

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

Approved by local Board of Education on: 23-MAY-16

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Sampson 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, Sampson County Schools local AIG plan is as follows:

Sampson County Schools Vision for local AIG program: Academically and/or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular education program and the North Carolina Standard Course of Study. The program and services outlined in the plan will reflect the unique needs of the students of Sampson County Schools and will provide support and instruction for rigorous academic and intellectual development. We are committed to providing a variety of services which meet the unique needs of our gifted students with a focus on addressing all ethnic, geographic, and socio-economic groups.

Sampson County Schools is committed to identifying our academically and/or intellectually gifted population using appropriate search and identification procedures. Identified students are provided appropriate services and content enrichment. The program is guided by the North Carolina definition of giftedness outlined in Article 9B.

The General Assembly believes the public schools should challenge all students to aim for academic excellence and that 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. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational

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services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. Article 9B, p. 1

Because the characteristics of some gifted students may be "obvious, latent, or emergent" (as noted by Mary Landrum, p. 12, in Designing Services and Programs for High-Ability Learners), Sampson County Schools, as part of its mission, will continually search for students exhibiting potential through screening information and through teacher and/or parent observations and referrals. Additionally, AIG specialists, regular education teachers, and principals/other administrative staff will be updated on the Best Practices for Gifted Education as they plan for student services and content modifications at all levels.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$449458.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

District Response: Sampson County Schools ensures that a screening, referral and identification process for potential AIG students in all grade levels is in place and shared with stakeholders. An informational presentation is shared with all staff in the school system at the beginning of each year outlining characteristics of AIG students and the identification process. Materials used in the presentation will be made available on the AIG website. These processes are shared and reviewed throughout the year in conjunction with parent involvement events, at grade level PLCs and teachers' meetings and are shared with all stakeholders through newsletters and websites. An AIG Brochure that features an overview of the identification process is made available to parents, administrators, teachers, as well as other stakeholders. This brochure will also be shared on the AIG website and will be made available in students' native language. All guidance counselors will have copies of the brochure to distribute to new students. An AIG manual that outlines identification procedures is available at each school upon request. AIG updates will be shared with board members and administrators annually. A teacher, counselor, or administrator can initiate a request for gifted screening.

Sampson County School District is committed to identifying our academically and/or intellectually gifted population using appropriate search and identification procedures. Identified students are provided appropriate services and content enrichment.

The AIG screening process is structured to match diverse student needs and multiple student options. AIG staff reviews multiple data sources to identify students who perform at significantly high levels of academic achievement. Sampson County Schools ensures that appropriate identification criteria will be uniform in all schools and reflect student differences related to gender, development, learning and diversity and will be shared with all stakeholders.

Other Comments:

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.

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District Response: Giftedness can be discovered using multiple measures such as outstanding student performance, high test scores and/or through observation. The process of identifying students is structured to match diverse student needs and multiple student options. Sampson County Schools identifies students as gifted in one or more of the following areas:

- Academically Gifted in Reading (AR) – student has met criteria listed below in the area of reading ONLY
- Academically Gifted in Math (AM) - student has met criteria listed below in the area of math ONLY
- Academically Gifted in Reading and Math (AG) - student has met criteria listed below in the area of reading AND math
- Intellectually Gifted (IG) - Students who have demonstrated potential for high achievement or giftedness but have not met other identification criteria.

The following qualitative and quantitative criteria will be used as eligibility criteria for identification. Students must meet a minimum of three out of four criteria listed below. One of these criteria must be aptitude (form 5):

1) Student aptitude

NNAT2 or CogAT with a score of 88th percentile or higher in math and/or reading and/or nonverbal

2) Student achievement

ITBS score of at least 90th percentile

EOG score for grade level using local cut-off norms for Sampson County Schools

3) Artifacts/Student Performance (multiple pathways)

Report card grades/GPA (Grades 4 – 12: Overall GPA of 93 in core subjects or 93 average in area of identification for past three consecutive semesters)

OR three of the following

- Authentic assessments (Portfolios/Research Projects/Work Samples, etc.)
- Interviews with AIG specialists
- AIG teacher lesson/observation
- Academic contests, awards, and competitions related to area of identification
- Community Service/Leadership which clearly demonstrates performance above peers and is approved by AIG committee
- Specialized Expertise acquired outside of the school setting.

4) Observation of the Student (using one of the following instruments)

- Gates (minimum average 111)
- Gifted Behavioral Scales
- Renzulli (minimum average 3.0)
- SIGS Observational Scales

*IG students are defined as a student scoring 98% or higher on the NNAT2 or any area of the CogAT (but did not meet other criteria). Principals will be encourage to cluster these students with other identified AIG students in grades 4 – 8. Additional services will be provided as deemed necessary by the AIG specialists.

The following displays a break-down of the traditional and non-traditional criteria used as eligibility criteria for identification.

