

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

Approved by local Board of Education on: 09-MAY-16

LEA Superintendent's Name: Dr. Ron Hargrave

LEA AIG Contact Name: Dr. Rachel Burris

Submitted to NC Department of Public Instruction on: MAY 12, 2016, 10:25:40

Revision Submitted to NC Department of Public Instruction on:

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

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Scotland County Schools local AIG plan is as follows:

Scotland County Schools Vision for local AIG program: As required by NC General Statutes, Article 9B, North Carolina Academically or Intellectually Gifted Program (AIG), Scotland County Schools has developed a plan for the provision of services to academically or intellectually gifted students. Scotland County Schools' vision for AIG students reflects the commitment to help all students reach their full potential regardless of family background, socioeconomic level, disabilities, or gender. The AIG program is built on a strong foundation of collaboration among parents, students, teachers, administrators, and community members to implement and achieve a strong program.

Scotland County Schools' goals for AIG students reflect the commitment to help ALL students reach their full potential. The AIG Program is built on a strong foundation of collaboration among parents, students, teachers, administration, and community members working together to implement and achieve the following program and student goals.

Program Goals:

- o To utilize a range of assessment instruments to recognize the students who are AIG within the Scotland County School System.
- o To provide opportunities for enrichment for AIG learners.
- o To provide an array of service options to meet the diverse needs of the students who are

recognized as AIG in the Scotland County School System.

- o Provide on-going professional development opportunities to all Scotland County educators of AIG students.
- o Prepare educational personnel to meet the diversity of AIG learners for the 21st Century, i.e. differentiation, problem-based learning and social-emotional needs.
- o Create and extend opportunities for parents and community involvement with AIG learners.
- o Monitor the success of services for AIG learners in meeting identified student needs.
- o Evaluate the various components of the AIG program to facilitate continuous improvement.
- o Collaborate with regular educators to improve the learning experience for all students.

Sources of funding for local AIG program (as of 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$310553.00	\$0.00	\$0.00	\$0.00

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DRAFT

Standard 1: Student Identification

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

Practice A

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

District Response: As required by NC General Statutes, Article B, North Carolina Academically or Intellectually Gifted Program, Scotland County Schools has developed a plan for the provisions of services to academically or intellectually gifted students. Scotland County Schools' purpose for AIG students reflects the commitment to help all students reach their full potential regardless of family background, socioeconomic level, disabilities, or gender.

Scotland County Schools AIG Program has a very clear and precise screening, referral and identification process that has been communicated to the teachers, administration, parents and students through brochures, meetings and websites.

AIG brochures will be updated and available at each school. AIG information will be part of school enrollment packets

AIG plan and information will be added to the Scotland County School website.

School AIG facilitator present AIG information to the school staff at start of each year, to include identification process as well as traits of "underserved gifted" students.

Practice B

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

District Response: The Scotland County School AIG Program employs multiple criteria for student identification that are effective in developing a comprehensive profile of each student. The AIG Assessment Committee indicates that there is evidence that the AIG identification procedures are equitable and multi-facet, providing several criteria to reveal the student's potential and giftedness. Each year the identification process is reviewed to determine if revisions need to occur in order to continue to provide equality in our program.

Scotland County Schools will screen students in the following ways: Review assessments and test

data to create screening pools

Continue to observe classes for students who show exceptional abilities Review class grades and performances

Scotland County Schools will use the following indicators in various combination to determine those students who are gifted and in need of differentiated educational services. To qualify for services in the academically gifted program, a student must meet the criteria in 3 of the 4 areas on the Frasier Talent Assessment Profile (FTAP)

1) Student Achievement - to be eligible in this area, a student must have at least one of the two areas (reading or math) at or above 88%ile.

2) Student Aptitude - to be eligible in this area, a student must have at least one of the three areas (verbal, quantitative, or Full Scale) scores at or above the 88%ile.

Students who score in the 98%ile or above (verbal, quantitative, or Full Scale) will be identified as Intellectually Gifted (IG) and will be automatically provided gifted services. These students will still receive the full battery of tests to determine if the student is academically and intellectually gifted, (AI).

3) TAB (Traits, Aptitudes and Behaviors)- to be eligible in this area, a student must have at least 3 of the 10 traits, aptitudes and behaviors with a stanine score of 8-10.

4) GRS (Gifted Rating Scale) - to be eligible for this area, a student must have at least 3 of the 5 areas of giftedness at or above the 88%ile

With regards to K-2 students, an annual broad based sweep of general population of K-2 students at the beginning of the year (BOY) using the MClass assessment (e.g. a review of this test for students who are performing one full grade level above Level D for Kindergarten, Level K for First Grade, Level N for Second Grade). Students who meet these parameters of the broad sweep are then referred to the AIG District Office for testing in the areas of aptitude and achievement with the WISC-V and the Woodcock Johnson IV assessments. These students are then provided advanced differentiation in small groups to meet their extended learning needs, in addition to extension opportunities through the Primary Education Thinking Skills (P.E.T.S) program.

Practice C

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

District Response: Scotland County Schools continues to expand the search for students in innovative ways as a means of increasing/expanding diverse representation. SCS uses a variety of mass screening and referral procedures throughout the school year to assist in the identification of gifted students from diverse backgrounds. Data is collected regarding student achievement, student aptitude and observations. The data comes from various sources and through various district wide

screenings with the goal of increasing representation across diverse populations of students. Teachers are provided professional development in the areas of underserved gifted populations and identification of these students with the goal of increasing referrals of underserved students beyond the broad sweep in 2nd grade as well as annually through EOG performance.

