diverse community, key documents are translated into the major languages represented in the district. Interpreters are available at AIG-related meetings, and additional language assistance is provided through the district's translation services.

The district uses a layered communication approach—including social media updates, school messaging apps, printed flyers, and automated phone calls—to reach a wide audience. Communications occur throughout the school year and include program updates, student highlights, application deadlines, and information about access to advanced coursework and enrichment opportunities. Guidance on how to access these opportunities—such as eligibility requirements, timelines, and registration instructions—is also shared with families through school-based communications, digital platforms, and advisory sessions.

Communication includes details regarding both district and state policies that impact gifted education and advanced learners. These policies are summarized in the AIG Handbook and discussed at parent meetings to ensure consistent understanding of procedures related to AIG identification, service delivery, and programming options.

To increase awareness and build support, the AIG program regularly highlights student achievements and program events—such as Science Olympiad and academic competitions—at Board of Education meetings and through the district AIG newsletter.

School counselors and AIG specialists work collaboratively to inform families about a wide range of advanced learning options through school websites and parent information sessions. AIG specialists and counselors discuss upcoming opportunities, services, and events with students through classroom visits, advisory periods, and school announcements. These include honors and AP coursework, dual enrollment, job shadowing, and Career and Technical Education (CTE) pathway opportunities.

The district also engages with local organizations to expand access to enrichment programs and community-based learning experiences. Information about events, camps, speakers, competitions, and extracurricular opportunities is disseminated to families regularly.

These strategies help foster positive community relations and improve perceptions of the district's commitment to advanced learning.

*** Ideas for Strengthening the Standard**

Collect stakeholder survey data more frequently

Continue to translate key AIG documents into Spanish and other languages as needed

Expand the advisory group and broaden partnerships with various stakeholders and community members.

Seek new partnerships with IHEs and business/industry.
Work to ensure the consistency of messaging across the schools

Planned Sources of Evidence

* Survey Data	
* Advisory Group Presentation	
* Parents' Guide to Gifted Education	

Type	Documents	Document/Link
AIG Standard 5 Additional Resources	Document Template N/A	 AIG Student Survey Summary.

Standard 6: Program Accountability	
Person County Schools (730) 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.	
Person County Schools has developed an AIG Plan that is approved by the Board for a three-year cycle. Schools within the district follow the local AIG Plan.	
The AIG Coordinator attends regional meetings to discuss concerns and learn about AIG resources that support plan development and improvement.	
The PCS Local AIG Plan was developed and revised through a comprehensive evaluation process using multiple data sources, including stakeholder surveys, AIG student demographic and achievement data, and feedback from parents, students, and educators. Student data are reviewed quarterly by PLCs, while stakeholder survey results are analyzed at the close of the survey window to identify trends and areas for improvement.	
A diverse AIG Advisory Council—consisting of parents, students, teachers, and administrators—conducts a standard-by-standard review of the program to identify strengths and areas for growth. During Council meetings, the team evaluates effectiveness and recommends revisions based on their findings.	
The revision process follows a defined timeline and includes regular updates to stakeholders through advisory meetings and school leadership teams. The final draft of the revised AIG Plan will be submitted to the Person County Board of Education for approval and then to the North Carolina Department of Public Instruction for review, in alignment with SBE policy and state legislation.	
* 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.	
The PCS AIG program is monitored through a collaborative effort led by the district AIG Coordinator, in partnership with AIG specialists, AIG parent representatives, and stakeholders on the AIG Advisory Group. The AIG Coordinator is responsible for overseeing the fidelity of implementation and ensuring alignment with current legislation and state policy. Monitoring efforts are conducted throughout the school year via AIG team meetings, regular analysis of student demographics, achievement, and course enrollment data, as well as annual feedback collected through surveys of parents, students, and staff.	