Traditional

- Observation of Student using Gates, Gifted Behavioral Scales, Renzulli, SIGS Observational Scales
- Report Cards, GPA
- Standardized test scores – EOC/EOG with local norms
- ITBS
- Student aptitude
- Naglieri Nonverbal Abilities Test (NNAT2)
- Cognitive Abilities Test (CogAT)

Non - traditional

- Student performance
- Work samples
- Authentic assessments
- Research projects
- Portfolios that demonstrate performance above grade level peers within the context of the students' learning environment
- Interviews with the AIG specialist
- AIG lesson/observation
- Academic contests and awards
- Competitions related to area of identification
- Community service/leadership
- Specialized expertise acquired outside of the school setting

Students in Kindergarten through third grade who are exhibiting gifted behaviors are nurtured within the regular classroom. The AIG Specialist will work with the teacher to assist with resources, materials and will observe students and provide feedback to the classroom student. All Sampson County third graders are administered the on-line NNAT2 aptitude test in the spring of their third grade year. Students who score at the 88th percentile or above are screened for identification and may qualify for placement at the beginning of 4th grade. When students are referred after third grade a Data Profile (Form 3) is submitted to the AIG Specialist. Current data is collected to determine if testing is appropriate. All students will be allowed the flexibility to demonstrate potential in their own way. Samples of quality of work will be provided upon request. A rubric for non-traditional assessments and a list of the multiple criteria will be used. If the student does not meet the criteria he/she may be placed on an observation list for possible placement at a later date.

If the student meets the criteria for testing the Parent/Guardian Permission to Evaluate Consent (Form 4) is sent home for permission to test student. The evaluation is then conducted using the NNAT2 or the CogAT. Test scores and other pertinent information will be documented on AIG Program: Individualized Student Eligibility (Form 5). A student must meet 3 of the 4 criteria for

decision and /or placement.

Parents are then invited to a conference to discuss the placement or non-placement and evaluation results (Form 6). If the student does not meet the criteria required for placement the process will end. If a student does qualify for placement the following forms will be completed and signed by the AIG specialist, Teacher, Parents and designated school personal: Prior Notice and Initial Consent for Services (Form 7) and Differentiated Educated Plan (Form 8).

The student will have an AIG folder which will include: Sampson County School Student Profile Form including student name, identification student number, placement date and area(s) of placement, and the Gates Teacher Screening Form. Paperwork with signatures is collected and information is entered in Power School. All forms are provided in students' native language and a translator will be present at parent meetings when needed. Documentation of this process will be included in the student AIG folder.

Elementary students receive services in inclusion and resource weekly in the area(s) of identification. Middle school students receive acceleration/advanced content in math and in reading in an inclusive/co-teaching setting. Seventh grade students are also provided advanced content in a high school level environmental science class. Eighth grade students are provided advanced content in a high school level math class. High School students will take AP and Honors courses and have regularly scheduled focused groups to discuss issues pertinent to AIG students. High schools will begin implementing a "makerspace" for AIG students to utilize during lunch schedules or at other times that schools work into the daily schedule to work on projects, activities, assignments, etc.

Other Comments:

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: Sampson County Schools continues to work to assure that steps are in place to identify under-represented populations. We realize that schools with the highest numbers of economically disadvantaged students continue to have smaller percentages of students identified as AIG. We continue to provide both formal and informal professional development during PLCs to expand understanding of giftedness and address misconceptions related to giftedness with regular education teachers. ELL/EC teachers can recommend students for AIG testing and will participate in the professional development so that twice exceptional students can be identified. A teacher, counselor, or administrator can initiate a request for gifted screening. One of the tools for measuring a student's ability to enter the gifted program is the Naglieri Nonverbal Ability Test (NNAT2) published by Harcourt Assessment, Inc. NNAT2 is used for mass student screening at the end of 3rd grade. The NNAT2 is a culture-fair, nonverbal measure of reasoning and problem solving abilities. This test does not require English language skills or mathematics, instead it consists of problems that use a complex set of geometric shapes and designs. It is a test with four

types of questions: Pattern Completion, Analogy, Serial Reasoning and Spatial Visualization. An alternate assessment such as CogAT is utilized when needed.

The AIG specialists will compile EOG/EOC data and student scores from across the district on standardized achievement tests in grades 3 – 8 via access to PowerSchool, particularly sub-groups who are underrepresented in the AIG program. AIG specialists at the K-2 level will utilize a nurturing potential checklist to assist classroom/EC/ELL teachers in identifying gifted potential and this data is also disseminated by the AIG specialists.

The AIG specialist will collaborate with classroom teachers and instructional coaches to gather and analyze benchmark testing data with a focus on underrepresented populations.

Other Comments:

Practice D

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

District Response: Sampson County Schools ensures that the same AIG screening, referral, and identification processes are used to educate the school faculty and staff on the characteristics of the gifted child. Sampson County Schools AIG Procedural Manual will be used to guide the screening, referral and identification process. AIG specialists will utilize the AIG Program Calendar of Completed Processes in order to ensure timely completion of the steps outlined in this plan.

AIG Specialists will meet monthly to review and discuss the AIG plan and Program Calendar of Completed Processes to maintain fidelity across the district. New AIG specialist will be assigned a veteran AIG partner to assist with the screening, referral and identification process. The Assistant Superintendent for Academics and Student Services attends board of education meetings and district principal meetings to share AIG identification information. At the end of each year, AIG specialists will conduct an internal audit of records.

Other Comments:

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 Differentiated Education Plans (DEPs) include possible service options, and will be completed and signed during annual reviews with parents for all identified students. During this conference service delivery options will be explained. Parents have access to a brochure and other pertinent information related to AIG services on the website.

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Documentation is maintained in the student AIG folder, which will include: Individualized Eligibility (Form 5), Differentiated Education Plan (Form 8), and all applicable testing screening forms and signature forms. AIG headcount is updated twice yearly electronically with DPI. Records of AIG graduates are maintained at the district office for at least 5 years.