Student search includes all activities designed to review the general population of students at each school to see which students may need further assessment and/or eventual placement in the differentiated services of gifted education. Search procedures should be comprehensive and easy to accomplish. Particular attention during the search should be given to all potentially gifted students from culturally diverse, economically disadvantaged, or disabled populations. Information collected during this phase should lead to either further assessment or to services at this time. This process will establish the pool for nominations. Should the decision be made to collect more information, parents will be notified. When a student is not recommended for further assessment or nomination, some documentation will be placed in the student's file. This documentation should alert future teachers that this student has shown some indication of potential giftedness and deserves to be monitored to determine if the process should begin again. The search strategies will include the following:

- 1) An annual aptitude screening of ALL second grade students. This screening should take place at the end of students' 2nd grade year using the Cognitive Abilities Test as the screening tool. (This stage of screening will continue as funding permits.) Each school's AIG Facilitator will be responsible for charting the scores of each second grade student on the appropriate form. These scores will be examined for potential AIG nominations.
- 2) An annual broad-based sweep of the general population grades 3-10 (e.g. a review of EOG and EOC test scores at the 85th percentile or above). By October 31 of each year the AIG Facilitator at each school should complete the SCS Tally Sheet for the 3-8 classes, recording the names and scores of those students who scored at or above the 85th percentile on the EOG/EOC tests the previous year.
- 3) An annual broad based sweep of general population of K-3 students at the beginning of the year (BOY) using MClass assessment (e.g. a review of this test for students who are performing one full grade level above Level D for Kindergarten, Level K for First Grade, Level N for Second Grade)
- 4) Data Review process outlined in bullets 1-3 will lead to a referral-seeking process to request input from teachers, parents and others who may have knowledge of the student's learning needs. Using the T.A.B and GRS, outlined in section b, teachers and parents provide information regarding the students' gifted propensities. The school AIG facilitator is responsible for providing the appropriate forms and directions for completing the forms to each teacher in grades K-12. The AIG facilitator should collect the completed forms and examine them for potential AIG nominations.
- 5) PowerSchool Lead and/or the guidance department at each school will alert the AIG Facilitator of transfer students upon enrollment in the system to ensure rapid attention to individual needs. PowerSchool alerts each school of the legal identification in the previous school in North Carolina

The student nomination process is used to determine the eligibility of students for differentiated services provided by gifted education. The nomination process shall be based on the multiple indicators of giftedness.

Data will include:

- 1) Student Achievement - documented by scores on annual testing and formal assessment; (Woodcock Johnson III, Iowa Tests of Basic Skills, EOG)
- 2) Student Aptitude - documented by scores on formal assessments (Cognitive Ability Test of Basic

Skills, WISV-IV)

3) Observation of Student - documented by the parent and/or teacher

Practice D

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

District Response: Scotland County Schools continues to expand the search for students in innovative ways as a mean of increasing/expanding diverse representation. SCS uses a variety of screening and referral procedures throughout the academic year to assist in the identification of gifted students. Data is collected regarding student achievement, student aptitude and observations.

Scotland County Schools will offer school personnel training in the characteristics of giftedness. Timelines will be set for AIG program referral dates to ensure that screening timelines are upheld with fidelity

Practice E

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

District Response: The matching of service options to student needs should be based on criteria for placement specified for each option and the information collected about the student during the student search and student nomination processes. Service options are based on the student's area of giftedness as documented in the identification process. The school system has the responsibility of implementing a variety of student service options that address the needs of identified students. These options are documented in the Differentiated Education Plan that is developed at initial placement, at the beginning of the sixth grade, at the end of eighth grade, and any other time a change is deemed appropriate. Transition meetings will be held at the end of 5th grade and the end of 8th grade. Program Service Options are presented in three areas – learning environment, content modification, and enrichment programs.

Ideas to Strengthen the Standard: Scotland County schools will improve communication with parents and families through AIG brochures and AIG Parent nights. Students will be identified as AIG through multiple criteria that takes into account the needs of gifted in underrepresented populations.

Sources of Evidence: Website

AIG Pamphlet
TAB form: Traits, Aptitudes and Behaviors
GRS form: Gifted Rating Scale
Invitation to Conference
Parent/Guardian Consent for Evaluation
Due Process Procedures
AIGS: Summary of Evaluation Results
FTAP: Frazier Talent Assessment Profile
Additional Testing AIG Form
Independent Evaluation For AIG Program
Nominations, Identification and Placement Procedures
Scotland County Schools Talend Development Tally Sheet
DEPE
DEPM
DEPH

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: Scotland County Schools will continue to adapt the Core Curriculum to the AIG curriculum. Currently, the cluster programs at the elementary and middle school level have clearly defined curriculum goals that are aligned with the principles of differentiation and with the SCOS. At the elementary level, all identified AIG students will receive instruction in a minimum of one content subject area for at least 45 minutes daily with an AIG Teacher/Facilitator. This instruction can be delivered with a team teacher or through solo teaching by an AIG certified teacher. In order to differentiate the NC-SCOS for the needs of AIG students, AIG certified teachers will convene each summer to differentiate district pacing guides and resources with the needs of AIG students in mind. Each quarter of the school year, AIG students in grades 3-8 will be required to participate in at least one PBL. AIG differentiated PBLs will be distributed at the district level for AIG teachers to use or AIG teachers may create their own to meet the needs of their AIG learners. All K-12 schools will offer AIG enrichment programs that offer extension and acceleration opportunities for AIG students. Each school will be required to turn in an AIG enrichment plan by September 1 to the Executive Director of K-8 and AIG that outlines the AIG enrichment programming for the school year. The enrichment plan will address programming that begins with talent development for K-2, continues with cluster, advanced offerings, and enrichment services for 3-8, and concludes with AP, honors, and enrichment 9-12. As funding permits, funding will be provided to schools to supplement their enrichment programs.