Each AIG specialist is responsible for supporting plan implementation at the school level and reporting on progress. Specialists report on service delivery, differentiation strategies, and talent development efforts during PLC meetings. The district uses these data sources to verify that the practices and procedures outlined in the Local AIG Plan are being implemented with fidelity. Progress and any recommended revisions are discussed with the AIG Advisory Group and shared annually with the Person County Board of Education.	* 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 PCS AIG budget is collaboratively developed and monitored by the Finance Director, AIG Coordinator, and Superintendent to ensure alignment with state policy and the goals outlined in the Local AIG Plan. Budget priorities are determined based on identified student and program needs, with approximately 90% of state AIG funds allocated to the salaries of AIG-certified teachers. The remaining 10% supports program implementation through the purchase of instructional materials, technology, student enrichment opportunities, and professional development in gifted education, including participation in the NCAGT conference. The AIG Coordinator, in collaboration with the Finance Director, reviews the budget report quarterly to ensure expenditures align with the AIG Plan and state spending guidelines. Decisions regarding discretionary spending are made with input from the AIG team, and all budgetary actions are documented to promote transparency and strategic use of funds. Additional funding sources, such as local funds or grants, are pursued whenever possible to enhance program services and support the broader needs of stakeholders. Expenditures are cross-checked against the current State Allotment Policy Manual to ensure compliance with allowable uses of AIG funds.
* 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. Person County Schools has developed a comprehensive data monitoring system to track AIG student achievement, growth, and engagement. The AIG Coordinator collaborates closely with the district's Accountability and Student Services departments to gather and analyze a variety of data sources, including EOG/EOC scores, EVAAS growth data, local benchmarks, AP course outcomes, and other relevant indicators of academic progress. This data is reviewed at least twice annually during district AIG team meetings to identify trends and address gaps in performance, especially among historically underrepresented subgroups. Annual dropout data for AIG students is disaggregated by grade level, race/ethnicity, and service area and is reviewed each summer. The AIG Coordinator meets with school counselors to investigate the causes of student withdrawals and identify patterns. Based on this analysis, proactive supports—such as academic counseling, peer mentorship, or engagement strategies—are implemented to support at-risk students. Disaggregated data is used to inform instructional practices and service delivery decisions. When trends reveal underrepresentation of specific student groups in advanced coursework or enrichment opportunities, the district initiates targeted outreach, modifies identification processes, and	

enhances talent development programming. These findings are regularly shared during school leadership meetings and with the AIG Advisory Council to ensure transparency and collaborative decision-making. Over time, analysis of disaggregated trend data has proven critical in informing district mindsets, policies, and practices. Through data-informed discussions, Person County Schools reevaluates service models, identifies professional development needs, and makes adjustments to ensure all AIG students have equitable access to appropriate support and programming.	* 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. Person County Schools maintains a comprehensive system to track and analyze data related to the referral, identification, services, and retention of AIG students. The AIG Coordinator and AIG Specialists collaborate regularly with the Executive Director of Accountability and Curriculum Support, the Chief Academic Officer, and the Directors of Elementary, Secondary, and EC Education to ensure thorough and consistent data monitoring. Demographic information is collected for all students referred for AIG evaluation. This includes race, ethnicity, gender, language status, and any additional exceptionalities. Data is reviewed quarterly during AIG team meetings to assess referral patterns and identify any underrepresentation. The team also reviews Infinite Campus reports to analyze the demographics of identified AIG students and those receiving services through the AIG continuum. Participation rates in advanced learning opportunities—including honors, AP, and dual enrollment courses with PCC—are disaggregated by demographic group to identify disparities in access and service. Retention of AIG students is monitored annually by tracking students who remain engaged in AIG services and advanced coursework over time. Current data analysis has revealed disproportionality in identification rates. While district enrollment is approximately 30% Black and 16% Hispanic, only 12% and 10% of identified AIG students, respectively, belong to these groups. In contrast, White students represent 46% of the district but 71.1% of the AIG-identified population. The district is committed to reducing these gaps through improved outreach, equity-focused training for staff, and refined identification practices during the 2025–2028 Local AIG Plan cycle. Through collaborative data review, the AIG team identifies trends and uses findings to inform decisions related to program access, talent development, and retention strategies, ensuring that gifted services are equitable and inclusive of all student populations.
* 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 Person County Schools Human Resources department maintains up-to-date records of teacher licensure and certification, including the AIG add-on license. These records are reviewed annually and are accessible to the AIG Coordinator and school administrators for planning and placement purposes. AIG licensure is required for all AIG specialists and is strongly encouraged for classroom teachers who regularly serve AIG students.	

This certification data is used to support multiple goals of the Local AIG Plan, including equitable access to appropriately trained teachers and the development of internal capacity to support AIG students. Principals use this information when creating class rosters to place AIG students with AIG-certified teachers whenever possible. AIG-certified teachers are also leveraged as instructional leaders within their PLCs to support differentiation strategies and best practices for gifted instruction. Additionally, licensure data is reviewed to identify potential candidates for future AIG specialist positions, enabling the district to plan for succession and minimize disruptions in services. These practices ensure that personnel decisions align with the Local AIG Plan's focus on high-quality instruction and equitable service delivery for AIG students.	* 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. Person County Schools intentionally gathers feedback from multiple stakeholders to support the continuous improvement of the local AIG program. Formal methods include an annual district-wide survey for AIG parents, which provides opportunities for open comments. Student surveys are administered yearly to capture student perspectives on the program's effectiveness at the school and classroom levels. These surveys incorporate questions aligned with the Local AIG Plan's self-assessment practices to ensure feedback informs progress on specific standards. Additionally, each school requests at least two parents to serve as representatives on the AIG Advisory Council, which meets regularly to evaluate program practices and provide recommendations. The district also encourages informal feedback through a new annual AIG newsletter featuring an open-ended Google Doc for stakeholder suggestions. Teachers and school staff participate in ongoing discussions through existing collaborative structures, where feedback related to AIG services is collected and documented through meeting minutes. This feedback is reviewed systematically to inform program adjustments and ensure equity and consistency across schools. Communication is further supported by a Parent Guide containing contact information for AIG specialists and the coordinator, inviting parents and families to engage with the program.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. Person County Schools shares the results of the local AIG program evaluation with a broad range of stakeholders using tailored communication methods. For school personnel and district leadership, evaluation data is shared through face-to-face and virtual meetings, as well as collaborative review sessions with AIG specialists and district administrators. Parents and families receive summaries of evaluation results via newsletters, the district website, and during AIG advisory group meetings, which include parent representatives. Information is also presented in accessible formats and languages to ensure inclusivity. To engage students, feedback from student surveys and advisory groups is included in evaluation discussions, and age-appropriate summaries of program outcomes are shared annually. Community stakeholders are informed through presentations at meetings, district communications, and community events.
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All data shared publicly is aggregated and anonymized to protect student confidentiality and complies with FERPA regulations. The district strives to ensure transparency while safeguarding privacy as it collaborates with stakeholders to continuously improve the AIG program.