Elementary students receive series in inclusion and resource for a minimum of 90 minutes per week in the area(s) of identification. Middle school AIG students receive acceleration/advanced content in math and/or in reading in an inclusive/co-teaching setting. Middle school AIG students are offered high school level courses. High School students will take AP and Honors courses and have scheduled focus groups to discuss issues pertinent to AIG students. Middle and high school students will visit college and university campuses to explore future college and career opportunities. Surveys are completed annually to gather feedback from parents and families related to the AIG identification process and service options. Recent survey results indicated more than 85% of parents are aware of the identification process.

Other Comments:

Ideas for Strengthen the Standard: Continue to research service options for Intellectual Giftedness
Make Intellectual giftedness a focus topic for PLCs
Make sure all documents are in English and Spanish on the web and available for stakeholders
Utilize an automated system to share information with stakeholders
Revisit identification procedures annually and update forms etc. as needed
Collaborate more frequently with guidance counselors, classroom teachers, and bilingual liaisons to inform all stakeholders of the identification process
Seek additional materials available related to non-traditional testing measures.
Encourage regular classroom teachers to enroll in classes for AIG certification.
Work with administration/personnel to grow "makerspace" resources at the high school level over the next 5 year period to provide service options that will help target the gifted areas and interests of each school's AIG population of each school as funding becomes available.

Sources of Evidence: Agendas and minutes from AIG Specialists' meetings
Electronic survey results from the annual training (on the referral/identification packet) for classroom teachers
Examples of completed identification forms
Student identification forms that include multiple criteria
Teacher schedules and lesson plans.
Records of in-service training for both classroom and AIG teachers
Materials and research data for classroom/ELL/EC teachers related to giftedness
NNAT2 testing materials/results
Completed DEP's
Documents identifying service options
Rosters and agendas for meetings
Applicable forms
Headcount
Disaggregated data compiled by specialists
School screening list with referred student results
Student/Teacher surveys

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: Research-based professional development will be provided to facilitate the use of tiered assignments, choice, compacting, and other differentiation strategies for classroom teachers. On-going support will be provided to assist classroom teachers with strategies for successful implementation of differentiation using Common Core strategies. AIG specialists will collaborate with classroom teachers to provide and implement service options to meet the needs of the diverse learners within the AIG environment.

Other Comments:

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: As a means of incorporating a variety of effective instructional practices, professional development will be provided on strategies for differentiated instruction, assessing learning styles, and technology utilization for all teachers. An on-going support system will be created to assist with the implementation of differentiated instruction. Teachers will continue to utilize flexible grouping as a means to meet specific needs of learners. Data from AIG students will be collected, analyzed, and utilized to determine student strengths and needs (data would include EOG, EOC, benchmark, discipline data, attendance records, EVAAS, etc.). A learning style assessment and/or interest inventory will be conducted to determine student's style of learning and/or interest. Assistance will be provided to teachers in grades K-3 so that gifted potential is identified, nurtured, and developed. We will continue to extend Advanced Placement programs, implement focused interest groups, career development, differentiated lessons, and opportunities to complete accelerated project work for high school AIG students.

Other Comments:

Practice C

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

District Response: A variety of resources will be utilized to strengthen the curriculum. Technology will be infused into classroom and AIG units of study. Grade specific units will focus on math/science and language arts/social studies that relate to global topics and real-world situations. Independent units of study based on student interest, readiness, and choice, will be developed and monitored through contracts. A special effort will be made to increase academic opportunities for AIG students by implementing and extending enrichment activities.

Other Comments:

Practice D

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

District Response: Teachers will focus on 21st century content and skills in order to effectively make real world connections. In order to develop leadership skills in students, classroom teachers and AIG specialists will design lessons that allow for increased high level communication and collaboration among students.

Other Comments:

Practice E

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

District Response: On-going formative assessments will assist in differentiating instruction. Data from benchmark tests, Schoolnet assessments and teacher selected programs will be utilized to guide instruction for gifted students. Based on assessment data, AIG identified and potential AIG or IG students will be afforded the opportunity to participate in advanced courses at the middle and high school. Quarterly progress will be communicated to parents.

Other Comments:

Practice F

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

District Response: Collaboration between the AIG specialists, classroom teachers, and the guidance counselors is in place to strengthen the instructional practices that support the social and emotional needs of all AIG students. The high school AIG liaisons will meet with students for seminar focus groups to increase targeting special needs of the AIG students. Topics of discussion may include, underachievement, building strong study habits, and stress related to college decision making. Collaboration with the school counselors and career and college coordinators will determine areas of concern/topics of discussion based on the needs of the current student population at all levels.

Other Comments:

Practice G

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

District Response: Tiered assignments, independent contracts, critical thinking activities, and other differentiation strategies will be used to develop the potential of the K-3 learners. Grade and/or subject acceleration will be utilized as appropriate. Administrators and teachers will be provided with research on the need and benefits of cluster targeted grouping. A variety of assessment tools to assess student learning will be recommended. Professional development on differentiated tiered assignments will be continued annually.

Other Comments:

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: All personnel involved with the AIG student will collaborate to provide the most appropriate curriculum and instruction based on individual need. AIG specialists and exceptional children's personnel will meet as needed to discuss differentiation of curriculum strategies as applicable to the AIG student.

Other Comments:

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: The AIG Student Differentiated Education Plan (DEP) is the guiding document for scheduling and placement of each AIG student. AIG specialists utilize the DEP to ensure students are served in their area(s) of identification. Student and parent input is a vital part of the DEP. Signatures are collected when this document is reviewed annually with school personnel, parents, and students. At the high school level, the DEP will track student's utilization of honors and AP courses as well as the student's individual goals and test scores to ensure that the student is succeeding academically on individualized level and include a 4 year plan towards graduation. Interest inventories, student surveys, and other documents provide additional sources of insight into the student's continuum of services. An Intellectually Gifted Differentiated Education Plan (IDEP) will be developed for students who are identified as Intellectually Gifted.