Practice B

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

District Response: Scotland County Schools has employed many effective instructional practices to address a range of learning needs. AIG certified teachers will participate in scheduled district planning sessions at all grade levels each year to create and share differentiated units and lesson plans. Curriculum units will be differentiated for AIG students with novel studies, project based learning opportunities, and compacted/accelerated content. Monitoring of differentiated instructional

delivery within the regular classroom will be performed by the principal at each individual school across all grade levels. Enrichment opportunities will be offered to all identified AIG students based on student ability, interests and learning profiles. District Walk-Through instrument has been reconstructed to include evidence of differentiation within Processes, Products, and Content. This differentiation can be seen through student learning contracts, tiered assignments, compacting curriculum based on pre-assessments, and project based learning. All schools are required to submit a school based AIG differentiation plan that documents course scheduling and enrichment

Practice C

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

District Response: Scotland County Schools provides teachers and students with a variety of research-based supplemental resources to support instruction within the gifted classroom. AIG facilitators identify research based resources needed to differentiate and extend their curriculum to meet the needs of their AIG students. With the identification of these resources, the AIG facilitators will make recommendations to the district for resource adoption and purchase. These resources are interwoven into accelerated pacing guides to extend curriculum opportunities for AIG students. As part of each school's AIG plan, AIG certified teachers have selected various research based resources such as William and Mary Units, strategies and resources garnered from the annual state AIG conference, STEM project based learning units, SAS curriculum pathways, Socratic seminars, Achieve the Core units, and at least one PBL Envision unit per quarter.

Practice D

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

District Response: Scotland County Schools are continuously increasing the focus on the development of 21st century content and skills at an advanced level. Digital Integration Facilitators work with teachers to integrate technology with instruction. AIG students have the opportunity to participate in various in-school as well as enrichment opportunities that help develop 21st century skills. AIG students participate in a minimum of one PBL per quarter which incorporates 21st century skills. CANVAS based modules are incorporated in the AIG cluster classes to provide opportunities for project based learning and research that includes competencies in the areas of global awareness, critical thinking, financial literacy, and health literacy.

Practice E

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

District Response: Following the district's accelerated pacing guides, AIG facilitators identify specific learning objectives that are to be covered during each quarter, and developed or identify the assessment tools that are appropriate to measure student success. These assessment tools may include: common assessments, benchmarks, and project based learning opportunities. As a result of the assessment data, students may be regrouped for compacted and/or accelerated curriculum. Pacing guides and curriculum resources may then be adapted and modified based on the needs of the students as determined by the formative assessments.

Practice F

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

District Response: Scotland County Schools will provide training to regular education teachers on the social and emotional needs of the AIG students. School Counselors, AIG facilitators, and regular education teachers will work collaboratively to ensure AIG students are making a positive adjustment within their school environments. As needed, school counselors will pull AIG student support groups to work with AIG students on identified emotional needs. Growth mindset professional development is offered to all Scotland County School Staff and Growth mindset instructional units are a part of schools' AIG enrichment and support plans. These units teach strategies to students to help them manage stress, their perfectionism, as well as their possible underachieving behaviors.

Practice G

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

District Response: Scotland County Schools is aware of the need to grow the potential of our K-3 population. SCS will focus on providing nurturing and developmental enrichment services to students showing potential for giftedness at an early age. Elementary teachers will receive professional development on the characteristics of the AIG student in order to identify and promote the potential of these students. The implementation of whole class talent development at the K-2 grades will address the needs of all SCS students in critical thinking and problem solving activities. District pacing guides at the K-3 grades in reading and math will offer talent development enrichment opportunities based on quarterly standards.

Practice H

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

District Response: Scotland County AIG teachers meet with other teachers and staff to develop and implement differentiated instruction for the gifted student. AIG teachers will work each summer during the district's C&I week on differentiated pacing guides. These differentiated pacing guides will contain standards based activities that offer opportunities for extension, enrichment, compacting, and acceleration of the curriculum. AIG teachers participate in weekly PLC meetings to ensure that differentiated curriculum is being implemented.

Practice I

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

District Response: This is the actual matching of the student with the appropriate service delivery options. The matching of service options to student needs should be based on criteria for placement specified for each option and the information collected about the student during the student search and student nomination processes. The school system has the responsibility of implementing a variety of student service options that address the needs of identified students. These options are documented in the Differentiated Education Plan that is developed at initial placement, at the beginning of the sixth grade, at the end of eighth grade, and any other time a change is deemed appropriate. Transition meetings will be held at the end of 5th grade and the end of 8th grade. DEPs are reviewed with input from the parents, the lead AIG facilitator, a regular education teacher, an administrator or counselor, and the student. Parents provide input on the student's strengths and needs to better formulate the service plan.

Program Service Options are presented in three areas – learning environment, content modification, and enrichment programs.

Ideas to Strengthen the Standard: Differentiated pacing guides will be created annually to enrich the gifted education program in various content areas. Additionally, all schools will be required to turn in an annual AIG enrichment plan that explains the school's plan to address the needs of AIG students both in and out of the classroom, to include academic and emotional needs. K-3 students will be monitored through performance on district assessments and talent development of students who show gifted potential will be nurtured through the P.E.T.S program as well as each school's enrichment plan.