*** 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.

As part of our procedures for referral, screening, and identification, the Person County Schools Due Process Procedures form (Form AIG-5) is given to parents/guardians of all referred students. A Differentiated Education Plan (DEP) (Forms AIG-8 through AIG-10) is completed for each student who receives AIG services. The parent or guardian is invited to discuss the team's recommendation (Form AIG-6). The parent indicates consent by signing the Differentiated Education Plan. Student services may then begin. Services may be changed and/or DEPs modified as needed throughout the year, but parents/guardians are always notified in writing of any changes to services.

The following documents and procedures address the rights of AIG students and their parents/guardians:

- **AIG 1: Student Nomination Form** – Parents and students can self-nominate for full AIG evaluation.
- **AIG 2: Parent/Guardian Consent for Evaluation** – Parents/guardians must give consent before the full evaluation process begins.
- **AIG 6: Invitation to Conference** – Parents/guardians are informed of and invited to meetings where changes or decisions about AIG services and placements are made.
- **AIG 7: Summary of Evaluation Data** – Parents/guardians have full access to evaluation data collected as part of the AIG identification process.
- **AIG 8-10: Differentiated Education Plans (K-5, 6-8, 9-12)** – Parents/guardians review and sign a DEP each year the student participates in the AIG program.
- **AIG 11: Individualized Differentiated Education Plan (IDEP) Grades K-12** – Parents/guardians review and sign the IDEP annually when students require unique placements or services.
- **AIG 12: AIG Annual Report** – Parents/guardians receive an annual report on their student's progress in the AIG program, which may include a follow-up conference.
- **AIG 14: K-5 Annual Review by Student** – Elementary AIG students annually review their progress to inform any needed changes to services.
- **AIG 15: Temporary Placement Form** – Parents/guardians receive this notice when AIG students transfer from another school district. This document states that students will be temporarily placed in a cluster AIG classroom as the district awaits further documentation from the former school or until enough data is collected to identify the students as AIG according to district requirements.
- **AIG 16: AIG Determination Team Minutes** – Once a school's AIG Determination Team has reviewed the complete summary of evaluation data, parents/guardians are notified of the outcome.

- **AIG 17: AIG Program Withdrawal Form** – Once identified as AIG in our district, students maintain this designation until a parent or guardian withdraws the student from the program.

Procedures for Reassessment:

After the initial screening and identification efforts, which typically occur in third grade, multiple opportunities for reassessment are available.

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* Ideas for Strengthening the Standard

Continue these practices to strengthen the standard:

- Maintain and update documentation at all grade levels.
- Keep the plan, procedures, and accountability data on the district AIG website.
- Publish relevant accountability data in the quarterly AIG newsletter for all stakeholders.

Planned Sources of Evidence

* Webpage	
* Meeting Minutes	
* AIG Handbook	

Documents

Document Template

N/A

Document/Link

 [PCS AIG Handbook 2025-2028](#)

Person County Schools (730) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/12/2025 

AIG Related Documents

Person County Schools (730) 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	Person County Schools Board Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	PCS AIG Handbook Updated 2025 Plan Year AIG Parent Guide
AIG Standard 2 Additional Resources	N/A	PCS 26 Strategic Plan PCS AIG Handbook AIG Parent Guide
AIG Standard 3 Additional Resources	N/A	AIG Monitoring Chart
AIG Standard 4 Additional Resources	N/A	AIG Refresher AIG Refresher Training Roster
AIG Standard 5 Additional Resources	N/A	AIG Student Survey Summary
AIG Standard 6 Additional Resources	N/A	PCS AIG Handbook 2025-2028

Person County Schools (730) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
Academically and/or Intellectually Gifted (AIG)	Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment.
Cognitive Abilities Test (CogAT)	A group administered aptitude test measuring verbal, quantitative, and nonverbal reasoning
Differentiated Education Plan (DEP)	Documentation of AIG services a student will receive, updated annually