Other Comments:

Ideas for Strengthen the Standard: Model tiered assignments and other differentiation strategies with classroom teachers
Content replacement when funding allows
Explore grant writing to fund enrichment opportunities for AIG students

Sources of Evidence: Lesson Plans/Unit plans
Differentiated Education Plans (DEP)
Professional Development description and handouts
Rosters and agendas from Professional Development
Lesson and unit plans
PLCs agenda and notes
Academic Coaches PD training
Survey Results
Data regarding program participation
Parent/Student input and survey
Projects
Portfolios
Student Presentations
EOG/EOC/Benchmark testing
Student Progress Reports and Report Cards
EVAAS data
PD electronic system
Various means of communication such as: emails, websites, brochures, newsletters, etc.
AIG parent nights to showcase student work and/or share AIG program information

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: An AIG-licensed coordinator from the Central Office serves as the lead coordinator to monitor the development and implementation of the plan. The licensed liaison works with the AIG specialists to prepare and plan an annual Program Outline and Evaluation to ensure that the program is consistent throughout the county. Meetings are held at least monthly with the AIG Specialists. Topics discussed at monthly meetings include: Professional Development, AIG updates, referral/testing/placement, data, communication with stakeholders, etc. The coordinator oversees the AIG testing program. She also plans an annual retreat to review the progress of the AIG program and determine necessary changes or best practices to implement the upcoming school year. The AIG coordinator participates in regional meetings, professional development opportunities and state-wide initiatives. The coordinator facilitates monthly system wide meetings to review policy updates and implementation of the plan.

Other Comments:

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: AIG specialists attend all meetings for school collaborative needs, such as professional learning communities, staff meetings, parent teacher conferences, and accountability conferences. AIG specialists will collaborate with regular classroom teachers of AIG students to identify resources and strategies that will best meet the academic, intellectual, social and emotional needs of SCS gifted learners, and plan activities/lessons that incorporate 21st century learning skills. AIG specialists schedule meetings with the counselors in order to determine resources related to the social and emotional needs of the gifted learner, so they can in turn share these resources with all classroom teachers. Our goal is to begin the development of a research-based plan that involves the counselor, classroom teachers, and the AIG specialist that will incorporate possible strategies to accommodate the intellectual learner. Employing additional personnel will decrease the ratio of students to specialists. Specific times for collaboration with personnel who teach AIG students must be scheduled. Specialists will attend the annual NCAGT conference which will include professional development with state wide initiatives that support gifted programs and AIG students.

Other Comments:

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: Research-based Professional Development is provided at the district level and is required for the AIG Specialists. Specialists also attend PLC's within their schools. AIG Specialists have the opportunity to seek and attend professional development offered outside of the LEA. Countywide training is offered to all teachers at the beginning of each school year related to gifted learners and the best way to meet their needs in the classroom. Professional development is provided at the county level to assist AIG specialists in obtaining renewal credit. AIG specialists provide professional development sessions at area schools related to gifted education. The AIG coordinator will solicit input on the annual system wide survey related to in-service training in the area of gifted education.

Other Comments:

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: Research is provided to principals to document the importance of placing gifted learners in classrooms of teachers who possess necessary skills and are willing to seek further training in the area of gifted education, whether at the county level or through universities. The district offers monetary compensation to teachers who complete AIG licensure classes. AIG students should be clustered in a regular education classroom with teachers who are AIG certified, pursuing certification or who have experience teaching gifted learners.

Other Comments:

Practice E

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

District Response: Professional development meets the needs of all teachers including teachers of

AIG students. Professional development will be selected according to program goals and current needs of student population. The AIG specialists work with teachers and instructional coaches to ensure that the professional development meets the needs of the gifted learner. AIG specialists have a PowerPoint to share with staff related to characteristics of gifted learners, myths of gifted learners and the difference between bright and gifted learners. In order to stay informed about best practices in gifted education, AIG specialists will attend the annual NCAGT conference.

Other Comments:

Practice F

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

District Response: AIG Specialists have the opportunity for vertical planning with classroom instructors, teachers of English Language Learners, Reading Specialists and other classroom facilitators during time set aside for Professional Learning Communities (PLCs). During PLCs at the school level, AIG Specialists share best practices, strategies, and resources from professional development with teachers. In addition, AIG Specialists also lead Professional Development on early release days at their assigned schools. At the district level, AIG Specialists work together in district AIG PLCs to enhance their understanding of the gifted learner and how to better service those individuals by learning to work with AIG student data and Booster Shot Strategies from DPI.

Other Comments:

Ideas for Strengthen the Standard: Research/offer professional development for teachers who are teaching gifted learners

Examine the possibility of a countywide basic certification for regular education teachers

Develop a local plan with basic courses available as part of the CPD (Customized Professional Development) for teachers that teach gifted learners

Utilize "booster shots" provided on the DPI AIG wiki as a resource

Sources of Evidence: Minutes and agendas from PLCs and AIG team meetings

AIG specialists' schedules

Documentation from extra course work or conferences attended

Resources from counselors

Agendas

Lesson plans that reflect professional development in practice

Budget indicating professional development expenditures/offerings

Professional development credits and attendance rosters

Teacher credentials

Student Projects

Copy of PowerPoint and materials used during professional development

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: Students in grades K-3 who show potential for giftedness are nurtured in the classroom setting by the regular education teacher. Materials and instructional strategies are provided to the regular classroom teacher by the AIG specialists. AIG students in grades 4-5 receive services from AIG specialists in both an inclusive and resource setting. During inclusion, the regular classroom teacher consults and plans with the AIG Specialist to design appropriately differentiated curriculum for the group. During resource, the AIG specialist provides opportunities to enhance and accelerate the curriculum such as computer-based instruction, individualized projects, learning contracts, curriculum compacting, and learning centers. The AIG specialists offer opportunities for independent study during the resource period. For students who demonstrate intellectual capacity in a certain area, the AIG specialists and the regular classroom teacher will collaborate together to differentiate curriculum for these students that focuses on their developmental interests and provides an adequate level of challenge.