Sources of Evidence: School Based AIG Enrichment Plans
AIG Differentiated Pacing Guides
AIG PBLs
Students DEP for elementary, middle and high school

Standard 3: Personnel and Professional Development

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

Practice A

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

District Response: The Executive Director of Accountability and Professional Development oversees the AIG program in Scotland County. Duties include:

- With AIG teacher leadership, the Executive Director develops a comprehensive plan for delivery of AIG services within the district. The planning would incorporate appropriate goals, implementation strategies, evaluation procedures and adequate time lines
- Assists in monitoring DEP implementation in classrooms
- Observes instruction as well as plans with teachers and provides demonstration lessons as requested
- Ensures compliance with state laws and rules
- Assists with screening, selection and placement of students.
- Communicates effectively within the school system and community and may serve as liaison between the school system and local, state and federal agencies and other related personnel when appropriate
- Provides input along with the Finance Director in developing program budget. Assists in maintaining accurate, up-to-date inventories and preparing records and reports
- Demonstrates professional ethics, shows evidence of planning and accomplishing professional growth objectives and applies leadership skills effectively

Practice B

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

District Response: SCS will service AIG identified students with an AIG certified teacher in reading and math at each elementary school. These certified facilitators serve students through core content areas and through enrichment opportunities outside of the classroom. Each elementary school has one lead facilitator who helps to ensure their building is in compliance with the district AIG plan.

There is a certified AIG facilitator/teacher in non-magnet middle school that facilitates the program and/or teaches the identified AIG student. In addition, SCS has a middle school Magnet program for qualified 6-8th graders.

The high school has teachers certified as honors and AP teachers. Presently guidance counselors are responsible for the DEPH's, AG25's and Differentiated Education Plan.

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: Scotland County Schools recognizes the need to give all of our employees a chance to receive AIG professional development locally.

Scotland County Schools is offering to financially support teachers who enroll at UNCP to acquire AIG add-on licensure. The program's focus is designed to provide teachers with the latest knowledge of theory and practice and to prepare highly trained teachers to utilize these theories and practices in working with AIG students. Characteristics of the AIG learner and the AIG identification process professional development will be a component of the beginning of year trainings in all schools. As funding allows, a cohort of 18-24 teachers across K-12 will be taken to the state AIG conference each school year. They will be expected to return to their buildings and offer professional development to their peers regarding best practices that they acquired at the conference.

Practice D

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

District Response: Scotland County Schools will provide the opportunity for regular education teachers to gain AIG licensure through UNCP. Each elementary school has one ELA and one Math teacher, at a minimum, in grades 3, 4 and 5, certified in AIG. These teachers provide services to students within the districts cluster model. Ongoing professional development in differentiation as well as AIG student needs is offered throughout the year during district professional development days and school-based professional development.

Practice E

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

District Response: In addition to training for those teachers who provide direct services to identified AIG students, the Scotland County School System strives to maintain a cadre of regular classroom teachers who are knowledgeable about the characteristics of gifted learners and the strategies for the appropriate instruction of these students. To meet this goal, staff development opportunities are scheduled on a rotating basis for interested school system personnel. Currently the Academically and Intellectually Gifted Services are under the supervision of the Executive Director of K-8 Education. School based teachers of AIG students in grades 3 – 8 currently hold appropriate certification in their content areas and are encouraged to become AIG certified. Advanced Placement teacher receive additional training through College Board sponsored programs.

Practice F

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

District Response: Using the training and strategies they have learned through AIG professional development, AIG teachers along with general education teachers work together during the county's Curriculum and Instruction week to plan differentiated pacing guides and instructional units for AIG cluster classes. Additionally, AIG teachers use the professional development they have received to help their principals refine their school's AIG enrichment plans.

Ideas to Strengthen the Standard: AIG Teachers will be taken to the State AIG Conference for further professional development. The district will provide tuition reimbursement for teachers seeking AIG certification.

Sources of Evidence: Professional Development rosters
Professional Development Agendas
AIG Differentiated Pacing Guides
PLC minutes

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response: Scotland County Schools has an array of AIG services to meet the needs of the gifted learner. When redesigning programming for gifted learners, it was important that a full continuum of services be developed that allows for the development of gifted potential and addresses the needs of such special populations as gifted students with disabilities, underachievers, culturally diverse students, and the highly gifted.

Professional development will be offered to support staff and classroom teachers regarding the social and emotional needs of gifted learners. This professional development will encourage collaboration between support staff and classroom teachers in meeting the intellectual, social, and emotional needs of gifted learners.

Enrichment opportunities will be provided for students K-12 that offer critical thinking, problem solving, and encourage the growth of 21st century skills

The AIG plan will be posted on the LEA website as well as school websites

Each school will be required to turn in an AIG enrichment plan by September 1 to the Executive Director of K-8 and AIG that outlines the AIG enrichment programming for the school year. The enrichment plan will address programming that begins with talent development for K-2, continues with cluster, advanced offerings, and enrichment services for 3-8, and concludes with AP, honors, and enrichment 9-12. As funding permits, funding will be provided to schools to supplement their enrichment programs.

Practice B

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

District Response: Scotland County Schools will continue to offer opportunities for classroom teachers to obtain AIG certification in grades K-12. Having teachers certified in AIG throughout all levels will help to insure the fidelity of Scotland County Schools' gifted programming which will include talent development for grades K-2, cluster, advanced offerings and enrichment services in the student's area of giftedness, Math and/or Reading, in grades 3-8, and AP, honors, and enrichment

services in 9-12. Support meetings will be offered throughout the school year for all AIG certified teachers to provide opportunities for the sharing of best practices in AIG education. Teachers will provide opportunities for students to complete additional learning style inventories to further address individual student learning needs. Above grade level resources, curriculum and planning will offer further differentiation to students needing individual enrichment.

Practice C

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

District Response: Scotland County Schools will maintain the AIG program alignment with Core Curriculum and instructional practices. AIG facilitators will be brought in each summer during SCS's curriculum week to develop differentiated pacing guides in grades 3-8 in both Math and Reading. These pacing guides are connected to the Scotland County Schools adopted instructional practices.

Practice D

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

District Response: Scotland County Schools offers staff development regarding the AIG program to all teachers, school administrators and support staff at the beginning of each school year which outlines the district's AIG programming. Lead AIG facilitators in each building receive a handbook that outlines their duties within SCS AIG programming for their building. AIG brochures are updated to reflect all programming changes in the current AIG plan.

Practice E

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

District Response: Scotland County Schools provides opportunities for vertical communication between the AIG teachers and each elementary and middle school. DEP transition meetings are held when students transition from 5th to 6th grade as well as 8th to 9th grade. AIG facilitators from both

the earlier grade span and the higher grade span will meet to discuss the student's DEP as he/she transitions to middle or high school. Students in 5th grade and students in 8th grade will be offered the opportunity to visit their respective middle school and high school as they transition to the next grade span.

Practice F

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

District Response: The students' needs should be addressed through service delivery where counselors and teachers collaborate in ensuring that students are making a positive adjustment within the school environment; including their relationships with teachers, administration, peers and self. The school and AIG personnel should work together to ensure support for the AIG students. Each AIG student should have the opportunity to learn with others of similar interest and ability. It should be evident that AIG students are being challenged in the regular classroom as well as in the AIG program. Students who are twice-exceptional should have appropriate interventions in place provided by the AIG and EC teachers. The AIG lead teachers and the school counselors collaborate to provide appropriate staff development for support in understanding the emotional and social needs of AIG identified students.

Practice G

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

District Response: Acceleration is used as a service option for students who require this differentiation. The decision to implement either full or partial acceleration is a school based decision. Students are eligible for acceleration based on the following factors:

1. Teacher letter of recommendation with the endorsement of the principal noting social and emotional maturity.
2. Advanced performance in core areas documented by EOG scores at 95%ile or above in all test core areas.
3. Aptitude of at least two standard deviations above the mean.
4. Achievement in all core content areas at 95%ile or above using an individual standardized assessment current within the year.

Resources and support are provided to administrators, teachers, and families to better understand acceleration options. When applicable and available, opportunities for distance or virtual learning off grade level will be offered to students who qualify for acceleration.

Compacting of both Math and English Language Arts is offered at the middle school level through the compacting of standards across grades 6-7, in order to offer high school courses Math I and English I to 8th grade students.

Credit by demonstrated mastery is another option for students who can show that they have mastery of a course's content prior to actually taking the course. Credit by Demonstrated Mastery is the process by which SCS shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks. This multi-phase assessment process builds a body-of-evidence that allows a committee to determine if the student has a deep understanding of the standards for the course or subject area, as defined by the North Carolina Standard Course of Study, thereby earning credit for the course without experiencing it in the school setting.

Practice H

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

District Response: All of Scotland County Schools programming is designed to reach traditionally under-represented AIG Populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. Scotland County Schools will use behavior identification forms which will highlight students in the K-2 class that show Academically and Intellectually Gifted characteristics. School AIG teachers, along with the Executive Director of Accountability, Professional Development and AIG, will provide professional development on gifted characteristics during teacher meetings and grade level planning. Scotland County Schools provides K-2 teachers with a nurturing program that will help the teachers recognize potential and strong candidates for the AIG program. This program, Primary Education Thinking Skills (P.E.T.S.), will enrich and diagnose thinking skills suitable for K-primary grades. By offering a nurturing program at K-2, it is the goal of SCS to recognize under-represented AIG students at an earlier age and in turn, offer services that will nurture their academic and intellectual growth. Additionally, students in grades 3-8 who exhibit gifted characteristics, but may not qualify for full gifted services, are placed in cluster cores subject classrooms to provide a nurturing environment to enhance their intellectual and academic growth. All schools K-12 will be required to turn an AIG enrichment plan to the Executive

Director of K-8 and AIG by September 1. This enrichment plan will highlight how each school plans to offer enrichment opportunities to students, both inside and outside of the classroom.

Programs of support for traditionally under-represented AIG populations will be a focus of school based CFST Teams where counseling, attendance liaisons, classroom teachers, and mentors work together to ensure the students success.

Practice I

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

District Response: Many enrichment opportunities exist for the academically or intellectually gifted learner, both within the school environment and through outside agencies. All schools, K-12, are required to turn in an enrichment plan by September 1 to the Executive Director of K-8 and AIG. This plan will describe the enrichment opportunities that will be offered to AIG students during the school year. These enrichment opportunities may include, but are not limited to:

- All-District Band
- Beta Club
- Duke Talent Identification Program*
- Geometry Team
- Governor's School*
- Junior Leadership Scotland
- Math League Press Competition
- Mathcounts Team
- North Carolina Honors Band
- Odyssey of the Mind
- Oban Exchange Program
- Optimist Oratorical Contest
- Quiz Bowl Team
- Science Fair
- Science Olympiad
- STEM
- Summer Ventures
- TSA Team

New opportunities are always being added that would benefit the gifted student as well as the high achievers.

Practice J

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

District Response: Program Service Options are presented in three areas – learning environment, content modification, and enrichment programs.

Elementary Grades K-2 Program Description

Learning Environment Modifications

Differentiated services may be delivered in a variety of settings. Learning environment describes the location arrangements made for delivery of instruction to students.

Enrichment and talent development within Regular Classroom

Elementary Grades 3 – 5 Program Description

Learning Environment Modifications

Differentiated services may be delivered in a variety of settings. Learning environment describes the location arrangements made for delivery of instruction to students.