AIG middle school students are clustered to allow co-teaching with the regular classroom teacher and an AIG specialist. Middle school students are provided accelerated math instruction in grades 6 and 7 so that they are able to take Integrated Math I in 8th grade. Science instruction is accelerated during 6th grade so that students may take Environmental Science in 7th grade. The language arts curriculum is enhanced and extended to allow for richer learning opportunities. Students also participate in special programs such as Math Competitions, Battle of the Books, Duke TIP, FBLA, STEM club and Junior Beta Club. Participation in these programs and/or clubs provides students with a wide array of academic, intellectual and social experiences. AIG specialists will administer interest inventories annually to assess students' needs and interests. When writing each student's DEP, the AIG specialist will collect information related to the social and emotional needs from guidance counselors and regular classroom teachers. All school personnel who are involved with the students' education will review the DEP annually.

High school students participate in On-line courses, Honors Courses, Advanced Placement (AP) Courses, Dual Enrollment Classes, Clubs, and regular focused seminars. High school students will also have access to makerspaces in each high school where they can explore interests and enhance classroom instruction. High School AIG liaisons also schedule college visits for high school students so that they have the opportunity to explore universities of interest. Sampson County Schools also employs two College Advisors/Scholars Coordinators in addition to four College Advisors that have been supplied from Duke University to assist students in applying for colleges and scholarships. These individuals work with high school students and parents in preparation of writing resumes, and completing college applications. They also provide support for students in completing financial aid paper work, practice with interviewing skills, and educating students related to additional opportunities

such as those available to the NC School of Math and Science and the Governor's School program.

Other Comments:

Practice B

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

District Response: Services at the elementary school are aligned to areas of identification with the focus on differentiation for academically gifted students in reading and math. Interdisciplinary units of study implemented by the specialists at the elementary level will be aligned with the science and social studies curriculum.

Academically Gifted services in reading and math at the middle school level will be delivered by an educator licensed in AIG who co-teaches and supports regular classroom teachers in planning differentiation for gifted students in math and language arts.

Student DEPs are aligned with their area(s) of identification and student input is an important part of the document. Guidance counselors or administrative staff responsible for scheduling will utilize the DEP as a guide to place students in a classroom setting that aligns with their area(s) of service.

The guidance department, AIG liaisons, and College Advisors/Scholars Coordinators at each high school meet with students to guide them in course selection, monitor performance and develop intervention plans as needed if their performance falls below expectations, assist with college and career planning, locating scholarships, arrange mentorships and service learning opportunities.

Other Comments:

Practice C

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

District Response: The AIG specialist will take part in PLCs for grade levels served in order to address the social, emotional and intellectual needs of gifted learners and to provide information and staff development about the AIG program.

The AIG specialist will provide updates at staff meetings about district policies and state mandates related to gifted education. Administrators are encouraged to include AIG specialists as members of the school improvement team and other school wide committees.

Other Comments:

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: Training will be provided during staff meetings and PLCs regarding all facets of the AIG program and plan. Links to the county AIG web page will be shared so that teachers, parents and all stakeholders may access the board approved plan and a "frequently asked questions" section. Program updates or changes will be shared through printed brochures, emails, announcements or school agendas. The AIG specialists have developed a common PowerPoint to share about the AIG program and services with all school staff. The AIG specialist will provide updates at staff meetings about district policies and state mandates related to gifted education.

Other Comments:

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: At the elementary level, specialist meet with teachers and guidance counselors to ensure the AIG student has a smooth transition between each grade level and to review and discuss data on DEPs. During this plan cycle, the middle school AIG specialists will meet with students at their "feeder" schools to review the services they will receive and address concerns. AIG specialists will compile a list of AIG students transitioning from elementary to middle school, and middle to high school to ensure that students are placed in areas of needed services. AIG specialists at the receiving school will provide the feeder schools with documentation at the end of the year including records, data and service options to ensure effective continuation of K-12 services. AIG specialists and liaisons maintain open lines of communication to ensure the transition of students to new schools and grade levels is a smooth and continuous process for students.

Other Comments:

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: AIG specialists, regular classroom teachers, exceptional children teachers and the teachers of English language learners collaborate during PLCs and provide academic enrichment and opportunities for growth for the gifted learner. Communication with all stakeholders will be scheduled to discuss program services. Information relevant to the AIG program will be disseminated

at Advisory Board meetings.

Gifted students can face social and emotional adjustment, including: (1) anxiety caused by advanced knowledge or understanding; (2) heightened sensitivity to feelings of others; (3) perfectionist tendencies; and (4) feelings of being alone, isolated, and different. AIG specialists communicate with guidance counselors, administrators and other support personnel at each school to determine program options that support the social and emotional needs of gifted learners. If an AIG student has a particular social or emotional need, it will be documented on the student DEP.