Cluster Grouping within a Regular Class

Grouping and Subject Advancement

Grade Advancement

Inclusion with Regular Class and AIG Teacher

Middle Grades 6 – 8 Program Descriptions

Learning Environment Modification

Differentiated services may be delivered in a variety of settings. Learning environment describes the location arrangements made for the delivery of instruction to students.

Cluster Grouping within a Regular Class

Enrichment Block

Magnet Program

Elementary School Grades K-2

Content Modifications

Differentiated services may be delivered to students by modifying the content of the instruction routinely given. Content may be modified in any appropriate learning environment.

Creative and critical thinking skills curriculum

Curriculum compacting

Advanced content

Elementary and Middle School Grades 3 – 8

Content Modifications

Differentiated services may be delivered to students by modifying the content of the instruction

routinely given. Content may be modified in any appropriate learning environment.

Advanced Content
Computer-Based Instruction
Flipped classroom
Curriculum Compacting
Differentiated Instructional Units
Independent Study (within a class)
Interdisciplinary / Thematic Units
Individualized Program
Problem-Based Learning

High School Configuration Grades 9 – 12
Learning Environment & Content Modifications

Flexible Scheduling
Sequential Course Acceleration
Subject Grouping
Course Skipping / Course Acceleration
Online Courses
Independent Study
Dual Enrollment
College and Career Promise
Special Schools
Early Graduation
Early Admission
Special Programs
Early College
Honors Courses
Advanced Placement

K-12 Program Description
Enrichment Programs

Each school will be required to turn in an AIG enrichment plan by September 1 to the Executive Director of K-8 and AIG that outlines the AIG enrichment programming for the school year. The enrichment plan will address programming that begins with talent development for K-2, continues with cluster, advanced offerings, and enrichment services for 3-8, and concludes with AP, honors, and enrichment 9-12. As funding permits, funding will be provided to schools to supplement their enrichment programs.

Ideas to Strengthen the Standard: All schools will be required to turn in annual AIG enrichment plans that take into account both during and after school enrichment opportunities, as well as the

academic, social and emotional needs of AIG Students.

Sources of Evidence: School AIG Enrichment Programming Plans
Student Enrollment in the specific programs
District Differentiation Walkthrough Data

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Standard 5: Partnerships

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

Practice A

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

- academic and intellectual
- social and emotional.

District Response: To continue increasing community understanding of the AIG program, the district will update AIG brochures, post AIG information on the district website as well as on each school website and hold informational meetings at each school for students, parents/guardians, administrators, and the community. AIG teachers will hold review meetings with parents/guardians to provide opportunity for input and feedback in developing the elementary, middle, and high school differentiated education plans. (DEP) Scotland County will seek to form ongoing, consistent partnerships with community agencies and institutes of higher learning to support AIG learners and AIG services both inside and outside the classroom setting. An AIG parent advisory committee will meet bi-annually to address parental feedback towards the AIG program.

Practice B

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

District Response: The AIG plan is on the district website and on each school's website to ensure that all stakeholders have the opportunity to have the information. The AIG brochure is updated with the current AIG plan programming.

It is the responsibility of the AIG Facilitator and the classroom teacher to provide information to parents concerning the academically or intellectually gifted referral process for students and the program description at each level of schooling.

1. In the beginning of each year, the AIG Facilitator should coordinate the notification of all parents of second through fifth graders to alert the parents of the AIG referral process and program descriptions. This notification should be done via a letter and a brochure sent to parents at the beginning of the year.
2. The brochure describing the AIG program will be included in each school's registration packet for transfer students.

3. Once the testing cycle is completed for a referred student, the AIG Facilitator and the child's classroom teacher should meet with the parent to interpret test results and develop the educational plan if services are appropriate.
4. Parents should be informed of the entry to the Magnet Program at initial placement and again in the fifth grade. An "Intent to Attend" form must be completed on all fifth grade students who plan to enter the Magnet Program in the sixth grade.
5. The AIG Facilitators from the feeder school and the receiving school will coordinate a parent orientation meeting at the end of the fifth and eighth grades. The purpose of this meeting is to inform parents of the service options available to students at the next level of schooling.
6. In each building, the AIG lead facilitator will create a monthly newsletter informing parents of AIG related information for their particular school as well as the district.

Practice C

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

District Response: A copy of the new AIG plan and updates will be distributed to all schools and administrators. All stakeholders will partner together to ensure the implementation of the board approved AIG plan. An AIG parent advisory committee will meet bi-annually to address AIG programming and parent feedback. The lead AIG facilitator in each building will hold an "AIG Council" of all AIG certified teachers in the building bi-annually, or as needed, to discuss and reflect on AIG programming in their building. Schools will inform stakeholders about the AIG parent advisory committee and ask for volunteer members during open house, parent nights, and in newsletters. Schools will reach out to local businesses and the Chamber of Commerce to solicit community involvement in the AIG parent advisory committee.

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response: Scotland County Schools' population is becoming more diverse each year. There is a greater need to provide all forms, letters and information in other languages. It will be a focus for the district to have all the appropriate information in native languages for parents of ESL students. The AIG brochure will be made available in Spanish for Spanish speaking families. AIG newsletters, forms, and pertinent information will be translated, as needed, to native languages of ESL students and families who are in the identification process.

Practice E

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

District Response: Scotland County Schools will form on going, consistent partnerships with community agencies and institutes of higher learning to support AIG learners and AIG services both inside and outside of the classroom setting. An AIG parent advisory committee will meet to continually acknowledge and address parental feedback towards the AIG program. Our goal is to connect classroom lessons to real-world problems and foster cross-sector partnerships for collaborative learning.