Students entering 9th grade will participate in Peer Group Connection (PGC). The PGC program will provide a transition service for students as they work with a PGC instructor and trained student mentors to understand their changing roles as high school students and develop better communication skills with teachers, parents, and peers. They also are educated about peer pressure, teen violence, drugs, and much more. In addition, high schools will begin training in MTSS to include PBIS in the upcoming AIG plan cycle. Each school in the district (K-12) will receive training and implement a positive behavior plan (if one is not already in place) as part of PBIS.

Other Comments:

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: Communicate information with regard to accelerative instruction options with stakeholders at advisory meetings, teachers' meetings, PLCs and forums. Allow AIG specialists to attend regional and state conferences to stay updated about summer enrichment opportunities. Utilize subject/grade level acceleration at the elementary level whenever it is appropriate. Develop guidelines for this process during this plan cycle as well as the IDEP for intellectually gifted learners. All high school students in Sampson County Schools are eligible for Credit by Demonstrated Mastery (CDM) as a method of course acceleration. Available courses are outlined on the district website along with the guidelines for completing the application process. In addition, teachers also will allow for students to work at their individual pace to complete some assignments and provide opportunities to have some portions of the curriculum compacted when proficiency is demonstrated. High school students may also enroll in Career and College Promise courses at Sampson Community College, and take Advanced Placement courses through NCVPS when courses are not available on site. Additional opportunities for online Advanced Placement courses are available through the NC School of Science and Math. Students who demonstrate high proficiency in selected Career and Technical Education courses can also receive articulated credit that is recognized in the community college system. To receive this credit, students must score a 90 or above on the VoCATS assessment and a B in the course.

Other Comments:

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: The AIG specialists have developed a common PowerPoint to share about the AIG program and services with all school staff. AIG specialists will provide information within the PowerPoint to cultivate an understanding of the under-represented gifted learner. The NNAT2 will be given to all 3rd graders across the county and any other students when needed. Alternative assessments such as the CogAT and ITBS will be utilized as needed. Since the intellectually gifted learner is often overlooked these strategies will allow for providing services for both the academically and the intellectually gifted student. AIG specialist will begin to communicate service options available for the under-represented gifted learner to ELL, EC, and regular education teachers.

Other Comments:

Practice I

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

District Response: Extra-curricular programs and events that are aligned to curriculum and enrich the student's academic strengths will be made available for all students with the appropriate approval. These programs will be an extension or culminating project for a unit of study, or an opportunity to broaden the student's understanding and interest.

Allow AIG specialists to attend regional and state conferences to stay updated about enrichment opportunities such as service projects and/or clubs across all grade spans.
AIG specialists will communicate with parents via email or monthly newsletters to provide information about enrichment opportunities such as DUKE Tip, STEM camps, and math/technology/science camps.

Other Comments:

Practice J

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

District Response: Utilize data from Schoolnet, standardized tests, benchmark tests and other assessments to group students according to their strengths and weaknesses. Administer interest inventories and other available profiles at the beginning of the year to facilitate flexible grouping.

6/15/2016

Work closely with administrators, academic coaches and regular education teachers to gather or share information related to academic student growth. Meet with administrators to identify teachers that facilitate effective instruction for the growth of the AIG student, so that students could be clustered within their classroom.

Other Comments:

Ideas for Strengthen the Standard: Put AIG specialists' handbook on the shared drive for regular education teacher to access

Showcase student work more frequently

Update the existing AIG brochure

Revise Form 5 to include ethnicity/IG/twice-exceptional

Sources of Evidence: Power School data

PLC agendas/rosters

Stakeholder communication via emails, newsletters, websites, progress updates

AIG Plan on website

PD Schedule

Student projects

Lesson plans

DEP's

Data spreadsheets

Subject/Grade acceleration

Standard 5: Partnerships

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

Practice A

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

- ☐ academic and intellectual
- ☐ social and emotional.

District Response: The AIG district team will provide opportunities for open communication among stakeholders. An Advisory Board is in place to determine the effectiveness of the program and articulate positive attributes as well as areas of concern related to the program implementation. Parents and community will be informed about the educational advantages of the program through newsletters, conferences, annual review meetings and Board of Education updates. The AIG plan will be accessible on the Sampson County School web site (www.sampson.k12.nc.us). Investigate the possibility of forming a PAGE chapter in Sampson County. Invite guest speakers from the community to speak to the interest or passion of gifted learners. Contact the local newspaper (The Sampson Independent) to showcase achievements with the community.

Other Comments:

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: AIG specialist are available to address questions and concerns during any school wide parent meeting. Make sure that AIG brochures are visible and available to all parents at each school and are posted on the Sampson County Schools (SCS) website. Once approved the AIG plan will be posted on the SCS website.

Other Comments:

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: Sampson County School District has an AIG Advisory Board which consists of representatives from each of the four school districts as well as parents, community, and businesses, who represent the diversity of the school district. This diverse board can provide input that will help to improve the quality of the program, based on the needs of our diverse student population. With their knowledge of students within their own communities, they can provide insight into what these students actually need to maximize their academic potential. Surveys are distributed to members of these groups on a yearly basis and information from these surveys is utilized for program changes and improvements.

Other Comments:

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: The AIG district team will provide opportunities for open communication among stakeholders. An Advisory Board is in place to determine the effectiveness of the program and articulate positive attributes as well as areas of concern related to the program implementation. Parents and community will be informed about the educational advantages of the program through newsletters, brochures, conferences, annual review meetings and Board of Education updates. The AIG plan will be accessible on the Sampson County School web site (www.sampson.k12.nc.us). AIG documents are available and will be disseminated in the native language of all students. Correspondence will be shared in both English and Spanish. ELL teachers/ interpreter will be a part of conferences or meetings with Spanish speaking parents.

Other Comments:

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: AIG specialists will continue partnerships with Sampson Community College, NC Justice Academy, the Clinton Police Department, Sampson County Agriculture Extension Agency/4H, Sampson County Garden Club, Lowe's of Clinton and members of Sampson County law enforcement. During monthly AIG specialist meetings strategies will be discussed to increase local business and community liaisons for the AIG program. This will facilitate increased opportunities for the gifted learners. Contacts will then be made to solicit their input and support. Middle and High School AIG students have the opportunity to tour college campuses. Our future plan is to include the School of Science and Math.

6/15/2016

Other Comments:

Ideas for Strengthen the Standard: Solicit parent volunteers at each school site to increase partnerships in the community
Investigate the possibility of a student-led career fair at each middle school

Sources of Evidence: Newsletters/Brochures
Rosters, Agendas, minutes
Examples of documents in Spanish
SCS Website
Survey results
News articles from local newspapers
Letters/Emails inviting guest speakers, businesses, etc.
Thank you notes to speakers/volunteers

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: The AIG Advisory Board and the AIG specialists will continue to monitor the plan, its programming, and the process with which it is to be carried out. A program outline and evaluation form is available with a monthly time line and tasks for completion. Sampson County School Board will continue to be provided with updates from the Assistant Superintendent related to the progress of the program. The AIG director attends regional/area AIG meetings to support plan improvements. SBE/DPI feedback from the previous plan was reviewed and revisions have occurred based on those comments. This information was a source of documentation for our present planning process. Stakeholders as well as district leaders were surveyed in Spring 2015 and were allowed to share input throughout the revision process. The program self-assessment was utilized to assist and guide in determining what changes need to be made in the plan. Updates will be posted on the web site for review.

This plan has been reviewed by stakeholders throughout the district, along with district level leadership, and will be submitted for approval by the Sampson County Board of Education. Once approved, it will be submitted to DPI for review and feedback.

Other Comments:

Practice B

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

District Response: The advisory committee and AIG Director will monitor the implementation of the AIG plan. The AIG Director and principals will monitor plan implementation through evaluation/observation of AIG teachers and through contacts including emails, newsletters, and meeting agendas. Each AIG specialist will utilize the program outline document as a guide to ensure fidelity of the implementation of the plan. Additionally, the AIG teachers will participate in monthly AIG team meetings/PLCs with the AIG Director and the Assistant Superintendent of Academics and Student Services. Each meeting will have a focused task, with the purpose of monitoring and assessing specific program components of the current plan. Any assessed needs or concerns will be addressed in an effort to ensure that the needs of our gifted learners are being met throughout the county. Updates will be provided for the school board and other stakeholders regarding the plan.

Other Comments:

Practice C

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

District Response: The Assistant Superintendent of Academics and Student Services, the AIG director and county finance office will work together annually to review the AIG budget and to ensure that it is spent in compliance with the state regulations. With input from the AIG Director, AIG specialists, and principals the budget over and above salaries will be spent on items determined to provide the most beneficial impact to the success of the program. Purchases and expenditures are based upon the current needs of the AIG program and what best meets the needs of the AIG students. The majority of the AIG budget is utilized for the salaries and benefits for AIG specialists since providing schools with an AIG licensed teacher is crucial to meeting the needs of gifted students. Other budget expenditures include professional development opportunities for the AIG specialists, testing materials and technology.

Other Comments:

Practice D

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

District Response: Student data such as EOG/EOC, benchmark/Schoolnet assessments and other qualitative data are gathered, analyzed and documented in student AIG folders as a means of determining student growth and achievement. Each AIG specialist will keep data spreadsheets documenting the growth and performance of students. District level instructional coaches and regular classroom teachers provide and share disaggregated data (which includes all AIG students as a subgroup) after benchmark testing.

The Sampson County School District will utilize a system to effectively maintain and share student performance and drop-out data for the AIG students. This information will be utilized in an effort to maximize student growth and to prevent student drop-outs. The information gathered will be shared with appropriate stakeholders in an effort to improve instructional strategies and to determine appropriate placement or service delivery options for students.

Other Comments:

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: Over time Sampson County Schools has observed that under-represented populations, such as ethnically diverse, economically disadvantaged and twice-exceptional students, have not been identified. The AIG specialists have been making efforts to observe these students in a regular classroom setting to determine whether or not they have been overlooked for referral for AIG placement. In order not to overlook the under-represented population, eligibility was broadened to include multiple pathways in the area of student achievement such as interviews, work samples, portfolios, etc. (See Standard 1B) Identification procedures will be analyzed and reviewed for disproportionality issues during the AIG Specialists PLCs.

Other Comments:

Practice F

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

District Response: Professional development specifically related to the AIG program will be offered to all personnel working with AIG students. Since the SCS Superintendent has agreed to provide financial assistance to teachers wishing to become AIG certified, classroom teachers who teach gifted students are encouraged to take advantage of this opportunity. Present AIG specialists have AIG licensure which is kept on file in the Personnel Department at the Central Office. If opportunities for employment arise, candidates are informed that licensure is preferred, but teachers with exceptional classroom performance in working with high ability learners or those who are pursuing AIG licensure will also be considered for the position.

Other Comments:

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: The AIG Director, with the assistance of the technology department, intentionally gathers feedback through surveys to parents, students, teachers and administrators annually. Advisory Board members and educators also provide feedback. Survey results have influenced changes in the AIG plan changes since 2010. The Assistant Superintendent gathers information at monthly principal meetings from county office staff and administrators related to AIG program effectiveness.