SCS will continue to encourage a partnership with UNC Pembroke's AIG licensure program.

Invite guest speakers from local businesses to present and/or volunteer at schools and enrichment programs

Maximize resources and contacts through CTE for Career Pathways and Readiness.

Ideas to Strengthen the Standard: An AIG parent and community advisory committee will meet throughout the school year to help make decisions that benefit the AIG population.

Sources of Evidence: AIG plan on the district and individual schools website.

AIG newsletters

Sign in Forms for AIG Parent Information Nights

Standard 6: Program Accountability

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

Practice A

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

District Response: Scotland County Schools has written an AIG plan describing our local program.

Practice B

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

District Response: Scotland County Schools continues to implement the School Board approved AIG plan as well as continuing to always monitor for areas that need to be improved. Monitoring of the plan occurs through:

- Beginning of the year meetings with lead AIG facilitators to clarify their duties and responsibilities
- Annual Approval of district and school site AIG budgets
- Quarterly meetings with AIG lead facilitators
- Bi-annual meetings with all AIG certified teachers
- Annual review of district AIG differentiation plans for instruction
- Annual review of district and school based AIG enrichment plans

Practice C

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

District Response: Scotland County Schools uses the AIG State Funding appropriately for administration of the local AIG program. All the funding received is placed in the hiring of AIG teachers to serve the students, professional staff development, provide approved enrichment

opportunities for students and to purchase necessary materials for the AIG program.

Practice D

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

District Response: Scotland County Schools' AIG program has always gathered and analyzed performance data on the AIG students. This information will continue to be used to improve the AIG program at the individual schools as well as in the district. Scotland County Schools will continue to analyze AIG student data. Scotland County Schools will use student and district data to develop Differentiated Education Plan for each identified student. Dropout data will be reviewed through quarterly PowerSchool reports. Trends will be addressed at school sites and across the district if noted.

Practice E

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

District Response: Scotland County Schools collects data as the students are identified as academically or intellectually gifted. Scotland County Talent Development Tally sheets will be completed on students annually who show potential for gifted identification. The district's identification process seeks to be inclusive and encourages diversity. Students who are not identified as AIG through the referral process, but are identified on the SCS Talent Development Tally sheet, will receive nurturing services through our academic cluster services and talent development enrichment opportunities.

Practice F

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

District Response: Scotland County Schools' personnel office and EC department keep current licensure and professional development information for each employee. All students, in grades 3-8, identified as AIG are instructed by an employee that is certified or enrolled in AIG licensure classes at a minimum of 45 minutes a day.

Practice G

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

District Response: An advisory group comprised of teachers, administrators, parents and community members will meet bi-annually to discuss the progress of the AIG plan. Surveys will be sent to AIG parents and guardians annually to measure the success of the SCS AIG plan. Student interest surveys will help inform school based enrichment opportunities, as well as program development.

Practice H

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

District Response: Scotland County School system reviews the AIG plan yearly and makes appropriate changes to ensure the program improvement with school board approval. The committee reviews individual school and system-wide information to ensure decisions are consistent as well as beneficial to the program. Special consideration is given to the DPI review comments. SCS will continue to review and revise the AIG program throughout the year or whenever a need is obvious. Data will be collected at all times and used to improve our program.

Practice I

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

District Response: Scotland County Schools has gathered data from the previous evaluation of the AIG plan and communicated the information to the administration. Annual surveys are conducted to gain satisfaction insight. This information is shared with the School Board in an open forum.

Practice J

Safeguards the rights of all AIG students and their parents and families through established written

policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

District Response: IDENTIFICATION:

The identification process is used to document a student's eligibility for AIG services based on the information collected during the student search and nomination process.

1. Within 10 school days of receiving the Summary of Evaluation results (AIG-S), the AIG Facilitator completes the Frasier Talent Assessment Profile, known as the F-TAP (AIG-E).
2. When the F-TAP (AIG-E) is completed, the school site AIG Facilitator issues an Invitation to Conference (AIG-I) to the parents / guardian.
3. The school site AIG committee (consisting of the AIG Facilitator, the student's classroom teacher(s), and an administrator), along with the parents / guardian, will examine the F-TAP to determine eligibility. To qualify for services in the gifted program, a student must meet the criteria in 3 of the 4 areas on the FTAP.
 - a. TAB (Traits, Aptitudes and Behaviors)
To be eligible in this area, a student must have at least 3 of the 10 traits, aptitudes and behaviors with a stanine score of 8 – 10.
 - b. GRS (Gifted Rating Scale)
To be eligible in this area, a student must have at least 3 of the 5 areas of giftedness at or above the 88%ile.
 - c. Aptitude
To be eligible in this area, a student must have at least one of the three areas (verbal, quantitative or Full Scale) scores at or above the 88%ile.
 - d. Achievement
To be eligible in this area, a student must have at least one of the two areas (reading or math) at or above 88%ile.
4. The school site AIG Committee, along with parents / guardians, documents one of the following decisions on the FTAP:
 - a. No services are recommended at this time.
Complete section I on the back of FTAP (signatures and dates).
 - b. Secure additional information.

RE-ASSESSMENT PROCEDURES:

If the student's aptitude or achievement scores fall between 68%ile and 87%ile, additional testing may be requested to determine a student's eligibility for services. Options include an individual IQ test and / or individual achievement testing. Complete section I on the request for additional testing and obtain signatures. Return the entire nomination packet to the Central Office for the scheduling of additional testing. When the results of the additional testing are received, you will need to complete section II. Parents' signatures are required for additional testing requests.