Informal feedback is solicited from stakeholders throughout the year at parent meetings/conferences,

PTSO events and via email and newsletters.

Other Comments:

Practice H

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

District Response: With the goal of continuous improvement our AIG specialists meet periodically each year to review and revise the program. A monthly program evaluation and performance outline document is in place to assure that we are constantly improving. The Advisory Board meetings and AIG specialists' meetings will allow for constant review to provide continuous improvement. Monitoring of the plan is on-going to determine if changes are needed. For example, the AIG specialists participate in an annual retreat at the end of the school year to evaluate the implementation and effectiveness of the program and modify if necessary. During the retreat, topics of discussion include EOG data, survey results, effectiveness of the identification/placement process, and AIG related forms and documents. An additional source to consider is a "suggestion box" on the AIG website to solicit feedback from an extended population that was not already contacted through our AIG survey.

Other Comments:

Practice I

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

District Response: AIG program data will continue to be shared with the public through our web site, AIG Advisory Board, Board of Education meetings, and principal and teacher meetings.

Other Comments:

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: Sampson County Schools continues to seek ways to make our schools quality learning environments. Part of the attainment of this commitment is a collaborative effort between the

home and school.

Sampson County Schools AIG Program goals, objectives and service options should be clearly communicated to parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following Due Process Procedures Regarding Academically/Intellectually Gifted Eligibility Determination and Services Decisions should be followed to resolve any disagreements:

STEP I: Appeal to the School Academically/Intellectually Gifted Committee

1. The parent/guardian may request a conference with the AIG Committee at the child's school. This request must be in writing. The AIG Committee should be given ample opportunity (10 days) to convene all members together for the conference.
2. At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed the child's teacher may be asked to provide further documentation concerning student characteristics and achievement.
3. At this conference, all information is shared with the parent/guardian, minutes are recorded on the AIG Committee minutes forms and signatures are obtained from those involved.
4. Following the conference, the AIG Committee will respond to the parent's concerns in writing within 10 days of the conference.

STEP II: Appeal to the Building-Level Administrator

1. The parent/guardian may appeal the decision of the AIG Committee to the building-level administrator in writing within 10 days of the decision from the AIG Committee. The building-level administrator shall review the concern and schedule a conference within 10 days of receipt of the written request. The AIG Committee chairperson and the child's teacher may be invited to this conference along with the parent/guardian.
2. During the conference, the building-level administrator may request further information from the child's teacher, the AIG Committee or the parents. Minutes are recorded on the AIG Committee minutes form and signatures are obtained from all persons in attendance.
3. The building-level administrator shall respond to the concern in writing within 10 days of the conference.

STEP III: Appeal to the Assistant Superintendent

1. The parent/guardian may appeal the decision of the building-level administrator in writing to the Assistant Superintendent for Academics and Student Services within 10 days of the decision from the building-level administrator.

Submit appeal to:

Assistant Superintendent for Academics and Student Services
Sampson County Schools
PO Box 439
Clinton, N.C. 28329

2. The Assistant Superintendent for Academics and Student Services will review the concern and schedule a conference. The building-level administrator, AIG Committee chairperson and the child's teacher may be invited to the conference along with the parent/guardian. During the conference with the parent/guardian, the Assistant Superintendent may request further information from the child's teacher, the AIG Committee, the parent/guardian, and/or the building-level administrator. Minutes are recorded on the AIG Committee minutes form and signatures obtained from those present.

3. The Assistant Superintendent for Academics and Student Services shall respond to the concern in writing within 10 days of the conference.

* At this point, the Assistant Superintendent for Academics and Student Services may request mediation in order to resolve the concern. This shall be done by an impartial mediator.

STEP IV: Appeal to the Local Board of Education

1. The parent/guardian may appeal the decision of the Assistant Superintendent for Academics and Student Services in writing to the Local Board of Education within 10 days of the decision from the Assistant Superintendent for Academics and Student Services.

Submit appeal to:
Superintendent
Sampson County Schools
P.O. Box 439
Clinton, N.C. 28329

2. The Board will review the concern and schedule a conference. The Board may request further information from the child's teacher, the AIG Committee, the parents, the building-level administrator, and the Assistant Superintendent for Academics and Student Services. During this meeting, minutes will be recorded on the AIG Committee minutes form and signatures obtained of those present. The Board shall make a final decision in writing within 30 days of the receipt of the written complaint.

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

STEP V: State Level Grievance Procedure

1. Parent/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 local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or

b. whether the local plan has been implemented appropriately in regard to the child.

2. Following the hearing, the administrative law judge shall make a decision that contains finding of fact and conclusions of law. Notwithstanding the provisions 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.

Other Comments:

Ideas for Strengthen the Standard: Include information on the DEP that addresses ethnicity, twice exceptional, and IG.

6/15/2016

Sources of Evidence: AIG Specialist meeting agenda and notes

SCS BOE agenda and minutes

Program Outline and Evaluation form

AIG Plan revision from DPI

AIG Student test data

Calendar for AIG meetings

Updates to BOE

AIG spending and operational budget

Purchase orders, E-procurement data

Disaggregated data

Drop-out information

Intervention strategies and documentation

AIG Headcount data

AIG student folder

PD calendar and records

Licensure reports

AIG Advisory list

Schedule of work sessions

Electronic and raw survey data from stakeholders

Website

Data regarding number of students and families using due process

Copy of due process policies and guidelines

Glossary (optional):

Appendix (optional):

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