Procedure for Independent Evaluation for AIG Program

If parent / guardian disagrees with the evaluation provided by Scotland County Schools, they may secure an independent evaluation for AIG program Eligibility. The psychological and / or educational evaluation will be at parent expense.

2/23/2017

Evaluations shall be performed by qualified examiners, which include:

- A school psychologist licensed by the State Department of Public Instruction
- A psychologist associate licensed by the North Carolina Psychology Board
- A practicing psychologist licensed by the North Carolina Psychology Board

If only an educational evaluation is needed, then a properly trained educational diagnostician who is under the supervision of a licensed practicing psychologist may administer it.

Because of potential practice effects and reliability concerns, the Scotland County Schools will not accept independent evaluation results from the following academic achievement measures if they have been administered within the past year:

- Form A or Form B of the Woodcock-Johnson III Tests of Achievement (W-J III)
- Iowa Test of Basic Skills

Any test which relies on a single subtest for a placement decision including the Wide Range Achievement Test (WRAT) and the Kaufman Test of Educational Achievement (KTEA) or from the following intellectual ability instrument if they have been administered within the past year:

- The Wechsler Intelligence Scale for Children – 4th Edition (WISC-IV)

TRANSFERS

All transfer students who were previously identified and approved for gifted services are eligible for consideration of continued gifted services. The process is different for those transferring from another school system within North Carolina and those from a system in another state.

For Students Transferring from Another NC School System:

Scotland County Schools will honor any gifted placement made by another NC school system without further evaluation if there is evidence that a legal placement has been made (a current DEP). The AIG Committee will also need to gather evaluation results from the other NC school system. If evaluation results are not received, the AIG Facilitator must provide proof that contact has been made.

The process for identified transfer students from within NC is as follows:

1. The school site committee reviews nomination, recognition, and service option documentation for the following information:

- Nomination form*
- Consent for evaluation*
- Evaluation results**
- Eligibility determination / DEP
- Service options match / DEP
- Consent for services

* Actual possession of these items from the sending NC system is not required, however, if they are not available, replacement copies will need to be generated by the school site AIG Facilitator.

** Actual possession of these items from the sending NC system is not required and no replacement copy will be required.

2. The school site AIG Facilitator issues an Invitation to Conference (AIG-I) to the parent / guardian.

3. The school site AIG Facilitator, along with parent / guardian, completes the front and Section I on the back of the FTAP indicating that differentiated services are recommended.
4. The school site AIG Committee, along with the parent / guardian, determines the differentiation needed and completes the AIG-DEP to document differentiated service options agreed upon.
5. Parent / Guardian are provided a copy of the Due Process Procedures.
6. The school site AIG Facilitator completes AIG-25 and sends complete packet to the AIG coordinator at Central Office for review and data entry.
7. The AIG folder is returned to the AIG Facilitator for placement in the cumulative folder.
8. The school site AIG Facilitator sends a copy of the Student Eligibility for Gifted Services Record (AIG-DEP) to the parent / guardian.
9. The school site AIG Facilitator completes the Admission / Dismissal Report (AG-25) and forwards it to the Exceptional Children's Services office.

For Those Students Transferring from Another State:

Scotland County Schools will examine evidence of a legal gifted placement made by another state to determine if that student meets Scotland County Schools Services for the Academically Gifted Program Plan Criteria. If the criteria are not met, the regular nomination / identification process will need to be completed.

PROCEDURES FOR RESOLVING CONFLICTS

The following steps outline the procedure to resolve disagreements between parents or guardians and the Scotland County Schools when a child is not identified as academically or intellectually or concerning the appropriateness of services offered to an academically or intellectually gifted student.

SCOTLAND COUNTY SCHOOLS DUE PROCESS PROCEDURES ACADEMICALLY OR INTELLECTUALLY GIFTED

1. The parents or guardian requests, in writing, a conference with the School Site AIG Committee for Gifted Education of the school attended by the child. The School Site AIG Committee holds the conference within five school days of receipt of the request and responds in writing within five school days of conference with his or her decision.
2. If the disagreement is not resolved at the School Site AIG committee conference, the parent or guardian may make a written request within five days of receipt of the committee's decision for a conference with the school site principal. The principal grants the conference within five school days of the request and responds to the parent or guardian within ten school days.
3. If the disagreement is not resolved by the school site principal, the parent or guardian may appeal the principal's decision in writing to the Superintendent of Scotland County Schools within ten days of receiving the principal's response. The Superintendent holds the conference, reviews the record and responds to the parent or guardian within ten school days.
4. If the disagreement is not resolved by the Superintendent, the parent or guardian may appeal to the Board of Education in writing within ten days of the Superintendent's decision. The Board of Education shall schedule the hearing, review the record and offer a final written decision within 30 days.

5. If all local efforts to resolve the complaint as set forth above have been exhausted and are unsuccessful, a parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

- a. Whether the school district improperly failed to identify a child as an academically or intellectually gifted student, or
- b. Whether the local plan for academically gifted education has been implemented appropriately in regards to the child.

Following the hearing, the Administrative Law Judge shall make a decision that contains findings of fact and conclusion of law. Notwithstanding the provision of Chapter 150B of the General Statutes, the decision of the Administrative Law Judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Ideas to Strengthen the Standard: The AIG program will be monitored for fidelity by the District AIG lead to insure that the AIG plan is being followed.

Sources of Evidence: Scotland County's Academically or Intellectually Gifted Plan.

- Due Process Procedures
- AIG Differentiated Pacing Guides
- District and School Based Enrichment Plans
- Agenda and minutes from AIG Committee
- Surveys concerning the AIG program.
- Agendas from AIG parent nights

Glossary (optional):

Appendix (optional):

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